

**Special Called Business Meeting  
April 3, 2025 4:00 PM  
Executive Conference Room  
215 West Poplar Avenue  
Collierville, TN 38017**

I. Call to Order

II. Roll Call

III. Public Comments

IV. Approval of April 3, 2025 Agenda

V. Approval of Highway 72 land purchase

VI. Approval of Science textbook committee recommendations

VII. Adjournment

Wright Cox, Chairman

Wright Cox, Chairman

Wright Cox, Chairman

Wright Cox, Chairman

Dr. Russell Dyer, Director of  
Schools

Mike Lytle, Director of Curriculum  
and Accountability

## AGREEMENT OF SALE AND PURCHASE

THIS AGREEMENT OF SALE AND PURCHASE (this “**Agreement**”) is made by and between **B&M Investments, Ltd.**, a Tennessee limited partnership (“B&M”), **G.A. Robinson Family Partners, L.P.**, a Tennessee limited partnership (“Robinson”), **Joel Porter** and **John S. Shepherd**, as tenants in common (collectively, “**Seller**”), having an address of 1801 Shelby Oaks Dr N, Ste 14, Memphis TN 38134 and **Collierville Schools Board of Education**, a \_\_\_\_\_ or its assignee or nominee (“**Buyer**”). This Agreement is to be effective as of March \_\_\_, 2025 (the “**Effective Date**”).

In consideration of the covenants and provisions contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

### 1. Agreement to Sell and Purchase.

Seller agrees to sell to Buyer, and Buyer agrees to purchase from Seller the Property, subject to the terms and conditions of this Agreement. For the purposes of this Agreement, the term “**Property**” shall mean and include the following:

(a) All of that certain real property described as a portion of Shelby County tax parcel C0244 00386C located in Collierville, Tennessee. containing approximately 27.9 acres of land and as further shown and outlined in red on Exhibit “A” attached hereto and incorporated by reference and including, without limitation, all privileges, rights, easements, hereditaments, and appurtenances thereunto belonging; all right, title and interest of Seller in and to any streets, alleys, ramps, passages, abutter’s rights and other rights-of-way included therein or adjacent thereto; and all water, mineral and other subsurface rights owned by Seller (collectively, the “**Property**”). The Property shall include all of Seller's right, title and interest, if any, in and to any strips or gores of land adjoining the Property, all improvements on the Property, the land, if any, lying in the bed of any street, road or avenue, opened or proposed, adjoining any part of the Property to the center line thereof, to any unpaid award for damages to the Property by reason of any change of grade in any street, road or avenue, and access rights to the Property over Seller’s adjacent property, if any.

### 2. Purchase Price.

The purchase price for the Property is Two Million Eight Hundred Thousand and No/100 Dollars (\$2,800,000.00) (the “**Purchase Price**”), payable by Buyer as follows:

(a) Twenty-Five Thousand and 00/100 Dollars (\$25,000.00) (the “**Deposit**”) by cashiers check or wire transfer payable to Chicago Title Insurance Company, 6060 Poplar Avenue, Suite LL-37, Memphis, TN 38119, Attn: Rena Lu (“**Escrow Agent**” and/or “**Title Company**”), which sum shall be delivered to Escrow Agent within ten (10) business days following the

Effective Date. The Deposit shall be held in a non- interest bearing, federally insured account, by Escrow Agent pending consummation of this transaction and shall be applied to the Purchase Price at Closing. Upon expiration of the Inspection Period (hereinafter defined), if Buyer has not otherwise extended or terminated this Agreement as provided herein, the Deposit shall become nonrefundable except in the event of a Seller default or otherwise set forth herein.

(b) At Closing the Buyer shall pay to the Seller the remaining amount of the Purchase Price subject to the prorations and adjustments described herein.

(c) If Buyer elects to terminate this Agreement for any reason and is entitled to receive a return of the Deposit pursuant to the terms hereof, the Escrow Agent shall first disburse to Seller One Hundred and No/100 Dollars (\$100.00) as independent consideration for Seller's performance under this Agreement ("**Independent Consideration**"), which shall be retained by Seller in all instances.

### 3. Closing.

Closing shall be held on or before ~~forty five~~fifteen (4515) days following the first to occur of (i) the expiration of the Inspection Period or any subsequent extension thereof or (ii) the rezoning of the Property (the "**Closing Date**"), or on such earlier date as Buyer shall designate by at least five (5) days advance written notice to Seller. Closing for the Buyer shall be held at the offices Escrow Agent ("**Closing**"). It is agreed that the time of Closing and the obligation of Seller to deliver the Deed (as defined in Section 6(f)(i) below) to Buyer at Closing and of Buyer to deliver the Purchase Price to Seller are all of the essence of this Agreement.

### 4. Title.

From and after the Effective Date, Buyer shall have the right to order a title insurance commitment prepared in accordance with all of the terms and conditions of this Agreement (the "**Title Commitment**").

(a) The Title Commitment shall be prepared in accordance with the current ALTA Form, issued by the Title Company, agreeing to issue, upon recording of the Deed, an ALTA owner's title insurance policy to Buyer and an ALTA Lender's title insurance policy issued to Buyer's lender(s), if applicable, in the amount of the Purchase Price insuring title to the Property. Buyer shall cause the Title Company at or prior to Closing to down date the Title Commitment to the date and time of the recording of the Deed and provide a "title mark-up" showing the final form of the title insurance policy (including the above referenced endorsements) to be issued, which mark-up shall obligate the Title Company to issue the final title insurance policy in such form. The title mark-up and final title insurance policy shall be subject only to liens, encumbrances or exceptions shown in the Title Commitment, and a survey to be ordered at Buyer's expense if it so elects, to which Buyer does not object pursuant to Section 4(b) or to which Buyer initially objects but Seller elects in writing not to cure (or is to have elected not to cure) pursuant to Section 4(b) (the "**Permitted Exceptions**"). A written statement of the obligee of the amount of any lien

or encumbrance to be discharged by Seller shall be provided by Seller within ten (10) days after the title evidence is furnished to Buyer. The premium for the title policy and any fees for endorsements or other services provided by the Title Company shall be paid by Buyer on or before Closing. Seller shall pay for the title search fee.

(b) Title Defects. Prior to the end of the Inspection Period described below (the “**Title Review Period**”), Buyer may object in writing to any condition of title not satisfactory to Buyer, in Buyer’s sole discretion (hereinafter referred to as a “**Title Defect**”). Within five (5) business days of its receipt of Buyer’s notice of Title Defects, Seller shall advise Buyer in writing of whether or not Seller intends to cure such Title Defects (“**Seller’s Title Objection Response**”); provided, however, that Seller shall be obligated to cure and satisfy of record all mortgages, deeds of trust, liens, delinquent taxes and assessments, judgments, and mechanic's liens not arising from the actions of Buyer or its agents and for which Seller caused, authorized or incurred, which are of an ascertainable amount (collectively, “**Monetary Encumbrances**”). Seller's failure to timely respond to Buyer’s notice of Title Defects shall be deemed an election not to cure any such Title Defects other than Monetary Encumbrances. If Seller is unwilling (or is deemed unwilling) to cure such Title Defects, Buyer shall have the option of either accepting title to the Property without abatement of the Purchase Price or of terminating this Agreement by giving written notice of such election to Seller within two (2) business days of Buyer’s receipt of Seller’s Title Objection Response and, in the latter event, the Earnest Money shall be refunded to Buyer promptly upon request and the Independent Consideration shall be paid to Seller promptly upon request, and, subject to any indemnification and hold harmless obligations of either party which shall survive such termination, all further rights and obligations of the parties under this Agreement shall terminate.

#### 5. Representations and Warranties.

Seller represents and warrants that all of Seller’s representations and warranties relating to this Agreement are true, correct and complete as of the Effective Date of this Agreement and shall be deemed reaffirmed as true, correct and complete as of the Closing Date. Seller acknowledges that the representations and warranties made in this Agreement by Seller are a material inducement to Buyer’s entering into this Agreement and purchasing the Property. All of Seller’s representations and warranties relating to this Agreement shall survive the Closing of the transactions contemplated herein for a period of one (1) year. Seller hereby indemnifies Buyer for any loss or damage, including, without limitation thereto, reasonable attorney’s fees and court costs, occurring as a result of the breach of any representation, warranty or covenant of Seller herein. Seller shall not have liability to Buyer for any inaccuracy or omission with regard to any representation made herein, to the extent that Buyer has actual knowledge of the inaccuracy or omission on or before the Closing Date. In addition to any other representations and warranties set forth in this Agreement, Seller hereby further represents, warrants and covenants to Buyer as follows:

(a) Seller holds fee simple title to the Property, subject to the Permitted Exceptions. B&M and Robinson are limited partnerships, validly created, existing and in good

standing in its state of formation and the individuals signing this Agreement on behalf of the Seller has the power and authority to enter into this Agreement for the Seller and to consummate the transactions herein contemplated.

(b) Neither the execution and delivery of this Agreement, nor compliance with the terms and conditions of this Agreement by Seller, nor the consummation of the sale and conveyance of the Property to Buyer, constitutes or will constitute a violation or breach of the organizational documents of B&M and Robinson, as the same may have been amended from time to time, or of any agreement or other instrument to which Seller is a party, to which it is subject or by which it is bound.

(c) The execution and delivery of this Agreement have been approved by Seller and no further action is required on the part of Seller to consummate the transaction contemplated hereby. The persons executing this Agreement on behalf of Seller have all requisite authority to execute this Agreement, and this Agreement, as executed, is valid, legal and binding upon Seller. There are no proceedings pending or threatened by or against Seller in bankruptcy, insolvency or reorganization in any state or federal court.

(d) There are, to Seller's actual knowledge, no management, employment, service, maintenance, water, sewer or other utility or concession agreements or agreements with municipalities (including improvement or development escrows or bonds) with respect to or affecting the Property which will burden the Property or Buyer after Closing in any manner whatsoever, except for instruments of record as of the Effective Date. To Seller's knowledge, no person or entity has any option to lease or purchase all or any portion of the Property (or any interest or rights therein); no person or entity has any right of first refusal or similar right to lease or purchase all or any portion of the Property (or any interest or rights therein); there are no leases, licenses or occupancy agreements affecting the Property.

(e) Seller has no actual knowledge of, and to its actual knowledge has received no notice from, any governmental authority requiring any work, repairs, construction, alterations or installations on or in connection with the Property, or asserting any violation of any federal, state, county or municipal laws, ordinances, codes, orders, regulations or requirements affecting any portion of the Property, including, without limitation any applicable environmental laws or regulations. There is no action, suit or proceeding pending or, to the actual knowledge of Seller, threatened against or affecting Seller or the Property or any portion thereof or relating to or arising out of the ownership of the Property, in any court or before or by any federal, state, county or municipal department, commission, board, bureau or agency or other governmental instrumentality.

(f) No assessments or charges of any kind or nature (deferred or otherwise) for any public improvements have been made against the Property which remain unpaid, except for ad valorem real estate taxes for the current year.

(g) To the actual knowledge of Seller, Seller represents To that: (i) the Property and Seller are not in violation of any Environmental Laws (as defined below), and Seller has not used all or part of the Property or any lands contiguous to the Property in violation of any Environmental Laws; (ii) there is no contamination, pollution or danger of pollution resulting from a condition on or under the Property or any property owned by Seller adjacent to the Property; (iii) there are no storage tanks on or under the Property; and (iv) environmental conditions associated with the Property are in compliance with all Environmental Laws. Seller has not received any information from neighboring property owners indicating they have any concerns about existing environmental conditions which could affect the Property or suggesting they might look to Seller for contribution to clean up such condition.

In the event Buyer shall discover such Hazardous Substances and/or violations of Environmental Laws, tanks, other “recognized environmental condition” (as that phrase is defined by the most recent American Society for Testing and Materials practice standards) on the Property at any time prior to Closing, Buyer shall have the right to terminate this Agreement upon written notice thereof to Seller, whereupon Escrow Agent shall return the Deposit (less the Independent Consideration which shall be paid to Seller) to Buyer together; and thereafter this Agreement shall be deemed void and neither party shall have any further rights or obligations hereunder.

For purposes of this Agreement, the term “**Environmental Law(s)**” shall mean all federal, state and local laws including statutes, regulations, codes and other governmental standards, restrictions, rulings, judgments, orders and requirements in effect now or at any time in the future or past relating to the use, storage, disposal, release, emission, dispersal, spilling, leaking, burial, migration, seepage, movement, discharge, management, investigation, remediation, monitoring, regulation relating to air pollutants, water pollutants, process wastewater, solid or hazardous waste, chemicals, gases, vapors, water pollutants, groundwater, effluents, stormwater runoff, surface water runoff, the environment, Hazardous Substances or employee health and safety, including, but not limited to, the Federal Solid Waste Disposal Act, the Federal Clean Air Act, the Federal Clean Water Act, the Federal Resource Conservation and Recovery Act of 1976, the Federal Comprehensive Environmental Response, Compensation and Liability Act of 1980, the Federal Hazardous Materials Transportation Act, the Toxic Substance Control Act, the Occupational Safety and Health Act of 1970 (all as the same may have been amended), regulations of the Environmental Protection Agency, regulations of the Nuclear Regulatory Agency, and regulations of any state department of natural resources or state environmental protection agency.

For purposes of this Agreement, the term “**Hazardous Substance(s)**” shall mean all hazardous, toxic, flammable, explosive or radioactive substances, wastes and materials; any pollutants or contaminants (including, but not limited to, petroleum products, asbestos, raw materials and natural substances that include hazardous constituents); and any other similar substances or materials that are regulated under Environmental Laws

(h) To Seller’s actual knowledge, there are no pending and Seller has received no notice of a threatened condemnation or eminent domain proceedings affecting the Property or

any portion thereof, and to Seller's actual knowledge there are no proposed actions by any governmental agencies or authorities which have or may create a lien upon the Property or any portion thereof.

(i) To Seller's actual knowledge, the Property is in material compliance with all federal, state, county, municipal or other government standards, laws, ordinances, statutes, regulations and requirements. To Seller's actual knowledge, the Property is in material compliance with all applicable private restrictions, covenants, rules, standards and requirements.

(j) To Seller's actual knowledge, no portion of the Property is the subject of any abatement, reduction, deferral or "roll back" with regard to real estate taxes, nor any other agreement or arrangement whereby the Property may be subject to the imposition of real estate taxes after the date of Closing on account of periods of time prior to the date of Closing.

6. Conditions of Buyer's Obligations.

For the purposes of this Agreement "**Inspection Period**" shall mean October 15, 2025 commencing on the Effective Date.

The obligation of Buyer under this Agreement to purchase the Property from Seller is contingent on the satisfaction of the following conditions within each condition's respective time-period (any one of which may be waived in whole or in part by Buyer within each condition's time period):

(a) At Closing, all of the representations and warranties by Seller set forth in this Agreement shall be true and correct in all material respects as though such representations and warranties were made at and as of Closing, and Seller shall have performed, observed and complied with all covenants, agreements and conditions required by this Agreement.

(b) Within the Inspection Period or subsequent extension, Buyer verifying that the Property is in every respect acceptable to Buyer based on an investigation and review by Buyer, its agents and contractors of the Property, all information that is required to be provided to Buyer by Seller pursuant to this Agreement and all information that is available to Buyer relating to the Property and the transactions contemplated herein, including, but not limited to, the Disclosure Materials (as defined below). If any contract, agreement or instrument relating to the ownership, use, management or operation of the Property ("**Contracts**") is unacceptable to Buyer, in Buyer's sole and absolute judgment, Buyer may elect to exclude any such Contract from the Property to be transferred hereunder by delivering written notice thereof to Seller no later than the five (5) business days after the expiration of the Inspection Period (as may be extended), and Seller shall provide a notice of termination of such contract which will be sent at Closing.

(c) Within the Inspection Period, Buyer obtaining, at Buyer's expense, written environmental assessments and/or evaluations of the Property (including "Phase I" assessments and, if Buyer deems necessary, "Phase II" assessments, including laboratory testing of soil, water

and other substances, but the Phase II assessment must be approved by Seller in writing, which approval shall be granted in Seller's sole discretion) from qualified environmental consultants of Buyer's choice, confirming that: (i) the Property complies with all Environmental Laws; (ii) there are no liabilities (potential, contingent or otherwise) affecting the Property arising under any Environmental Laws; (iii) there are no underground or aboveground storage tanks, associated pipes or equipment located on or at the Property; (iv) there are no Hazardous Substances on, under, at, in or migrating to or from the Property; (v) no portion of the Property has been designated as shoreland or conservancy land; (vi) no portion of the Property has been filled; and (viii) the Property is not affected in any manner or degree by a "recognized environmental condition" (as that phrase is defined by the most recent American Society for Testing and Materials practice standards).

(d) Within the Inspection Period or subsequent extension, Buyer verifying to Buyer's satisfaction that all applicable public and private laws, rules, standards, covenants and requirements, including, without limitation, all zoning, subdivision, building and use restrictions and all easements and matters of record, allow the conveyance of the Property from Seller to Buyer, and are consistent with Buyer's Intended Use; Buyer verifying to Buyer's satisfaction that Buyer will be able to obtain, all public and private permits, certificates and other approvals, consents and all variances, exemptions, waivers, zoning changes and land divisions required for the conveyance of the Property from Seller to Buyer, and Buyer's Intended Use. The term "**Buyer's Intended Use**" shall mean and include, without limitation, further subdivision and development of the Property. In addition, the parties hereto agree that the Property requires rezoning for Buyer's intended use. Buyer will apply, and Seller shall cooperate with Buyer in obtaining satisfactory zoning for the Property within the Inspection Period. Buyer will pay for the costs and expenses for said rezoning.

(e) Within the Inspection Period, Buyer's receipt of an appraisal from a qualified appraiser licensed in the State of Tennessee which confirms that the value of the Property is equal to or greater than the Purchaser Price.

(f) Within the Inspection Period, proof that ETI Drawing no. C1.01, dated December 13, 2021, as further depicted on Exhibit "A" accurately reflects FEMA NFIP map data to the satisfaction of Buyer.

(g) Within five (5) business days of the Effective Date, Seller shall deliver via e-mail to Buyer the items listed on Schedule 6(e) attached hereto and incorporated by reference herein that are in Seller's possession (the "**Disclosure Materials**").

(h) At Closing, Seller shall deliver to Buyer duly executed originals of the following:

(i) A special warranty deed to the Property, expressly warranting against the claims of all persons claiming by, through or under Seller, that the Property is good,

indefeasible, in fee simple, subject only to the Permitted Exceptions, duly executed and acknowledged by Seller and in proper form for recording, (the “**Deed**”).

(ii) A Non-foreign Person Certification as required under Section 1445 of the Internal Revenue Code.

(iii) An assignment in form and substance mutually satisfactory to Seller and Buyer, duly executed by Seller, assigning to Buyer, to the extent assignable, all of Seller’s right, title and interest in and to the Contracts and, to the extent assignable or transferable, any and all warranties and guaranties, permits, certificates of occupancy, licenses and other approvals, including, without limitation, roof warranties and any licenses/permits/approvals (collectively, “**Permits and Warranties**”).

(iv) A certificate certifying that the representations and warranties of Seller, as set forth in this Agreement, are true and correct in all material respects as of the Closing and shall survive Closing.

(v) A commercially reasonable affidavit of title in favor of Buyer, the Title Company, together with such other affidavits as are reasonably required by Buyer or the Title Company for the issuance of the Buyer’s title policy, in the commercially reasonable forms used by such Title Company;

(vi) a closing statement accurately setting forth the financial terms of this transaction and a summary of the Purchase Price and net Purchase Price (the “**Closing Statement**”);

(vii) a good standing certificate of B&M and Robinson reasonably satisfactory to Buyer;

(viii) such other documents as may be reasonably required to consummate this transaction in accordance with this Agreement; and

(ix) payoff letters and lien releases from creditors holding mortgages, trust deeds, judgments, liens and/or encumbrances against the Property.

Unless all of the foregoing conditions contained in this Section 6 are satisfied and completed within each condition’s applicable time period, or if no time period is specified, prior to or at Closing, Buyer, at its election (in its sole discretion), may, either: (i) extend the date for Closing until such conditions are satisfied; or (ii) terminate this Agreement and have the full amount of the Deposit (less the Independent Consideration which shall be paid to Seller) refunded together (provided, however, that termination and refund of the Deposit shall not be Buyer’s exclusive remedy); or (iii) waive in writing the satisfaction of any such condition or conditions, in which event this Agreement shall be read as if such condition or conditions no longer existed; or

(iv) compel specific performance of this Agreement, in which event Buyer may also recover its reasonable costs and attorney fees in seeking such specific performance.

Regardless of any language to the contrary contained in this Agreement, if any, Buyer shall have the right to terminate this Agreement for any reason or no reason whatsoever, in Buyer's sole and absolute discretion, upon written notice to Seller on or before the expiration of the Inspection Period or subsequent extension, and thereupon this Agreement shall terminate, the Deposit (less the Independent Consideration which shall be paid to Seller, and only the refundable portion of the Deposit if the Inspection Period shall have been extended by Buyer pursuant to this Agreement) shall be refunded to Buyer and neither party shall have any further rights or obligations hereunder, except as expressly provided herein. Buyer shall hold Seller and the Property harmless from and against any lien, loss or damage as a result of any environmental inspection or other inspection which Buyer requests and shall further hold Seller and the Property harmless from and against any damage to the Property or the improvements thereon, if any, as a result of the inspection undertaken by Buyer and Buyer shall return the Property to substantially the shape it was in prior to its inspections.

(g) Conditions of Seller's Obligations. The obligation of Seller under this Agreement to sell the Property to the Buyer is contingent on the satisfaction of the following conditions within each condition's respective time-period (any one of which may be waived in whole or in part by Seller within each condition's time period):

(i) Buyer shall pay the Purchase Price to Seller as described in Section 2 above on the Closing Date.

(ii) Buyer shall deliver originals of the following instruments, documents and other items (or copies if originals are unavailable), all certified (as applicable) by Buyer as true and complete to the actual knowledge of Buyer:

(A) the Closing Statement executed by Buyer; and

(B) such other documents as may be reasonably required by Seller or the Title Company to consummate this transaction in accordance with this Agreement.

7. Possession.

Exclusive possession of the Property shall be given to Buyer at Closing.

8. Prorations and Charges.

(a) All ad valorem real estate and personal property taxes for the Property for the year in which the Closing occurs shall be prorated at Closing. The Seller shall pay, at or before Closing, all prior years ad valorem real estate (including any "rollback" taxes, if applicable) and personal property taxes upon the Property.

(b) All utility charges (as applicable), including, but not limited to, sewer, water, electricity, gas, telephone and other private and municipal charges (collectively “**Utility Charges**”) shall be paid by Seller through Closing and Buyer shall cause those services to be billed in Buyer’s name after Closing.

(c) Buyer shall pay all recording costs and transfer taxes associated with the conveyance of the Property whether to Buyer pursuant to the Deed or to Buyer’s lender, if any, pursuant to a Deed of Trust and one half of any charges of the Escrow Agent. Buyer shall be responsible for the payment of any endorsements and premiums associated with the Title Policy. Buyer shall be responsible for any and all costs which are incurred in connection with the inspection(s) undertaken by Buyer, including, but not limited, the Phase I or Phase II Environmental Assessment, and any other inspections and any and all costs, expenses and prepaids in connection with Buyer’s financing, if any. Seller shall pay the cost of recording any releases required to be filed to release encumbrances upon the Property, the title search fee, the cost of the preparation of the Deed, and one half of any charges of the Escrow Agent. Each party is responsible for paying its own respective attorneys’ fees incurred in negotiating, preparing and closing the transaction contemplated by this Agreement. Seller shall pay the balance owed upon any trust deed, mortgage, lien, or other encumbrance upon the Property on or before Closing.

(d) Any and all other normal, on-going operating expenses attributable to the Property, whether incurred before or after Closing, except to the extent any of the same relate to the Contracts for agreements which will not survive Closing, shall be prorated between the parties.

As applicable, all of the foregoing items set forth in this Section 8, unless otherwise expressly stated, shall be prorated between the parties as of midnight of the day before Closing.

9. Condemnation; Rezoning, Historic Designation.

To Seller’s actual knowledge, Seller represents that Seller has not heretofore received any notice of any eminent domain or condemnation proceeding in connection with the Property. If prior to Closing any such eminent domain or condemnation proceeding is commenced or any change impacting the use, lot lines, or other operational aspects of the Property is made, or proposed to be made by the local governmental authority to: (i) any portion or all of the Property; (ii) the current means of ingress and egress to the Property; or (iii) to the roads or driveways adjoining the Property, Seller agrees to promptly notify Buyer in writing thereof. Buyer then shall have the right within five (5) business days of receipt of Seller’s notice thereof, at Buyer’s option, to terminate this Agreement by giving written notice to Seller prior to Closing. If Buyer elects to terminate this Agreement pursuant to the terms set forth in this Section 9, then the full Deposit shall be immediately returned to Buyer (less the Independent Consideration which will be paid to Seller), Buyer and Seller shall be released from any further liability hereunder and this Agreement shall be null and void except for the requirement of Buyer to repair the Property after any inspection(s). If Buyer does not so terminate this Agreement, Buyer shall proceed to Closing hereunder as if no such proceeding had commenced and will pay Seller the full Purchase Price in accordance with

this Agreement, and Seller shall assign to Buyer all of its right, title and interest in and to any compensation for such condemnation. If Buyer does not choose to terminate this Agreement, Seller shall not negotiate or settle any claims for compensation prior to Closing, and Buyer shall have the sole right (in the name of Buyer or Seller or both) to negotiate for, to agree to, and to contest all offers and awards.

If, prior to Closing, there is a designation of the Property (and/or any improvement located thereon) or any portion thereof as a historic structure or other historic designation, or is threatened, commenced or finalized, or there is a threatened, commenced or finalized rezoning of the Property (other than at the direction or with the written approval of Buyer), Seller shall promptly notify Buyer, and Buyer within five (5) business days of receipt of Seller's notice thereof, may elect to terminate this Agreement prior to Closing, in which event the full Deposit (less the Independent Consideration which will be paid to Seller) shall be returned forthwith to Buyer, Buyer and Seller shall be released from any further liability hereunder and this Agreement shall be null and void except for the requirement of Buyer to repair any material damage to the Property resulting from any inspection(s). If Buyer does not elect to terminate this Agreement, this Agreement shall remain in full force and effect and at Closing Seller shall assign to Buyer all Seller's right, title and interest in and to any dollars paid or to be paid by the governmental authority (if any) in connection with the rezoning of the Property or historic designation.

10. Default by Buyer.

If Buyer, without the right to do so and in default of its obligations hereunder, fails to complete Closing as to the Property, the Deposit shall be paid to Seller (less the Independent Consideration which shall be paid to Seller). Such payment of the Deposit to Seller shall be deemed to be liquidated damages for Buyer's default and the receipt of same shall be Seller's exclusive and sole remedy for such default by Buyer; and Seller hereby waives any right to recover the balance of the Purchase Price, or any part thereof, and the right to pursue any other remedy permitted at law or in equity against Buyer with the exception of the Deposit. The parties agree that it would be impracticable and extremely difficult to ascertain the actual damages suffered by Seller as a result of Buyer's failure to complete the purchase of the Property pursuant to this Agreement, and that under the circumstances existing as of the date of this Agreement, the liquidated damages provided for in this Section represent a reasonable estimate of the damages which Seller will incur as a result of such failure. The parties acknowledge that the payment of such liquidated damages is not intended as a forfeiture or penalty under any legal or equitable theory, but is intended to constitute liquidated damages to Seller.

11. Default by Seller.

If Seller defaults in the performance of any obligation contained in this Agreement or, without the right to do so and in default of its obligations hereunder, fails to complete Closing, Buyer shall have the option to elect to: (a) terminate this Agreement, the full Deposit shall be returned to Buyer (less the Independent Consideration which shall be paid to Seller), and Seller shall reimburse Buyer for all of Buyer's reasonable costs incurred in connection with the transaction contemplated

by this Agreement not to exceed \$50,000.00, or (b) compel specific performance of this Agreement, in which event Buyer shall also recover its reasonable costs and attorney fees.

12. Risk of Loss.

Seller shall bear the risk of all loss or damage to the Property from all causes until Closing. Seller represents that it has, and will maintain pending Closing, a policy of fire and extended coverage insurance in at least the full amount of the replacement cost of all buildings and improvements located on the Property. If at any time prior to Closing any portion of the Property is destroyed or damaged as a result of fire or any other casualty whatsoever, Seller shall promptly give written notice thereof to Buyer and Buyer shall have the right: (i) to terminate this Agreement by written notice to Seller, whereupon Escrow Agent shall return the full Deposit (less the Independent Consideration which shall be paid to Seller) to Buyer, and thereafter this Agreement shall be void and neither party shall have any further rights or obligations hereunder except for the requirement of Buyer to repair any material damage to the Property resulting from any inspection(s); or (ii) to proceed with this Agreement and to notify Seller that, at Buyer's sole option, Seller either shall: (A) use any available insurance proceeds to restore the Property prior to Closing to its condition as of the Effective Date, and if there are any excess insurance proceeds after completion of such restoration, Seller shall retain such funds; or (B) in lieu of restoration, prior to Closing, clear the site of debris and deposit all remaining insurance proceeds in escrow with Escrow Agent and such funds shall be disbursed to Buyer at Closing. All unpaid claims and rights in connection with any such losses shall be assigned to Buyer at Closing without in any manner affecting the Purchase Price. In the event Buyer elects to proceed under clause (ii)(A) or (ii)(B) above, Seller shall either expend the deductible amount provided for in such insurance coverage in making such restoration or clearing the Property, as the case may be, or give Buyer a credit therefor against the Purchase Price.

13. Brokerage.

Each party represents and warrants to the other that neither has dealt with any broker, agent, finder or other intermediary in connection with this sale and purchase, except for Buyer's agent, Kevin Vaughan of Township Realty Services, whose compensation is provided in a separate agreement. Seller agrees to indemnify, defend and hold Buyer harmless from and against any broker's claim arising from any breach by Seller of Seller's representation and warranty in this Section 13. Buyer agrees to indemnify, defend and hold Seller harmless from and against any broker's claim arising from any breach by Buyer of Buyer's representation and warranty in this Section 13. The terms of this Section shall survive any termination of this Agreement.

14. Notice.

All notices, requests and other communications under this Agreement shall be in writing and shall be delivered: (i) by nationally recognized overnight delivery service with electronic delivery notification such as FedEx or UPS; or (ii) by electronic transmission (so long as method (i) is

simultaneously utilized) addressed as follows or at such other address of which Seller or Buyer shall have given notice as herein provided:

If intended for Seller:  
c/o Paul Baioni  
999 S. Shady Grove Road, Suite 103  
Memphis, Tennessee 38120

with a copy to:

Glankler Brown, PLLC  
Attention: J. William Pierce, Jr.  
6000 Poplar Avenue, Suite 400  
Memphis, Tennessee 38119  
wpierce@glankler.com

If intended for Buyer:  
Collierville Board of Education  
Attention: Russell Dyer  
215 W. Poplar Avenue  
Collierville, TN 38017

with a copy to:  
Evans Petree PC  
Attention: Harley Steffens  
6060 Poplar Avenue, Suite 400  
Memphis, TN 38119  
E-mail: hsteffens@evanspetree.com

All such notices, requests and other communications shall be deemed to have been sufficiently given for all purposes hereof as set forth in said electronic delivery notification. Notices by the parties may be given on their behalf by their respective attorneys.

15. Indemnity by Seller.

(a) Seller agrees to indemnify and hold harmless Buyer and its officers, members, agents, and employees, from and against, and to reimburse Buyer with respect to any and all claims, demands, causes of action, losses, damages, liabilities, costs and expenses (including attorneys' fees and court costs) asserted against or incurred by Buyer by reason of or arising out of: (a) subject to the limitations in Section 5, a breach of any representation or warranty of Seller set forth in this Agreement; (b) the failure of Seller to perform any obligation required by

this Agreement to be performed by it; and (c) the ownership, maintenance, operation, management and use of the Property prior to Closing.

(b) Buyer agrees to indemnify and hold harmless Seller and its officers, agents, employees, from and against, and to reimburse Seller with respect to any and all claims, demands, causes of action, losses, damages, liabilities, costs and expenses (including attorneys' fees and court costs) asserted against or incurred by Seller by reason of or arising out of: (a) a breach of any representation or warranty of Buyer set forth in this Agreement; (b) the failure of Buyer to perform any obligation required by this Agreement to be performed by it; and (d) Buyer's access to the Property for the purpose of making such investigations, inspections, tests, assessments, surveys and the like during the Inspection Period or subsequent extension.

16. Further Assurances.

After Closing, at Buyer's sole cost and expense, Seller shall execute, acknowledge and deliver, for no further consideration, all assignments, transfers, deeds and other documents as Buyer may reasonably request and any further deliveries and assurances as may be reasonably necessary to consummate the transactions contemplated hereby or to further perfect the conveyance, transfer and assignment of the Property to Buyer.

17. Miscellaneous.

(a) All of the representations and warranties contained in this Agreement, all covenants, agreements and indemnities made herein, and all obligations to be performed under the provisions of this Agreement shall survive Closing for a period of one (1) year.

(b) The "captions" or "headings" in this Agreement are inserted for convenience of reference only and in no way define, describe or limit the scope or intent of this Agreement or any of the provisions hereof.

(c) This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, executors, administrators, legal representatives, successors and permitted assigns. However, neither the Buyer nor the Seller shall assign this Agreement without the express written consent of the other party first had and obtained, which consent may not be unreasonably withheld, conditioned or delayed; provided, however, Buyer may assign this Agreement without Seller's consent to an affiliate of Buyer. However, in the event of an assignment the original party shall remain liable for all obligations pursuant to this Agreement.

(d) This Agreement, including the exhibits attached hereto, contains the entire agreement as to the transaction contemplated herein between Seller and Buyer; and there are no other terms, obligations, covenants, representations, statements or conditions, oral or otherwise, of any kind whatsoever concerning this sale and purchase of the Property. This Agreement shall not be altered, amended, changed or modified except in writing executed by the parties hereto.

(e) This Agreement shall be construed in accordance with the internal laws of the State of Tennessee.

(f) All parties to this Agreement having participated fully and equally in the negotiation and preparation hereof, this Agreement shall not be more strictly construed, or any ambiguities within this Agreement resolved, against either party hereto. It is the intent of Buyer and Seller that this Agreement be binding on both parties and not illusory. Thus, wherever this Agreement grants Buyer or Seller discretion, which might otherwise make this Agreement illusory, the party exercising its discretion must act reasonably according to commercial standards.

(g) Time is of the essence of this Agreement, and Buyer and Seller hereby agree that the times provided for in this Agreement are reasonable times for each party to complete its respective obligations. If any of the times provided for in this Agreement fall on a Saturday, Sunday or legal holiday, said times shall automatically extend to the next full business day.

(h) This Agreement may be executed or amended in counterparts, all of which taken together shall constitute one and the same instrument. Execution and delivery of this Agreement by facsimile or portable document format (“PDF”) copy bearing the signature of any party hereto shall constitute a valid and binding execution and delivery of this Agreement by such party. Such facsimile or PDF copies shall constitute enforceable original documents.

(i) If any of the terms or conditions contained herein shall be declared to be invalid or unenforceable by a court of competent jurisdiction, then the remaining provisions and conditions of this Agreement, or the application of such to persons or circumstances other than those to which it is declared invalid or unenforceable, shall not be affected thereby and shall remain in full force and effect and shall be valid and enforceable to the full extent permitted by law.

(j) This Agreement is not intended to give or confer any benefits, rights, privileges, claims, actions, or remedies to any person or entity as a third party beneficiary, decree, or otherwise.

(k) Neither Buyer nor Seller shall make public announcement before the Closing, without the prior written specific consent of the other; provided, however, that Buyer or Seller may make disclosure of this Agreement to its lenders, creditors, officers, employees and agents as necessary to perform its obligations hereunder.

(l) Should either party employ attorneys to enforce any of the provisions hereof, the party against whom any final judgment is entered agrees to pay the prevailing party all reasonable costs, charges, and expenses, including attorneys’ fees and costs, expended or incurred in connection therewith. The terms of this Section shall survive the Closing or any earlier termination of this Agreement.

(m) TO THE EXTENT PERMITTED BY APPLICABLE LAW, THE PARTIES HEREBY IRREVOCABLY WAIVE ANY AND ALL RIGHT TO TRIAL BY JURY

IN ANY LEGAL PROCEEDING ARISING OUT OF OR RELATING TO THIS AGREEMENT, OR THE TRANSACTIONS CONTEMPLATED HEREBY. THIS SECTION SHALL SURVIVE THE TERMINATION IN ANY WAY OF THIS AGREEMENT.

IN WITNESS WHEREOF, intending to be legally bound, the parties have caused this Agreement to be duly executed, as of the Effective Date.

**SELLER:**

**B&M Investments, Ltd.** a Tennessee limited partnership

\_\_\_\_\_  
By: \_\_\_\_\_

Name: \_\_\_\_\_  
(Print)

Title: \_\_\_\_\_

**BUYER:**

**Collierville Schools Board of Education** a

\_\_\_\_\_  
By: \_\_\_\_\_

Name: \_\_\_\_\_  
(Print)

Title: \_\_\_\_\_

**G. A. ROBINSON FAMILY PARTNERS,**  
L.P. a Tennessee limited partnership

By: \_\_\_\_\_

Title : \_\_\_\_\_

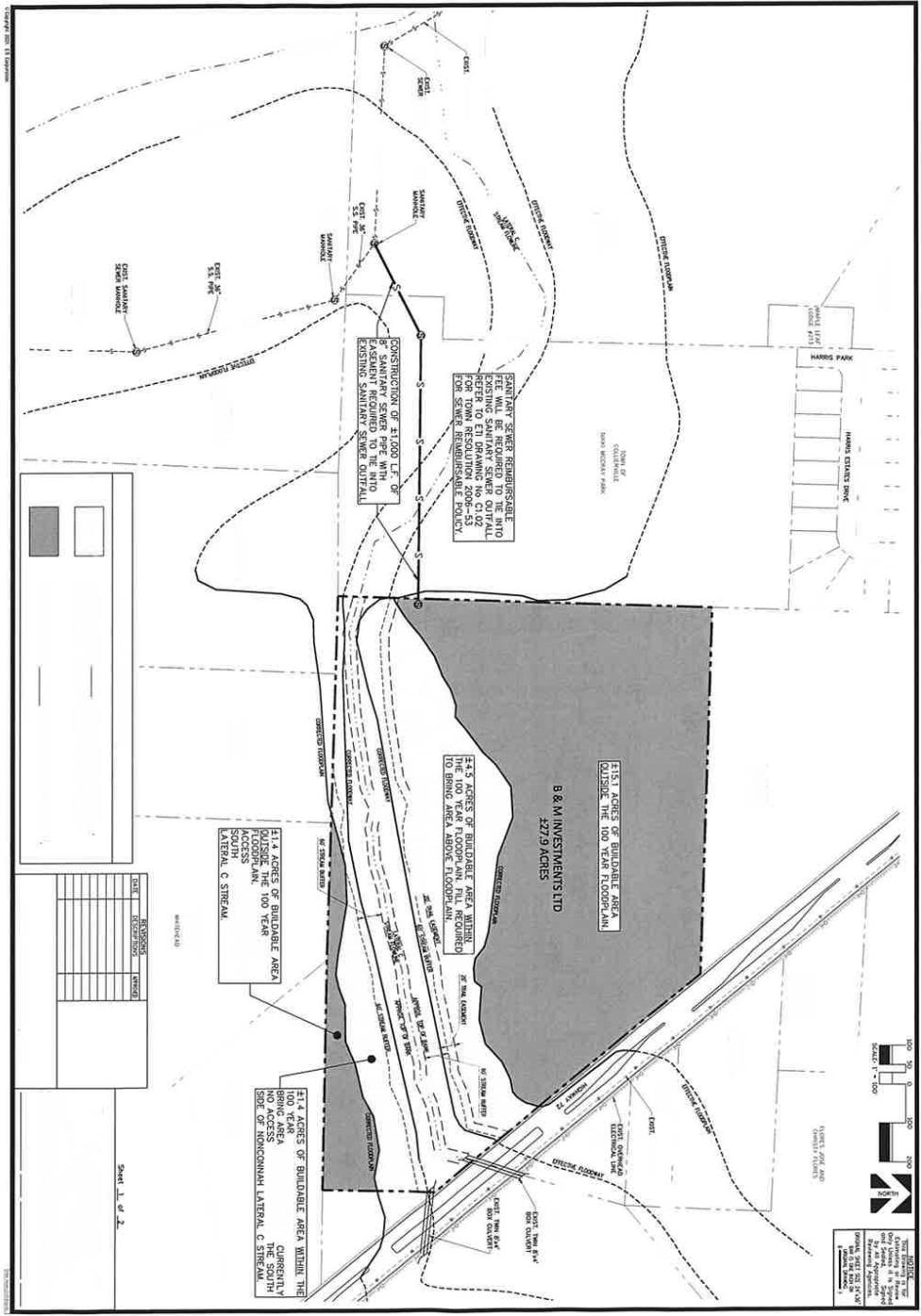
\_\_\_\_\_  
Joel Porter

\_\_\_\_\_  
John S. Shepherd



**EXHIBIT "A"**

PROPERTY DESCRIPTION



1  
2  
3  
4

**SCHEDULE “6(e)”**

DISCLOSURE MATERIALS

Existing Title Policies

Surveys

Phase 1 or 2 Environmental Inspections and Reports

Prior Year Tax Bills

| <b>Summary report:</b>  |           |
|---|-----------|
| <b>Litera Compare for Word 11.0.0.61 Document comparison done on<br/>3/31/2025 1:34:47 PM</b> |           |
| <b>Style name:</b> Default Style  |           |
| <b>Intelligent Table Comparison:</b> Active   |           |
| <b>Original DMS:</b> nd://4903-3592-3248/1/Collierville Purchase B&M.doc                      |           |
| <b>Modified DMS:</b> nd://4903-3592-3248/2/Collierville Purchase B&M.doc                      |           |
| <b>Changes:</b>   |           |
| <u>Add</u>  | 7         |
| <del>Delete</del>   | 5         |
| <del>Move From</del>  | 0         |
| <u>Move To</u>  | 0         |
| <u>Table Insert</u>   | 0         |
| <del>Table Delete</del>   | 0         |
| <u>Table moves to</u>   | 0         |
| <del>Table moves from</del>   | 0         |
| Embedded Graphics (Visio, ChemDraw, Images etc.)  | 0         |
| Embedded Excel  | 0         |
| Format changes  | 0         |
| <b>Total Changes:</b>   | <b>12</b> |

**Return by June 30 via email to:  
academics.instruction@tn.gov**

**Certification of Adoption by  
Local Board of Education**

The 795 Collierville Municipal Board of Education approved the City, County,  
or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract  
during the meeting of the board on April 3, 2025.

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

- The LEA's unique needs require adopting materials not on the state's official list.
- The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.
- The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.
- All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).
- The LEA agrees to furnish any materials requested by TDOE for review.

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chairman, Board of Education**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Director of Schools**

**Report of Local Adoption of Textbooks\***  
*This form remains in the office of the Local Director of Schools for the 8 year Adoption Period*

For the School Year 2025-2033

Report for schools of  Collierville County,  City, or  Special District.

Subject: Science and Math Reasoning

**Recommendation of Local Textbook Selecting Committee**

We, the duly appointed members of the Local Textbook Selecting Committee for the Subject of Science and Math Reasoning, recommend that the Collierville County or

City) Board of Education adopt, from the State Approved List, the following textbooks to be used in the public schools of Collierville (County or

City), as approved by the law and contract:

| State Approved                      | Waiver Approved          | Technology Dependent     | Grade | Author | Title               | Company              |
|-------------------------------------|--------------------------|--------------------------|-------|--------|---------------------|----------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | K-5   |        | Tennessee Science   | McGraw-Hill          |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6-8   |        | StemScopes Science  | Accelerated Learning |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9-12  |        | See attached sheets | multiple             |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9-12  |        | Math Reasoning      | SAVVAS               |
| <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |       |        |                     |                      |
| <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |       |        |                     |                      |
| <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |       |        |                     |                      |

We hereby certify that we have returned to the office of the superintendent all the samples of textbooks submitted to us. Signatures of members of the Local Selecting Committee for this subject:

4 5  
*James J. [unclear]* *Charles [unclear]* *3* *Dejuna [unclear]*

**Oath to Be Administered to Members of the Local Textbook Committee**

"I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the Committee, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully, and conscientiously, and in all respects will discharge my duty as a member of the Committee to the best of my skill and ability."

1 2 3  
*Ernest [unclear]* *Thomas [unclear]* *Dejuna [unclear]*  
4 5  
*Samuel [unclear]*

\*Complete one (1) form for each local adoption committee.

## Voting Outcome

### K Grade Voting Results

| Rank | Options   | Votes |
|------|---|-------|
| 1    | McGraw-Hill Tennessee Science                             | 5     |
| 2    | Studies Weekly Tennessee Science Studies Weekly           | 4     |
| 3    | SAVVAS Elevate Science                                    | 0     |
| 4    | Accelerate Learning StemScopes Science                    | 0     |
| ID   | Name  | 1st   |
| 1    | anonymous McGraw-Hill Tennessee Science                   |       |
| 2    | anonymous McGraw-Hill Tennessee Science                   |       |
| 3    | anonymous Studies Weekly Tennessee Science Studies Weekly |       |
| 4    | anonymous Studies Weekly Tennessee Science Studies Weekly |       |
| 5    | anonymous Studies Weekly Tennessee Science Studies Weekly |       |
| 6    | anonymous Studies Weekly Tennessee Science Studies Weekly |       |
| 7    | anonymous McGraw-Hill Tennessee Science                   |       |
| 8    | anonymous McGraw-Hill Tennessee Science                   |       |
| 9    | anonymous McGraw-Hill Tennessee Science                   |       |

## Voting Outcome

### 1st and 2nd Grade Vote Results

| Rank | Options   | Vote                                   |
|------|---|--|
| 1    | McGraw-Hill Tennessee Science                   | 5                                      |
| 2    | Accelerate Learning StemScopes Science          | 2                                      |
| 3    | SAVVAS Elevate Science                          | 0                                      |
| 4    | Studies Weekly Tennessee Science Studies Weekly | 0                                      |
| ID   | Name  | 1st                                    |
| 1    | anonymous                                       | Accelerate Learning StemScopes Science |
| 2    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 3    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 4    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 5    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 6    | anonymous                                       | Accelerate Learning StemScopes Science |
| 7    | anonymous                                       | McGraw-Hill Tennessee Science          |

## Voting Outcomes

### 3-5 Science Vote

| Rank | Options   | Vote                                   |
|------|---|--|
| 1    | McGraw-Hill Tennessee Science                   | 10                                     |
| 2    | Accelerate Learning StemScopes Science          | 3                                      |
| 3    | SAVVAS Elevate Science                          | 0                                      |
| 4    | Studies Weekly Tennessee Science Studies Weekly | 0                                      |
| ID   | Name  | 1st                                    |
| 1    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 2    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 3    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 4    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 5    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 6    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 7    | anonymous                                       | Accelerate Learning StemScopes Science |
| 8    | anonymous                                       | Accelerate Learning StemScopes Science |
| 9    | anonymous                                       | McGraw-Hill Tennessee Science          |
| 10   | anonymous                                       | Accelerate Learning StemScopes Science |
| 11   | anonymous                                       | McGraw-Hill Tennessee Science          |
| 12   | anonymous                                       | McGraw-Hill Tennessee Science          |
| 13   | anonymous                                       | McGraw-Hill Tennessee Science          |

## Voting Outcomes

### 6th through 8th Grade Voting Results

| Rank | Options                                | Votes                                  |
|------|--|--|
| 1    | Accelerate Learning StemScopes Science | 6                                      |
| 2    | SAVVAS Elevate Science                 | 4                                      |
| 3    | Kiddom OpenSciEd                       | 0                                      |
| 4    | McGraw-Hill Tennessee Science          | 0                                      |
| 5    | WozEd WozEd Tennessee Science          | 0                                      |
| ID   | Name                                   | 1st                                    |
| 1    | anonymous                              | Accelerate Learning StemScopes Science |
| 2    | anonymous                              | SAVVAS Elevate Science                 |
| 3    | anonymous                              | SAVVAS Elevate Science                 |
| 4    | anonymous                              | Accelerate Learning StemScopes Science |
| 5    | anonymous                              | Accelerate Learning StemScopes Science |
| 6    | anonymous                              | Accelerate Learning StemScopes Science |
| 7    | anonymous                              | Accelerate Learning StemScopes Science |
| 8    | anonymous                              | Accelerate Learning StemScopes Science |
| 9    | anonymous                              | SAVVAS Elevate Science                 |
| 10   | anonymous                              | SAVVAS Elevate Science                 |

## Voting Outcomes

### Physics Textbook

| ID | Name      | Responses                                     |
|----|-----------|---|
| 1  | anonymous | McGraw-Hill Tennessee Physics* Teacher choice |
| 2  | anonymous | SAVVAS Tennessee Experience Physics           |

### Human A & P Science Textbook

| ID | Name      | Responses                                     |
|----|-----------|---|
| 1  | anonymous | McGraw-Hill Welsh, Hole's Essentials of A & P |
| 2  | anonymous | McGraw-Hill Welsh, Hole's Essentials of A & P |
| 3  | anonymous | McGraw-Hill Welsh, Hole's Essentials of A & P |

### Environmental Science Textbook

| ID | Name      | Responses                                       |
|----|-----------|---|
| 1  | anonymous | McGraw-Hill Principles of Environmental Science |
| 2  | anonymous | McGraw-Hill Principles of Environmental Science |
| 3  | anonymous | SAVVAS Environmental Science                    |
| 4  | anonymous | McGraw-Hill Principles of Environmental Science |

### Chemistry Textbook

| ID | Name      | Responses                     |
|----|-----------|-------------------------------|
| 1  | anonymous | Cengage Learning Chemistry TN |
| 2  | anonymous | Cengage Learning Chemistry TN |

### Biology Textbook

| ID | Name      | Responses                     |
|----|-----------|-------------------------------|
| 1  | anonymous | McGraw-Hill Tennessee Biology |
| 2  | anonymous | McGraw-Hill Tennessee Biology |

### Biology 2 Textbook

| ID | Name      | Responses                                  |
|----|-----------|--|
| 1  | anonymous | SAVVAS Tennessee Biology Miller and Levine |
| 2  | anonymous | SAVVAS Tennessee Biology Miller and Levine |

### Math Reasoning Textbook

| ID | Name      | Responses                              |
|----|-----------|--|
| 1  | anonymous | SAVVAS Textbook we are currently using |
| 2  | anonymous | SAVVAS Textbook we are currently using |
| 3  | anonymous | SAVVAS Textbook we are currently using |

## Voting Outcomes

### AP Teacher Selections

|                          |  |
|--------------------------|--|
| AP Chemistry             | Pearson Higher Ed The Central Science AP Edition |
| AP Physics               | Pearson Higher Ed Knight College Physics         |
| AP Physics 2             | Pearson Higher Ed Etkina College Physics         |
| AP Biology               | BFW Biology for the AP Classroom                 |
| AP Environmental Science | BFW AP Environmental Science                     |

\*AP is considered college level and doesn't require a vote.

## Science Adoption Stakeholder Survey Summary

### Quick Recap of your engagement Summary

The survey results indicate that the Elementary grade band and McGraw Hill's Tennessee Science K-5 textbook received the highest interest among participants, with 27% selecting it for review.

### Categories

**\*\*Elementary McGraw Hill\*\***: The Elementary grade band with McGraw Hill's Tennessee Science K-5 was the most popular choice among participants, with 27% selecting it for review. This indicates a strong interest in this particular textbook, suggesting it may be well-regarded or highly relevant to the needs of elementary educators.

**\*\*Elementary Accelerate Learning\*\***: Accelerate Learning's STEMscopes Science for the Elementary grade band was the second most popular choice, with 18% of participants selecting it. This shows a significant interest in this resource, indicating it may be considered a valuable tool for elementary science education.

**\*\*Elementary Savvas\*\***: Savvas' Elevate Science K-5 for the Elementary grade band was chosen by 14% of participants. This level of interest suggests that it is a notable option for elementary science education, though not as popular as the top two choices.

**\*\*Middle Accelerate Learning\*\***: For the Middle grade band, Accelerate Learning's STEMscopes Science was selected by 14% of participants. This indicates a moderate level of interest, suggesting it is a recognized and potentially valuable resource for middle school science education.

**\*\*Middle McGraw Hill\*\***: McGraw Hill's Tennessee Science 6-8 for the Middle grade band was chosen by 9% of participants. This shows some interest in this textbook, indicating it may be a useful resource for middle school educators, though not as popular as other options.

**\*\*High McGraw Hill\*\***: In the High-grade band, McGraw Hill's Tennessee Science was selected by 9% of participants. This suggests a limited but notable interest in this resource for high school science education.

**\*\*Middle Kiddom\*\***: Kiddom's OpenSciEd for the Middle grade band was chosen by 5% of participants. This indicates minimal interest, suggesting it

## Science Adoption Stakeholder Survey Summary

may not be as well-known or preferred compared to other middle school science resources.

**Accelerate Learning\*\*:** Accelerate Learning's STEMscopes Science for the High-grade band was selected by 5% of participants. This shows a limited interest, indicating it may not be a top choice for high school science education.

**\*\*Elementary Studies Weekly\*\*:** Studies Weekly's Tennessee Science Studies Weekly for the Elementary grade band received no interest from participants. This lack of selection suggests it may not be considered a valuable resource for elementary science education.

**\*\*Middle Propello\*\*:** Propello's Science for Tennessee 6-8 for the Middle grade band also received no interest from participants. This indicates it may not meet the needs or preferences of middle school educators.

## Vendor feedback – Teachers Grade K-5

K-2 \*4 lessons were submitted with feedback online. (3 Savvas, 1 McGraw Hill)

3-5 \*8 lessons were submitted with feedback online. (2 Savvas, 3 STEMscopes, 2 Studies Weekly, 1 McGraw Hill- not submitted online)

### Overall Summary –

Teacher virtual meetings provided time to discuss Pros/Cons of the three vendors. Although Savvas was liked K-2, the company has confirmed that it is not completely aligned to the new TN Science Standards. During the meeting, Mrs. Anthony took notes and listed them below. In terms of teaching SCIENCE, STEMscopes is a better choice, due to it having the students DO more science, engage in student-to-student discourse within activities, and great connections to phenomena. Teachers were more comfortable with the traditional format of McGraw Hill and Savvas.

### Savvas – elevate Science

- Phenomena based lessons
- Has scaffolded activities
- Several student work options
- DCI, SEP, and CCC prevalent throughout

| Grade Bands  | Pros   | Cons  |
|--|--|---|
| <b>K-2</b><br><b>Not fully aligned to TN Standards</b> | <ul style="list-style-type: none"><li>• Appealing to eye, colorful, Kid friendly</li><li>• Everyday lab items</li><li>• Condensed teaching plans for limited class times</li><li>• Easy access to materials</li><li>• Not a lot of writing, students could draw instead</li><li>• Can make ppt presentations with materials</li><li>• Lots of options for activities</li><li>• Correlation to CKLA</li><li>• Activity Placemats for Labs</li></ul> | <ul style="list-style-type: none"><li>• Hard to find ELL materials and translation component</li><li>• Not fully aligned to standards</li><li>• K did not have multiple activity options</li></ul>  |
| <b>3-5</b>   | <ul style="list-style-type: none"><li>• PPTs</li><li>• Lots of options for materials to use</li><li>• Built in lesson checks for quick answer and short discussion</li><li>• Exam View test builder</li><li>• Virtual activities/simulations</li><li>• Virtual Labs</li><li>• Can translate into multiple languages (hard to locate)</li></ul>   | <ul style="list-style-type: none"><li>• Written like student text of old with frontloading of vocabulary</li><li>• Paper copies would not update if any changes online</li><li>• Lots of bells and whistles, but may be smoke and mirrors in content of explore style science</li><li>• TCAP booklet is old, released state questions</li></ul> |

**Savvas Teacher Lesson Comments:**

“I really like this Science textbook. I believe the children need to utilize books with text, vocabulary, experiments, and cross-curriculum instruction. The text/workbook promotes thinking and writing, embedding practical and daily use of Science.” (23/34) 4<sup>th</sup> Grade

“The texts are kid friendly, but it does seem that each lesson is heavily focused on reading texts and answer questions, and there are not as many opportunities for student-student interaction, discussion, and group activities.” (24/34) 4<sup>th</sup> Grade

“I would look into another book for teaching Science.” (21/34), Kindergarten

“Of all the options I have looked at, I find the Savvas to be a close competitor to McGraw Hill. Both offer plenty of exploration along with solid information and vocabulary for students learning.” 27/34, 2<sup>nd</sup> Grade

“I enjoyed looking through this Science Edition. It had many ideas to teach each lesson whether it be whole group, online, assessments, writing, investigation, etc. Each lesson meets the needs for the most part of all learners. I am so excited we are actually looking at books to use in the lower grades to teach with again.” 29/34, 1<sup>st</sup> Grade

## McGraw Hill – Tennessee Science

- Phenomena based lessons, 5 E Setup
- Has scaffolded activities
- Several student work options
- DCI, SEP, and CCC prevalent throughout

| Grade Bands | Pros  | Cons   |
|-------------|---|--|
| <b>K-2</b>  | <ul style="list-style-type: none"> <li>• Kid friendly, students enjoyed the lessons</li> <li>• Everyday lab items for simple experiments</li> <li>• 60 min/week teaching plans for limited class times</li> <li>• Easy access to materials</li> <li>• Student workbook has colored coded pages for different student activities</li> <li>• Differentiated Activities</li> <li>• Can make ppt presentations with materials</li> <li>• Lots of options for activities</li> <li>• Videos of COMPLETED LABS for students to watch if you can't complete the lab</li> <li>• TCAP guide with multiple choice and performance tasks</li> <li>• Editable Assessments (Lesson and Module)</li> <li>• Set-up like math reveal platform</li> <li>• Language building resources for ELL and embedded supports</li> <li>• Leveled Readers</li> </ul> | <ul style="list-style-type: none"> <li>• Hard to find ELL materials and translation component</li> <li>• Very open-ended questions in student activities, not differentiated at times</li> <li>• Overwhelming amount of options</li> </ul> |
| <b>3-5</b>  | <ul style="list-style-type: none"> <li>• PPTs</li> <li>• Partnership with Kahoot and BrainPOP</li> <li>• Page Keeley Probes for accessing prior knowledge</li> <li>• Lots of options for materials to use</li> <li>• Colored Coded Activity Pages</li> <li>• Built in lesson checks for quick answer and short discussion</li> <li>• Virtual activities/simulations</li> <li>• Can translate into multiple languages (hard to locate)</li> <li>• Online videos for teachers</li> <li>• Videos of COMPLETED LABS for students to watch If you can't complete the lab</li> <li>• 2 separate workbooks</li> </ul>  | <ul style="list-style-type: none"> <li>• Very open-ended questions in student activities, not differentiated at times</li> </ul>   |

### Teacher Lesson Comment:

“Students loved that they already knew how to use the McGraw-Hill app on their iPads. They also loved seeing the real pictures and interesting knowledge, most of it they did not know.” 34/34, 2<sup>nd</sup> Grade

## Accelerate Learning – STEMScopes

- Phenomena based lessons, 5E Setup
- Has scaffolded activities
- Several student work options
- DCI, SEP, and CCC prevalent throughout
- **Lessons Scores (25/34, 29/34, 26/34)**

| Grade Bands   | Pros  | Cons  |
|---|---|---|
| <b>K-2</b><br><i>*See video for new additions and digital workbook coming 25-26</i> | <ul style="list-style-type: none"> <li>• Everyday lab items for simple experiments</li> <li>• Vocab cards</li> <li>• Leveled Readers</li> <li>• Reading activities tied to science</li> <li>• Easy Access to materials</li> <li>• Picture vocabulary</li> <li>• Text to speech</li> <li>• Embedded dictionary online</li> </ul>   | <ul style="list-style-type: none"> <li>• Student materials written at a high level, hard to read for K,1</li> </ul>   |
| <b>3-5</b>  | <ul style="list-style-type: none"> <li>• PPTs for every lesson (Home Tab) with teacher directions and videos in embedded</li> <li>• Condensed Teacher Plan</li> <li>• Differentiated Activities</li> <li>• Students enjoy explore activities</li> <li>• APK for assessing prior knowledge</li> <li>• Lots of options for materials to use</li> <li>• Partnership with TUVA, KIDE, and BBC Learning</li> <li>• Everything ties back to phenomena</li> <li>• Virtual activities/simulations</li> <li>• Phet Labs</li> <li>• Online videos for teachers</li> <li>• Cross curricular connections</li> <li>• Workbooks for students</li> <li>• NEW TE with outline of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Cannot add questions to item bank</li> <li>• Lack of assessment items</li> <li>• Hardback STEMscopedia, prefer consumable</li> </ul> |

### Teacher Lesson Comments:

“Overall, I really enjoy the new items from the new STEMscopes curriculum for 5th grade.” (25/34), 5<sup>th</sup> Grade

“There have been helpful improvements made on the previous version, such as the consistent Phenomenon Connections and the BBC library.” (29/34), 4<sup>th</sup> Grade

“I think STEMscopes has made some great enhancements. I still hope to see streamlined/ detailed unit plans and lab videos, but otherwise excellent and easily navigated digital platform.” (26/34), 4<sup>th</sup> Grade

## Studies Weekly – Tennessee Science

- Phenomena based lessons, 5E Setup
- DCI, SEP, and CCC prevalent throughout

| Grade Bands | Pros   | Cons   |
|-------------|--|--|
| K-2         | <ul style="list-style-type: none"> <li>• Everyday lab items for simple experiments</li> <li>• Reading activities tied to science</li> <li>• Easy Access to materials</li> <li>• Picture vocabulary</li> <li>• Text to speech</li> <li>• Embedded dictionary online</li> <li>• Embedded ELA Connections</li> <li>• K-1 Poster Pals, vocab cards, ppts</li> </ul> <p><b>K/1 Only</b></p> <ul style="list-style-type: none"> <li>• User friendly for students</li> <li>• Enhanced CKLA topics, very aligned</li> <li>• Age-appropriate activities</li> <li>• Grab and go, easy to implement</li> <li>• Interactive</li> </ul> | <ul style="list-style-type: none"> <li>• TE needs 3 ring binder</li> <li>• Spanish only resources</li> <li>• Separate ELL Strategies book</li> <li>• Box of newspapers that you must separate weekly</li> <li>• All other materials must be printed and copied for students</li> </ul>   |
| 3-5         | <ul style="list-style-type: none"> <li>• Condensed Teacher Plan</li> <li>• Differentiated Activities</li> <li>• Lots of options for materials to use</li> <li>• Very hands on</li> <li>• Online videos for teachers</li> <li>• Cross curricular connections</li> <li>• Assessment mirror TCAP</li> </ul>   | <ul style="list-style-type: none"> <li>• Cannot add questions to item bank</li> <li>• Lack of assessment items</li> <li>• Not a lot of text</li> <li>• Box of newspapers that you must separate weekly</li> <li>• All other materials must be printed and copied for students</li> </ul> |

### Teacher Lesson Comments:

“I felt that this curriculum was positive. I have been using and really enjoy the STEMscopes. I will be looking at that new curriculum and teaching lesson from that curriculum next.” 32/34, 4<sup>th</sup> Grade

“I really like the student engagement aspect of this curriculum. The newspapers are a good alternative to the traditional student textbook. Phenomena are tied to real world examples that students can understand. However, the supplemental materials are not as extensive as some other curriculum and provide less opportunities for hands on learning.” 18/34, 5<sup>th</sup> Grade

## Middle School Science Textbook Adoption Vendor Feedback

Throughout a series of meetings—including PLC sessions, after-school gatherings, and virtual discussions—teachers were given the opportunity to collaboratively review and evaluate the proposed science curriculum vendors. Mrs. Underwood carefully documented the key points and themes that emerged from these conversations, which are summarized below. A detailed list of pros and cons follows the summary to provide a more comprehensive reflection on the feedback collected.

### Overall Selection Summary

Each curriculum fell short in some areas. While some teachers expressed a preference for the more traditional structure offered by *McGraw-Hill* and *Savvas*, the textbook committee ultimately selected *STEMScopes* through a formal vote. The decision was guided by the belief that *STEMScopes* offers a more robust approach to science instruction. Specifically, it encourages students to actively engage in scientific practices, promotes meaningful student-to-student discourse within activities, and provides strong connections to real-world phenomena. These features align well with best practices in science education and support deeper student learning.

### \*Our ELL teacher that evaluated the curriculum added this information:

“Teachers should provide instruction in the target language (English for us) in order to facilitate real-world communication skills, promote deeper understanding of English, and encourage active participation and engagement. Immersing MLs in the target language, while a little frustrating initially, is proven to boost fluency, improve comprehension, and build confidence. More importantly, through consistent exposure and guided linguistic practice in English, MLs acquire knowledge/language instead of simply memorizing words; it creates a much more meaningful interaction and promotes motivation and continues to build interest in learning.”

### Accelerate Learning – STEMScopes

| Pros   | Cons  |
|--|---|
| <ul style="list-style-type: none"><li>• PPTs for every lesson are included and editable with teacher directions and videos in embedded</li><li>• Condensed Teacher Plan available – look at the blue highlights in the planning tool to see key parts of the unit that should be included – items in black can be missed/skipped</li><li>• Differentiated Activities</li><li>• Students enjoyed Explore activities (from a teacher who taught a lesson from the platform)</li><li>• APK for assessing prior knowledge</li><li>• Lots of options for materials to use</li><li>• Partnership with TUVA, KIDE, PhET, and BBC Learning</li><li>• Everything ties back to one central phenomena</li><li>• Virtual activities/simulations</li><li>• Online videos for teachers</li><li>• Workbooks for students</li><li>• NEW TE with outline of materials</li><li>• Students were expected to “do the work”</li></ul> | <ul style="list-style-type: none"><li>• Cannot add questions to item bank – All additional or modified questions would need to be put into another platform like Schoology or Mastery Connect</li><li>• Lack of assessment items (Rep has said they are increasing TCAP aligned questions for each standard / unit – but this is not currently there)</li><li>• Hardback STEMScopedia, prefer consumable</li><li>• The learning curve into this book for veteran teachers is a little bigger since it’s a change from what is being done currently. This will require a lot of professional development and support would be needed if we go with this platform</li><li>• Not as much opportunity to address misinformation – not as much support for students who don’t glean everything from the hands-on experience. Large majority probably can – but some students need additional support / need information verified by a textbook</li><li>• There were not articles that went with every standard.</li><li>• Definite gaps in the body of information. Students need more support from a textbook</li></ul> |

- Gitter & Pettigrew (8<sup>th</sup> Grade) taught the gravity scope lesson and the students were engaged. The students liked the phenomena and referenced back to it. Both were originally pessimistic about the lesson, but then the kids were engaged – every kid had a question – every kid wondered about the science. As a teacher, they saw what prior knowledge they had and how it built throughout the lesson
- PhET labs included are aligned to standards
- Gives rigorous questioning
- Students have to engage / think – had students themselves reference back to the data and doing the SEPs
- Customizable handouts for teachers
- Pacing of the lesson was good – class discussion was built in and required continuous references to the data
- STEMScopes is approachable and is closer to the “doing” 3-D science shift we are making
- Everything transitions to a deeper understanding – and when thinking of the longevity of 8 years, this is important
- It uses more outside resources than textbooks to adapt to outside sources that will be part of the adoption for all 8 years
- Website navigation – at first STEMScopes is intimidating, but once you understand how to use it, it’s not hard to navigate, since each unit is laid out the same
- Student notebook / lab notebook and it’s the same online. Goes through the procedure and the questions they have for each one
- STEM Scopedia / both for students and teachers
- Includes Intervention and Acceleration for every unit to support struggling students and challenge advanced students
- STEMScopes encourages learning science by doing; students engage in activities aimed at sensemaking of the world around them and use the SEPs to develop a scientific understanding of the world
- Teacher as a facilitator model
- Students engaged in meaningful, authentic learning tasks which require them to bear the cognitive load
- 3D learning – moving students beyond memorization by integrating science and engineering practices, disciplinary core ideas, and crosscutting concepts, fostering a deeper understanding of science and its real-world applications
- Inquiry-based
- English-only support: The English-only format is more equitable as all students, regardless of the L1, would benefit from the supports provided. (See ESL teacher comment below)
- Inquiry, direct instruction & guided/independent practices are presented through all four linguistic modalities (listening, reading, writing, and speaking), which align with all national Limited English Proficiency (LEP) standards and will increase ML's Second Language Acquisition (SLA).
- Teacher ToolBox: This curriculum includes a very extensive list of options to scaffold for higher or lower linguistic proficiency levels (visual, auditory, linguistic, and interactive options). This differentiation allows MLs to access
- Lack of textbook is a concern
- Assessments were not particularly strong. The questions were more DOK – write the CER – not a bad way to assess student understanding – but not necessarily TCAP aligned
- Not always clear what the exact direction the learning should take - Will take more work on teachers to discern
- While the benchmark test had some good questions, the testing throughout the units fell short of the rigor needed
- Have a phenomenon to start that unit but doesn't necessarily always tie the entire unit to understanding this phenomenon

|  |  |
|--|--|
| <p>information in different formats depending on which is best for the individual learner.</p> <ul style="list-style-type: none"> <li>• Picture vocabulary</li> <li>• Digital simulations</li> <li>• Closed captions provided for all videos</li> <li>• Embedded Text-to-Speech</li> <li>• Extra guided practice OR enrichment activities to support students at all levels</li> <li>• Ability to edit documents/practice to increase accessibility (lexile leveler)</li> <li>• Sentence stems, paragraph frames, exemplars/non-exemplars</li> <li>• Multiple types of graphic organizers, flow charts, labelled diagrams to build content &amp; linguistic comprehension</li> <li>• Tiered questioning with varying levels of complexity, accommodating different language proficiency levels.</li> <li>• Culturally Diverse Representation - Real world examples &amp; diverse perspectives making science relatable to students from different backgrounds</li> </ul> |  |
|--|--|

**Savvas – Elevate Science**

| <b>Pros</b>  | <b>Cons</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Provided many lab resources for each unit</li> <li>• Each unit started with an inquiry lab – students doing the science and supported it with other texts</li> <li>• Handouts / PPTs are editable</li> <li>• There are virtual lab options – helpful for students who are out of town for sports / absent for illness</li> <li>• Quest project line promotes kids “doing” science - (most) aligned to TN specific standards</li> <li>• Includes “short on time connections” – how to make the key points of the lesson if you are running short on time in a lesson or even unit</li> <li>• Language supports – paired with Google translate on the browser so it can translate to anything (*see ELL teacher comment)</li> <li>• Students could respond in their own language and it will translate it into English for the teacher (*see ELL teacher comment)</li> <li>• Scaffolded questioning was given for each level – help teachers newer to the subject area – gave examples to help teachers during the lesson</li> <li>• The online activities provide students with instant feedback – not AI generated but specific to the problem</li> <li>• Once students complete an online assessment/assignment - suggested remediation online resources are sent to the teacher – “This student should probably look at this resource again for review”</li> <li>• Veteran teachers are more receptive to this model since it is the current model they know</li> <li>• Online resources are well laid out and plentiful – many different places to go to find information</li> <li>• Enrichment activity is available in each lesson (ie. research a volcanic activity)</li> </ul> | <ul style="list-style-type: none"> <li>• (From a teacher who taught w/Savvas previously) This book is not different from the 2018 version. They just added pieces of the 3-D part of it</li> <li>• It gives Phenomena at the beginning, but additional anchoring phenomena through the entire unit. There should be “one” phenomena throughout the unit that is revisited and engaged with throughout the lesson</li> <li>• It does not provide true 3-D Learning which doesn’t align to the “doing” piece</li> <li>• While SEPs and CCCs are now included in the teacher’s edition, when it comes to 3-D science the kids have to do it. This is a teacher-led program</li> <li>• Some of the labs are neat, however they do not give the rigor. It doesn’t give the challenge we need. Science should not be about DOK Level 1 and 2, it’s about “can we read the information and apply it”</li> <li>• It is a lot like McGraw-Hill – a better-done version of the McGraw-Hill</li> <li>• Teacher-led and teacher-centered</li> <li>• More bells and whistles are included than McGraw-Hill and the way things are laid out is more visually appealing</li> <li>• The students are not the ones doing the work. The teacher drives the work, and the students are not required to do the sense-making</li> <li>• Learning science from a teacher expert by listening and reading about science; students learn about the world around them from experts and then if there are labs they collect data to support their developing understanding from the readings - Students do not do the work of a scientist</li> <li>• Has the wrappings of 3D but not truly driven by the three-dimensional learning (the book is similar to our current textbook and previous editions that weren’t 3D aligned)</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Included lab notebook was allowed places for them to write – Engineering labs and practice TCAP questions at the end</li> <li>• Consumable book – Lab reports for all the other labs</li> <li>• Multiple levels of labs that provided support</li> <li>• (Parent input) Savvas / ease of navigation was easier on the website as a parent (it made more sense if a parent was trying to help at home)</li> <li>• Focuses on DOK questioning – with resources to scaffold students up from the level one and two questions to level three and four questions</li> <li>• Includes rubrics for all labs to grade students with equity and has a teacher lab resource book with tips for how to help foster questioning during each lab</li> </ul> | <ul style="list-style-type: none"> <li>• Although the book gives an unit phenomenon there are too many phenomenon to be consistent for the learning.</li> <li>• Too many resources and too many places to find them</li> <li>• Website – There are a lot of “clicks” to get to what you need – not necessarily easy to navigate</li> </ul> |
|---|--|

### Kiddom – OpenSciEd Tennessee Science

| Pros  | Cons   |
|---|--|
| <ul style="list-style-type: none"> <li>• Only Curriculum HQIM certified by EdReports (However ALL of these curriculums are approved HQIM by the state of TN)</li> <li>• Every PPT contains the teacher notes in the presenter mode for the lesson – making it easy to access notes for questions, what you should hear students saying, and when to move on</li> <li>• Very hands-on – Students ARE scientists as they work through the curriculum, not learning about it</li> <li>• Cross curricular connections are included in every lesson</li> <li>• Includes OpenSciEd Lessons – The students are drawn in from the beginning to the end.</li> <li>• Students figure out the evidence and build their knowledge – includes investigation and is clear cut</li> <li>• It’s dense – the kids love it / they talk and discuss – they have to answer their own questions</li> <li>• Driving question boards – to see what they’re wondering about the phenomena / material – get that background as a teacher – text is included to support the learning happening</li> <li>• Teachers manual – extremely easy to follow. Kiddom lays out where it’s going – gives the teacher the idea of what the kids should be learning at the end</li> <li>• The teacher support is better in Kiddom than STEMScopes</li> <li>• Teacher is a facilitator, not the keeper of all knowledge</li> <li>• Learning science by doing; students engage in activities aimed at sensemaking of the world around them and use the SEPs to develop a scientific understanding of the world</li> <li>• Teacher as a facilitator model</li> <li>• Students engaged in meaningful, authentic learning tasks which require them to bear the cognitive load</li> <li>• 3D learning – moving students beyond memorization by integrating science and engineering practices, disciplinary core ideas, and crosscutting concepts, fostering a deeper understanding of science and its real-world applications</li> <li>• Engaging storylines that run the length of the entire unit</li> <li>• Has strong teacher support and explanations so that it is clear where each activity is going and what students are supposed to get out of it</li> <li>• Inquiry-based</li> </ul> | <ul style="list-style-type: none"> <li>• Largest shift from current practices in Science – would need extensive training on moving to this large shift in thinking / teaching</li> <li>• OpenSciEd (Kiddom) is too much of a shift from what we do now, but</li> <li>• OpenSciEd is too large and might have too many options to curate what is exactly needed to teach TN standards</li> <li>• Does not cover all of the TN Science standards for 8<sup>th</sup> grade. Seismic waves were mentioned, although OpenSciEd itself does have seismic waves covered, as that was the second lesson Mr. Strickland covered on DLD day. He got it from OpenSciEd. However, Kiddom may have missed including it. Important to note.</li> <li>• Did not feel like it was TN Specific – it just was OpenSciEd in general with the word TN included</li> <li>• The lessons are not very editable or condensable – the story arcs for the units are set and cannot be skipped. This will be difficult to implement when schedule changes happen, inclement weather days, etc.</li> </ul> |

- English-only support: The English-only format is more equitable as all students, regardless of the L1, would benefit from the supports provided. (\*See ELL teacher comment)
- Inquiry, direct instruction & guided/independent practices are presented through all four linguistic modalities (listening, reading, writing, and speaking), which align with all national Limited English Proficiency (LEP) standards and will increase ML's Second Language Acquisition (SLA). (\*See ELL teacher comment)
- Culturally Diverse Representation - Real world examples & diverse perspectives making science relatable to students from different backgrounds

**McGraw Hill – Tennessee Science**

| <b>Pros</b>  | <b>Cons</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• The SmartBook can tailor content of the text to suit specific learning needs</li> <li>• Over 70 languages available</li> <li>• The labs reinforce what's in the reading</li> <li>• It's visually appealing</li> </ul> | <ul style="list-style-type: none"> <li>• 3-D integration wasn't meaningful – it was the old book with a wrap of 3-D - just checking a box to have 3-D</li> <li>• Didn't have 3-D learning and teaching – the students were not “doing” the science</li> <li>• 8<sup>th</sup> grade feedback – assessments were not rigorous</li> <li>• Textbook was huge without a lot of information / contains a lot of “filler” to make it look nice</li> <li>• The lessons are teacher-centered / led</li> <li>• Included labs were a “frosting on top” at the end of what the students were learning</li> <li>• Basic textbook – students read “about” the science and experiments, they do not do hands-on science</li> <li>• Not accessible to all learners</li> <li>• Old fashioned – not the way we're trying to go - not student centered 5E learning</li> <li>• Learning science from a teacher expert by listening and reading about science; students learn about the world around them from experts and then if/when there are labs, they collect data to support their developing understanding from the readings</li> <li>• Teacher led/centered</li> <li>• Has the wrappings of 3D but not truly driven by the 3 dimensional learning (the book is similar to our current textbook and previous editions that weren't 3D aligned)</li> </ul> |

## High School Science Textbook Adoption Vendor Feedback

Teachers were given the opportunity to collaboratively review and evaluate the proposed science curriculum vendors during their common planning time and PLCs. Each content area provided feedback to support their curriculum selections.

### Biology

#### Chosen Curriculum: McGraw-Hill

- Its layout is easy to navigate and work with classes in
- It has a lot of HQIM, which gives us more autonomy within our curriculum
- The content is solid, straightforward, and addresses the standards directly
- It is vertically aligned to the standards of other science classes with clear connections

We did not choose the others because:

- They did not have as many supplemental resources
- They were not as in-depth in explaining the content
- Specifically, Stemscores required a lot of extra physical materials + time to complete activities (time that we don't have)

### CHEMISTRY

#### Chosen Curriculum: Cengage (National Geographic). By Zumdahl et. al. TN Edition

- Specifically linked to TN Standards
- Real world connections and readings, practice problems etc.
- Teacher edition and online content - The TN teacher edition shows the Chapter overview and has tools for how to implement the chapters.
- Test Bank, **ELL capable**, Scaffolding and Lecture Slides
- Organization – Energy comes earlier in the line up so this would help Honors.
- Student Workbook with PBL and LABS (New labs but similar to what we used before)
- **OWL V2** – online platform – wide range of assignment types, problems, questions for mastery. Embedded Videos, SIMS, 3D Models, Note Taking Tools, Self-Check assessment. In the online book, it can read it to them, highlight text and create notes. Embedded questions and activities. Answer Key is directly on there.

#### DID NOT CHOOSE FOR CHEMISTRY

##### *McGraw Hill – Tennessee Science*

- This looks like what we have been using but has been shrunk in content and some updated.
- The materials we have now are all likely better
- Can't see the teacher edition online but assumed that it was similar to now based on presentation at the meetings.
- They have the LearnSmart online platform. LearnSmart – adaptive questions on the online content.

- They are claiming the online content will be updated regularly but we didn't see that happen when we used it the last time.
- There is a digital copy of Science Notebook.
- Presentation Slides are similar to what we already have.
- There is not a lot of differentiation for Honors. Test questions are very basic and do not show different types of questions or a Test Bank.

### **Savvas: *Chemistry I Experience Chemistry***

- This book looked like a middle school level book.
- They used great visuals, but the rigor is not there, and the content is lacking in the book.
- Questioning is weak and they don't seem to have a lot there as far as examples in the content.
- Access the online content and it is very much Student driven. That is fine for some situations, but this does not lead to any opportunity for class discussions or group work. The questions are simplistic.
- There was no differentiation.

### **STEMSCOPE: *Accelerate Learning, Inc***

- *Don't have a hard copy of the book for this one so don't know what resources they have to read or learn from – Where is the resource book online.*
- *Online content does not seem to have presentations or foundation for teacher to do direct teaching.*
- **RIGOR IS NOT THERE FOR HONORS (DIFFERENTIATION)**
- Overview of online content for Accelerated Learning
  - 5E Model
  - The online platform looks good on the surface; however it lacks the complexity for honors.
  - The Questioning is very basic and often confusing.
  - It does not have summative assessment Test Bank other books have that we can tell.
  - Accessing Prior Knowledge – Print worksheet or Students can type into the online platform.
  - Scope Phenomena – Students watch video and then \*print worksheet to fill out or \*students type directly into the online platform.
  - STEMscopedia – reading with questions – Math connection too (looks like it can be online or printed).
  - Linking Literacy – goes through how to implement the reading and has them answer question on a **SQ3R Chart**.
  - Vocabulary Strategy – Speak Up! Flash card partner work. Online and printed platform.
  - Elaborate - Many kinds of options here: Readings, Math, Creating commercial, Engineering design project, pHet Sim. Not sure we can even have time to incorporate these. CERs – includes rubric, FRQs
  - Multiple Choice assessment – ONLY 5 questions (Math and Theory questions)sis

## **Physics**

### **Chosen Curriculum: McGraw-Hill**

- The team recommended McGraw-Hill based on its layout of content – easy to navigate
- It's congruent with the state's new standards
- The examples were clear, and the problem solutions were not obfuscated by being overly complex
- It does include content that is part of Physics II.
- It has a lot of HQIM, which gives us more autonomy within our curriculum
- It is vertically aligned to the standards of other science classes with clear connections

We did not choose the others because:

- They did not have as many supplemental resources
- They were not as in-depth in explaining the content
- Specifically, Savvas included content that is not part of Physics I or Physics II
- They did not meet the demands of the students and the Tennessee state standards.

## **Environmental Science**

### **Chosen Curriculum: McGraw-Hill**

- The textbook aligns to the TN standards
- Its online platform is easy to navigate and work with
- There is a wider variety of supplemental resources which allows teachers to remediate and scaffold for students when needed.
- The content is solid, straightforward, and addresses the standards directly
- It is vertically aligned to the standards of other science classes with clear connections

We did not choose Savvas because:

- They did not have as many supplemental resources
- They were as rigorous not in explaining the content
- The online platform is more difficult to navigate

## **Human Anatomy & Physiology**

### **Chosen Curriculum: McGraw-Hill (Only offering as HQIM from the state of Tennessee)**

- The textbook aligns to the TN standards
- Its online platform is easy to navigate and use
- There is a wide variety of supplemental resources which includes a hands-on lab book

## **Biology II**

### **Chosen Curriculum: Savvas (Only offering as HQIM from the state of Tennessee)**

- The textbook is aligned to the TN standards
- There are a multitude of resources available for teachers and students in the online platform
- Remediation and Acceleration materials are included for each lesson