AMERICAN CLASSICAL ACADEMY MADISON

AMENDED APPLICATION
FOR A
PUBLIC CHARTER SCHOOL

TO OPEN 2024-25 SCHOOL YEAR

Submitted to: Jackson-Madison County School System
Attention: Dr. Vivian Williams, Deputy Superintendent
310 North Parkway, Jackson, TN 38305
And Via Email: vcwilliams@jmcss.org

And to: TN Department of Education
Attention: Nathan G. Parker
Via Email: Charter.schools@tn.gov

AMERICAN CLASSICAL EDUCATION

TABLE OF CONTENTS

EXECUTIVE SUMMARY 7

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY 13

- 1.1 School Mission and Vision 13
- 1.2 Enrollment Summary 24
- 1.3 Academic Focus and Plan 38
- 1.4 Academic Performance Standards 61
- 1.5 Phase-In / Turn Around Planning 73
- 1.6 High School Graduation and Postsecondary Readiness (high schools only) 74
- 1.7 Assessments 83
- 1.8 School Calendar and Schedule 90
- 1.9 Special Populations 94
- 1.10 School Culture and Discipline 113
- 1.11 Recruitment and Enrollment 118
- 1.12 Parent and Community Engagement and Support 131

SECTION 2: OPERATIONS PLAN AND CAPACITY 135

- 2.1 Governance 135
- 2.2 Start-Up Plan 145
- 2.3 Facilities 156
- 2.4 Personnel/Human Capital 163
- 2.5 Professional Development 174
- 2.6 Insurance 187
- 2.7 Transportation 188
- 2.8 Food Service 191
- 2.9 Additional Operations 194
- 2.10 Charter Management Organization 200
- 2.11 Waivers 201
- 2.12 Network Vision, Growth Plan & Capacity 207
- 2.13 Network Management 213
- 2.14 Network Governance 217
- 2.15 Personnel/Human Capital - Network-wide Staffing Projections 221

SECTION 3: FINANCIAL PLAN AND CAPACITY 223

- 3.1 Planning and Budget Worksheet 223
- 3.2 Budget Narrative 223
- 3.3 Network Financial Plan (Attachment P) 223

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD 225

- 4.1 Past Performance 225

ATTACHMENTS

Please include attachments labeled according to the following schedule:

ATTACHMENT A: Annual Academic Calendar
ATTACHMENT B: Family Handbook/School Forms
ATTACHMENT C: Student Discipline Policy
ATTACHMENT D: Enrollment Policy
ATTACHMENT E: Letters of Support/MOUs/Contracts from the Community
ATTACHMENT F: Governance Documents
- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws
- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board member resumes or biographies
- F7. Board policies

ATTACHMENT G: School Organizational Chart
ATTACHMENT H: Student Achievement Data (if available)
ATTACHMENT I: Employee Manual/Personnel Policies
ATTACHMENT J: Insurance Coverage
ATTACHMENT K: CMO Agreement (if applicable)
ATTACHMENT L: Network Annual Report
ATTACHMENT M: Network Organizational Chart
ATTACHMENT N: Planning and Budget Worksheet
ATTACHMENT O: Budget Narrative
ATTACHMENT P: Network Financial Plan
ATTACHMENT Q: N/A
ATTACHMENT R: N/A
ATTACHMENT S: N/A
ATTACHMENT T: N/A
ATTACHMENT U: N/A

GENERAL INFORMATION

Name of proposed school: **American Classical Academy Jackson-Madison**

Projected year of school opening with the identified authorizer: **2024-2025**

Charter authorizer for proposed school**: Jackson-Madison County School District**

Sponsor/Sponsoring entity: **American Classical Education**

The sponsor is a not-for-profit organization with 501(c)(3) status**: In-Process**

Model or focus of proposed school: **Classical Education Model**

City or geographic community for proposed school: **Jackson-Madison County School District**

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application**): Dolores Gresham**

Primary Contact mailing address: **1831 12th Avenue South, Suite 188, Nashville, TN 37203**

Primary Contact work telephone: **901-268-8998**

Primary Contact mobile telephone: **901-268-8998**

Primary Contact email address: **operations@americanclassicalschools.com**

Names, current employment, and roles of all people on school design team, including school leader (add lines as needed):

Full name	Current employer and job title	Position with proposed school
Dolores Gresham	Retired Tennessee State Senator and Education Committee Chair	Board Chair
Tricia Stickel	Maury County Election Commissioner	Board Member
Joey Hale	Principal with Town and Country Real Estate; Madison County Commissioner	Board Member
Darrell Woodard	Robertson County Commissioner	Board Member
Dennis Pearson	Professor at Austin Peay State University	Board Member
Michelle Garcia	Director of Finance, Men of Valor	Board Member
Open		

Does the proposed school intend to contract or partner with a charter management organization? **No**

Does this applicant have charter school applications under consideration by any other authorizer? **Yes**

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

Proposed opening year	State	Authorizer	Proposed School Name	Application Due Date	Decision Date
2024-2025	TN	Maury County School System	American Classical Academy Maury	2/1/23	7/29/23
2024-2025	TN	Rutherford County Schools	American Classical Academy Rutherford	2/1/23	Charter Approved on 4/25/23

Indicate Applicant Type:

X New Sponsor Proposing Multiple Schools (Category 2)

ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient,including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to:
    a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
    b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 8-44-101 et seq.; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
    c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and Tenn. Code Ann. § 49-6-3003;
    d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. § 49-13-111, 120, and 127;
    e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Dolores Gresham

Signature

Dolores Gresham, Board Chair

1. EXECUTIVE SUMMARY

'True [education] will ever have but one goal - not to earn meat, but to know the end and aim of that life which meat nourishes.' - W.E.B. Du Bois

We are excited to submit an amended charter application to open American Classical Academy Jackson-Madison (ACAJM) in the fall of 2024-25. If approved, ACAJM will be a public charter school serving students in the East Jackson area of Madison County.

ACAJM aims initially to serve kindergarten to fifth-grade students, expanding to include additional grades each year and evolving into a K-12 public charter school. Students will receive a well-rounded, robust education with opportunities for excellence in academics, athletics, extra-curricular activities and the arts. The mission of American Classical Academy Jackson-Madison (ACAJM) is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices and civic virtue.

We maintain that families and students in East Jackson would greatly benefit from the establishment of ACAJM. Our argument centers on three primary points: (1) All communities, families, and students ought to have free and public access to the classical model of education that encourages human flourishing, (2) Establishing a tuition-free public classical school in East Jackson will further Jackson-Madison County School System's mission of "providing equitable options and opportunities in a safe, caring environment to maximize student potential," and, (3) American Classical Education's school model, building upon The Barney Charter School Initiative (BCSI) that has produced excellent outcomes for more than 15,000 students enrolled in two dozen schools spanning eleven states.

Classical education and Human Flourishing - In the early 20th century, seminal African-American thinker and civil rights pioneer W.E.B. Dubois advocated for the expansion of classical education, linking access to the classical model with voting rights and civic equality, and arguing that all three form a nexus that produces informed, engaged citizens and leaders. American Classical Education upholds Du Bois's vision in its desire to make classical education, with an emphasis on civic and moral virtue, available to the families of East Jackson.

Like Du Bois, ACAJM believes that all students have the ability to learn and has data to support the fact that the Classical Education model produces positive outcomes for all students. ACAJM anticipates enrollment to be similar to East Jackson's diverse student population: 8% White; 81% Black/African American; 10% Hispanic; 1% Asian; and less than 1% American Indian/Alaska Native and Native Hawaiian/Pacific Islander. Special populations in East Jackson Schools include: 50% economically disadvantaged students; 6% English Learners; and 15%

students with disabilities. ACAJM expects and welcomes a similarly proportionate or larger number of special populations of students. Teachers and administrators anticipate working with students who may not be performing at grade level and are well poised to work compassionately and effectively to change those flat or descending trajectories.

ACAJM's classical model has three unique attributes: a content-rich education in the liberal arts and sciences; a strong focus on moral character; and direct experiential learning in civic virtue. The academic component of this approach–the liberal arts and sciences–includes several key pieces.

First, it begins with a strong foundation in language, working from an explicit phonics spell-to-read approach in literacy, a program supported by the science of reading,[1] and moving into robust instruction in grammar and composition, including engaging students through the Socratic method. This core language focus is supplemented with a strong foundation in the language of numeracy–mathematics–and foreign languages, especially Latin,[2] from which more than half of English words are derived.

Second, our academic approach includes a content-rich treatment of the core disciplines from the earliest grades. Our students will learn history, literature, science, music, and art from the earliest grades, with an intentional focus on exemplary and important texts, ideas, compositions, events, and people of Western and American traditions. This knowledge-building curriculum has been shown to significantly boost student wellbeing and academic achievement.[3]

Third, our academic approach involves integration across the disciplines in a manner intended to engage the minds, bodies, and imaginations of our students. We are genuinely interested in cultivating the whole student, and our curriculum reflects that by its comprehensive nature and the connections it provides between subjects. Our students will learn art and music in every grade from K-8 and have opportunities to do the same throughout high school. Art and music courses will connect with what our students are learning in history, literature, science and math.

Moral character and civic virtue are not addressed separately from our academic pursuits, but rather integrated in the same way–with connections across disciplines and with the broader goal of engaging the whole student. Moral character will be part of school culture and

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[1]See Cindy Jiban, "The Science of Reading Explained," January 25, 2022, Emma Camp, "More States are Using Science-Backed Reading Instruction," May 18, 2023, and "Mississippi Miracle: Kids' reading scores have soared in Deep South States," Associated Press, May 24, 2023.
[2]See Christopher Perrin, "10 Reasons to Study Latin First," Classical Academic Press, November 12, 2019.
[3]See Carl Bereiter, *Education and Mind in the Knowledge Age.* Mahwah, NJ: Erlbaum, (2002), Thomas Homer-Dixon, *The Ingenuity Gap: Facing the Economic, Environmental, and Other Challenges of an Increasingly Complex and Unpredictable World.* New York: Knopf, (2002), Marlene Scardamalia,"Collective Cognitive Responsibility for the Advancement of Knowledge." In *Liberal Education in a Knowledge Society,* ed. Barry Smith. Chicago: Open Court, (2002), and Stephanie Wessels, "The Importance of Activating and Building Knowledge" (2012).

Read more: Knowledge Building - Learning and Knowledge Building: Important Distinctions, Shallow versus Deep Constructivism, Knowledge Building Environments - Ideas, People, Community, and Approach - StateUniversity.com https://education.stateuniversity.com/pages/2148/Knowledge-Building.html#ixzz82RhDS7Pu

discipline, with the school's virtues appearing prominently from classroom walls to our honor code and will be part of regular conversations as they relate to academic subjects.[4] Civic virtue will similarly be encouraged in the appearance and culture of the school and through the lessons offered in our classrooms. As a capstone on these subjects, high school students will take classes in moral philosophy and American government.

Students will be well-prepared to write, read, speak, and listen well. In their senior year of high school, all students will be required to write, present, and defend a Senior Thesis addressing such topics as "What is the good life?" in the light of the great literary and philosophical works they have studied over the course of their educational career. Graduates of ACAJM will be prepared for further success in college, career, and life by being thoughtful, engaged citizens and leaders, which is exactly the desired outcome of the Jackson-Madison County School System's mission statement.

ACAJM's alignment with JMCSS's mission and the particular needs of East Jackson community - Madison County has seen steady population growth over the past few years, and the US Census estimated that 98,775 people live in the county, as of July 1st, 2021. As a community experiences significant growth, so too does the demand for additional schools and "student seats." This is the case for the Jackson-Madison County School System (JMCSS) which serves approximately 12,000 students.

By adding a K-12 public classical school alternative in East Jackson, JMCSS will be better enabled to fulfill its mission of "providing equitable options and opportunities in a safe, caring environment to maximize student potential."

The addition of a public classical charter school is the very definition of an "equitable option and opportunity" for students and families. The classical model is a time-tested means for all young men and women, regardless of their background and differences, to grow in their capacity to think and act well, develop strong and healthy habits, and contribute to the well-being of their communities. Establishing a school that encourages individual and public virtuous activity, will better secure "a safe and caring environment" both in and outside of physical locale for its students Finally, the classical charter model of education, when paired with family and community engagement and the teaching of shared common standards and values, provides the clearest path to "maximize student potential." In sum, in seeking the establishment of ACAJM, we desire to work as a partner with JMCSS in pursuing its worthy goals for the people and students of East Jackson.[5]

ACAJM is well aware of the challenges residents of East Jackson face. Census data for the East Jackson area shows lower property values and per-capita earnings, and higher high school

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[4]For support of this method and emphasis, see the "Educating for American Democracy: Excellence in Civics and History for All Learners" (2022), sponsored by the U.S. Department of Education and the National Endowment for the Humanities.

[5]A growing amount of research in the area of sociology of education has pointed to the importance of multiple factors in improving educational opportunity and student success. The premier research center of this kind has been established within the University of Notre Dame's Sociology department, and the work in particular of faculty members in this area. See Berends, M., Schneider, B., & Lamb, S. (Eds.) *Handbook on the Sociology of Education*. London: SAGE Publications, (Forthcoming).

dropout, unemployment, and crime rates. The Downtown Jackson East neighborhood percentage of children living in poverty (77.9%) is higher than 99.2% of all U.S. neighborhoods. The neighborhood as a whole has an income lower than 98.3% of U.S. neighborhoods. 21.9% of households are run by single mothers. And only .8% of adults have earned a bachelor's degree, which is lower than 98.8% of all U.S. neighborhoods.[6]

This spring our team canvassed the residential area near the Jackson Career and Technology Center to share ACAJM's vision for establishing a K-12 classical charter school, receiving feedback and letters of support from local residents.

Our conversations made clear that parents and grandparents desire more educational opportunities for their kids. Many of the residents were eager to know about a new school option coming to their community. We discovered that many residents were military veterans and former school employees who had pointed opinions on the decline of behavior and education they have seen in the children in the community. All were very well aware of the 23% literacy rate in Jackson, and the recent TCAP scores for 3rd graders in which more than 80% of students did not meet the proficiency standard in ELA.

Several residents were distressed about the rise in crime and believe a good school will help change the behavior of young people. A convenience store clerk with guardianship of three grandchildren signed a letter of support out of her concern for the neighborhood.

Ninety-five percent of the people we spoke with were not knowledgeable about charters and after we explained what charters are and the goal of ACAJM, they were eager to sign a letter of support. Our team was well received by the Boys and Girls Club and leaders of other civic organizations. Yet there was definitely a reticence among many to come forward with explicit support for the establishment of a classical charter school out of fear of crossing prominent Madison County public school leaders.

The ACAJM team came away from its community engagement efforts convinced that the establishment of a school in the East Jackson area would be of tremendous benefit to its residents, a beacon of hope and educational opportunity in an area suffering from a great amount of challenges and a general level of despair.

The Classical Education Movement and the Barney Charter School Initiative (BCSI) Success Story - The classical model has seen great success and growing interest throughout the country. Networks of classical schools are growing throughout other states, and the demand for classical charter schools remains strong. A recent report of the National Association for Charter School Authorizers (NACSA) demonstrated that classical model charters are one of the fastest-growing segments in the marketplace, and the reasons why are clear. Parents are paying attention to their children's education and are looking for high-quality, traditional, and proven options.

While we argue that the classical model represents an innovative choice for residents of East Jackson, we also understand that it is important to speak to what time-tested resources

[6]See Jackson East Jackson, TN 38301, Neighborhood Profile - NeighborhoodScout,

ACAJM will draw from in its partnership with the Barney Charter School Initiative in instituting such a model.

Established in 2010, BCSI offers a well-rounded liberal arts curriculum developed in partnership with scholars at Hillsdale College and is in a constant state of revision based on feedback from a growing network of 22 BCSI affiliated schools in 11 states. The BCSI curriculum, published as The American Classical Education *K-12 Program Guide*, was developed from the foundational tenets of several strong and proven academic programs, including The Core Knowledge Sequence, Singapore Math, and Literacy Essentials, and has included significant modification and continuous improvement from the experience of staff, faculty, and teachers from across the BCSI network of schools.

This curriculum provides its affiliated schools with a road map to strong academic outcomes not only because of *what* it teaches, but *how* and *when*. It provides the basic curricular framework for teaching history, geography, literature, mathematics, science, visual arts, and music, with an emphasis on cultural literacy. Character development – and a deep appreciation for truth, goodness and beauty – is also an important priority. Students will be encouraged to identify and pursue virtue in a cultural environment in which integrity, decorum, respect, and discipline are expected and required.

BCSI affiliated schools have consistently seen strong demand and fast growth, with three new affiliate schools opened in the Fall of 2021, and all three serving more than 400 students from the first day. The demand to enroll in BCSI schools is so great that more than 10,000 students currently sit on waitlists of BCSI member schools.

Governance and Administration -

American Classical Education (ACE) will serve as ACAJM's governing authority. Initially, it will have six members with cumulative expertise in governing board operations, educational policy, community relations and development, business and finance, compliance, public relations, marketing, organizational structure and process, education, curriculum, pedagogy, grant writing, and fundraising.

The individuals who will initially serve on the ACE Board bring a wealth of relevant experience to their positions. All members are residents of Tennessee and are very knowledgeable of the American Classical Education - *K-12 Program Guide* and the Barney Charter School Initiative working to expand access to K-12 classical education. ACAJM also shares in the expertise and experience of the BCSI faculty and staff, which will provide consulting and training to administrators and teachers at no cost to ACE or ACAJM.

The educational policy, community involvement, and business experience comprising the initial board members bring great value to the founding board. This experience coupled with support of an experienced charter school attorney, and an executive director and school development director and knowledgeable service providers to support the board will ensure implementation of charter school start-up plans will be extremely efficient and effective throughout all stages of the process.

Finally, in preparation for our planned opening of ACAJM in the fall of 2024-25, ACE has hired Ms. Alexandria Spry to become its first Head of School. Ms. Spry currently serves as Head of School at Jacksonville (FL) Classical Academy East. Jacksonville Classical Academy East (JXCE) represents an excellent example of how classical public charter schools ably serve diverse communities of learners. JXCE is a tuition-free public charter school serving approximately 250 scholars from kindergarten through fifth grade. Jacksonville Classical Academy East has 48.1% White students, 48.9% African American students, 0.8% Indian students, and 2% Asian students. According to Florida State Standards, 85% of students in grades 3rd through 5th were below grade level in math at the start of the school year. By the end of the school year, 48% of students were below grade level in math. 13% of students in grades 3rd through 5th were at or below grade level in reading at the beginning of the school year; however, at the end of the school year, that number increased to 31%. At JXCE, scholars, students, teachers, and parents work together continually to offer scholars an outstanding classical education. Jacksonville Classical Academy East was designed to create a joyful and wonder-filled environment that promotes and builds community.

Ms. Spry has served as a teacher, instructional facilitator, assistant principal, and dean of students at both public and charter schools. She earned a BA degree in Elementary Education from Winston Salem State University and a MED degree in Executive Leadership Studies with an Administration Licensure from Gardner-Webb University. She is currently pursuing a doctorate in higher education and leadership. ACAJM is grateful to have a leader at the helm with Ms. Spry's abilities and experience to lead its efforts in East Jackson.

1. SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

(a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.

The mission of American Classical Academy Jackson-Madison (ACAJM) is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices and civic virtue.

ACAJM will measure success in achieving this mission in several ways. Intellectual development (training minds) is measured through formal and informal assessments with accountability at the class (teacher), school, district, and state levels. ACAJM's specific metrics and procedures regarding assessment is described on page 9 and further detailed in Sections 1.4 and 1.7. While character development can not be easily assessed, specific instructional strategies and opportunities will allow students to experience and show evidence of growth in this area. A growing sense of discretionary and deliberate behavior choices will be directly linked to explicit and consistent instruction in moral character and civic virtue. In order to achieve this mission, the school will put in place several programs and tools to ensure that the education model is effectively implemented and produces strong results.

ACAJM will offer specific programming tied to civic virtue and moral character. In the elementary and middle grades, this includes character-building discussion topics and scenarios that parallel classroom instruction in the core and elective courses. This strategy will continue in the high school years, building in sophistication and milieu and culminating year-long high school courses in government and moral philosophy. These classes will serve as a capstone to the ACAJM experience and will allow for frequent and deep discussions on the topics of moral character, civic virtue, truth, beauty, and integrity as they relate to lessons and readings regularly explored in the context of K-12 history, science, math, literature and arts curriculum.

ACAJM will further assess the effectiveness of its programming in reaching this mission through the use of annual surveys of its families, students, faculty, staff and community members. With this information, regular evaluation of the school will include internal reviews by the school accountability committee (SAC) and the American Classical Education (ACE)

Board of Directors and by external reviews from the Barney Charter School Initiative (BCSI), and by nature of the requisite Charter School Performance Framework, representative of JMCSS Schools. All results will be communicated to school leadership and to ACE with the intent for reflection, adjustment, and continual improvement.

ACAJM will develop within its students the intellectual and personal habits and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society. ACAJM will strive to offer enrichment and to develop character through both curricular and extracurricular offerings and to nurture the child's humanity with a constant view to the emerging adult. The time-honored liberal arts curriculum and pedagogy will direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and understanding of the foundational tenets of America's Western heritage.

While ACAJM will use the American Classical Education - K-12 Curriculum developed by Hillsdale College, it is important to reaffirm that the school is an independent entity from the college and is sponsored by American Classical Education (ACE), a stand-alone independent nonprofit organization. ACAJM's curriculum does not "promote the agenda of any religious denomination or religiously affiliated entity." (T.C.A. § 49-13-104(13)). The curriculum is specifically designed for public schools and made available for free by BCSI. As explained in the Executive Summary, the curriculum, published as the *American Classical Education K-12 Program Guide*, was developed from several strong and proven academic programs, including The Core Knowledge Sequence, Singapore Math, and Literacy Essentials. It is continually reviewed and improved upon based on the experiences of leaders and teachers from across BCSI's network of classical schools.

History, experience, and evaluative criteria provided through BCSI will provide clear benchmarks for success. This is most evident in the K-12 Best Practices tool, which outlines standards for quality in governance, leadership, curriculum, instruction, and school culture. These standards will be regularly used by the American Classical Education (ACE) board.

ACAJM leadership will also understand success in terms of teacher retention, student retention, enrollment and waitlist demand, and traditional academic and growth performance measures. In BCSI affiliated schools, high teacher and student retention rates are strong indicators of satisfaction with the school environment and a common regard for its mission and vision. ACAJM aims to see 85% retention of both faculty and students year over year.

Along with these retention rates, parent and student satisfaction will be measured through attitudinal surveys, personal conversations, and anticipated waitlists for each grade band. The goals for positive satisfaction rates are 90% and above. Finally, ACAJM understands the value of state testing and the state performance and proficiency framework as indicators of student achievement and growth and aims to consistently perform above both state and district averages in all tested areas.

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

The vision of ACAJM is to graduate classically educated students equipped with intellectual capacity, personal character, and service and leadership skills, to live as successful and participatory members of American society.

ACAJM will grow to serve students from kindergarten through grade 12. Students will receive a well-rounded and robust education with opportunities for excellence in academics, athletics, extra-curricular activities, and the arts. The school will be affiliated with Barney Charter School Initiative (BCSI) and will implement its K-12 American Classical Education curriculum model. The students will be instructed in liberal arts and sciences, virtue, and moral character through an integrated, content-rich, and knowledge-based curriculum centered on: the Western philosophical and literary canon; American history and civics; the four core disciplines of math, science, literature, and history; explicit phonics and grammar; as well as the study of Latin, music, computer literacy, and the arts. As both a matter of academic study and the basis of school culture, students will be encouraged to pursue virtue in a setting where integrity, decorum, respect, and discipline are expected and required.

While schools should always have the goal of improving student learning outcomes and concrete methods of assessment, ACAJM also believes that character development will lead to overall personal and scholarly growth. This supports the goal of producing students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society. In order to move toward these goals, ACAJM will use time-honored instructional strategies. The following teaching strategies comprise the cornerstone of Classical Education and support mastery of Tennessee's state standards:

1. Explicit and systematic phonics instruction
2. Explicit English grammar instruction
3. A significant focus on language development through the study of Latin, composition, and rhetoric
4. A strong emphasis on fundamentals in math
5. A focus on American history, civics, and government
6. An exploration of science using an inquiry-based approach
7. Utilization of primary source documents
8. Teaching of study skills and logic
9. The Socratic Method

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

T.C.A. § 49-13-102(a) identifies the six following purposes of a charter school in the state of Tennessee:

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet the educational needs of students in high-priority schools;
3. Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance;

4. Measure the performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;
5. Create new professional opportunities for teachers; and
6. Afford parents substantial meaningful opportunities to participate in the education of their children.[7]

The mission and vision of ACAJM satisfy all of these purposes. Through the judicious use of Classical Education curriculum in liberal arts and sciences and the strategic use of proven instructional strategies, ACAJM will help train the minds and develop character in students.

According to recent media coverage and a recent report from the National Alliance for Public Charter Schools, many parents are looking for a "back to basics" school environment for their children run by highly competent and trusted teachers who will appropriately challenge young people to learn through perseverance, honesty, and service to others. Specifically, ACAJM will meet its goals and the purposes set forth by Tennessee for charter schools by accomplishing the following:

1. Improve learning for all students and close the achievement gap between high and low: ACAJM will be open to all students from East Jackson and ACAJM anticipates a diverse group of families gravitating to the school for a variety of reasons including looking for ways to close achievement gaps existing in the county's schools. By using equitable enrollment policies that do not limit who can apply or how enrollment will be filled, ACAJM plans to address this fundamental flaw.

   By offering the Classical Education curriculum using the BSCI model of education and all of the tools and resources provided to the school by its partners and the state of Tennessee, ACAJM can ensure a diverse and equitable student body with equal opportunities for achievement and growth. ACAJM anticipates and welcomes a diverse student population being enrolled with both high and low achievement and growth rates. Each of these students will be provided the opportunity to learn in a challenging, yet supportive educational environment.

   As discussed later in the application, BCSI schools across the country attract students from all student sub-groups and consistently show academic achievement rates higher than their peer groups in surrounding public schools. A clear reduction in the achievement gaps has been realized in many of the BCSI affiliated schools with students of color scoring close to or equal on standardized tests as their white classmates. Achievement gaps between economically disadvantaged students as well as students with disabilities enrolled in BSCI affiliated schools are also recorded as being lower than their public school peers.

2. Provide options for parents: A report released by the National Parents Union (NPU) in September of 2021 shows a growing demand for charter schools nationwide. Of the 42 states included in the analysis, charter school enrollment increased from the

[7]See Tennessee Code Title 49- Education- Chapter 13- Act of 2002. Justia, https://law.justia.com/codes/tennessee/2014/title-49/chapter-13/section-49-13-102)

2019-2020 school year to 2020-2021 by 7%, while overall enrollment in public schools decreased by 3.3%.[8]

The National Alliance for Public Charter Schools (publiccharters.org) reports that Tennessee currently has 116 charter schools operating in the state serving 44,741 students with enrollment growing steadily since 6,517 students were enrolled in just 28 schools in 2010. This website shows that of the current 116 charter schools, 95.7% are located in urban locales. Additionally, student demographics for Tennessee show that largely students of color enroll in charter schools in disproportionate numbers to state averages: 67.6% of charter school students are Black while only 19% of TN public school students are Black; 21.8% of charter school students are Hispanic as opposed to only 11.8% in the state. At the time of this application, East Jackson currently has no operating public charter schools available to its families showing a lack of this option.

In another recent report: "Never Going Back: An Analysis of Parent Sentiment of Education" results of a survey of more than 5,000 parents conducted by the Harris Poll in May 2022 was analyzed by the National Alliance for Public Charter Schools. Findings included that, 93% of parents value educational choice and agree that one size does not fit all students. 77% of parents cited safety as an essential element in choosing a school for their child if given the chance. 74% of parents reported that they would consider sending their child to a charter school if it were available and even among those who would not choose a charter school, 84% agreed that a school district should make the choice available for families who would.

As a state, Tennessee is dedicated to offering families school choice and has been working to increase options through hard work and legislative initiatives.

3. Encourage the use of different and innovative teaching methods: The American Classical Education *K-12 Program Guide* is a proven model. **Attachment H - Student Achievement Data** provides details of the success rate of students who learn using this curriculum coupled with the time-proven instructional strategies used by BCSI affiliated schools. Data shows that the majority of BCSI schools enroll students from special populations at higher rates than the county in which they are located. Additionally, those students achieve higher standardized test scores- including the ACT- and higher attendance rates than their traditional public school peers.

Likewise, BCSI schools rate higher than their traditional public schools in state-wide overall ratings. When implemented with fidelity and with the utilization of full state resources, ACAJM will provide opportunities for student success and reduce excuses for failure. This model is innovative for East Jackson in that there are no other public, tuition-free schools offering a Classical Education to its students. The Classical Education Model requires staff and faculty to be specially trained in the curriculum and teaching strategies. Unique to the BCSI affiliated schools, full support to ensure success is offered at no cost. This support comes in the form of the curriculum, but also extensive professional development opportunities for teachers and

[8]See National Parents Union's polling data at https://nationalparentsunion.org/category/polling/.

administrators. Families are looking for the school and teachers to take the lead in providing highly structured, time-proven content and strategies to guide students in the learning process. With ACAJM, parents will be able to trust the school faculty to be experts in both content knowledge and pedagogy. All BCSI affiliated schools hold teachers and administrators to the highest standards in both of these areas ensuring that each student is challenged appropriately to meet his or her full growth potential while being provided support and scaffolding as needed.

4. Measure the performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments: ACAJM will utilize the same curricula, instructional strategies, hiring practices, and school structure as other BCSI affiliated schools and expect to meet or exceed similar achievement levels indicated later in this application and summarized here. Using 2018-19 data, BCSI affiliated schools earned the equivalent of A or B scores for overall achievement from their respective states. Additionally, data shows that in 2020, graduates from affiliate schools had a 4-year graduation rate of 99% and earned an average of $60,000 in post-secondary scholarships. 75% of those graduates matriculated to a college or university and an additional 6% enlisted in the U.S. military, far exceeding the U.S. student averages. Graduates from BCSI affiliated schools earned an average 24.4 on the ACT (21 TN average, 20.6 US average).

   Since there are no BSCI schools currently operating in TN it is difficult to gauge how students will perform on state tests compared to their public school peers; however, in Florida, there are currently six BCSI schools operating. Recently released data shows that for standardized state testing for the 2020-21 school year, the average proficiency rate for all BCSI tested students in ELA was 62.3% outscoring the corresponding county average of 51.1 and the state average of 51.7. Math scores showed similar results with BCSI schools averaging 66.8% proficiency compared to the counties' 52.3% and the state's 51%. As mentioned prior, BCSI schools enroll students of color and subgroups of students with disabilities or economic hardship at higher rates than what exists in their peer groups attending traditional public schools.

   As opposed to schools that enroll only "high achieving" students with evidence of previous high test scores, ACAJM will accept students from all demographic and sub-group categories and feels confident that all students will exceed their peer group academic achievement rates.

5. Create new professional opportunities for teachers. Combining the resources and training from the Tennessee Department of Education and the BCSI network, teachers working at ACAJM will benefit from widespread opportunities. Tennessee is forging ahead with incentives and policies to benefit all teachers who are willing to pursue them. Using the resources available through the Tennessee Department Of Education, ACAJM's teachers will also benefit. Additionally, highly trained administrators will positively affect the job satisfaction of teachers at ACAJM. Working in an environment of high expectations and mutual respect will help teachers realize the power of their vocation.

The professional development opportunities for ACAJM teachers are unique. Through affiliation with BCSI, teachers are provided with a content-rich opportunity to attend a week-long conference each summer without cost. During this week, teachers learn from experts in the field and peers from other BCSI schools regarding use of curricula, skill development in instructional strategies, pedagogical approaches, use of RTI framework, strategies for meeting the needs of all students, and other meaningful topics related to teaching at a BCSI affiliated school. The work conducted at the summer conference is exciting, engaging, and experiential. As is true with students at the BCSI schools, teacher participants at the conference are not passive but instead engage in sample lessons and contribute to curriculum review sessions. Teachers and administrators are given ample opportunity to delve deeply into new concepts and also reach out for clarification on the use of the curriculum, teaching strategies, or school ethos philosophies.

The professional opportunities and development do not end with the summer conference. Throughout the school year teachers and administrators continue to develop skills and techniques while learning new and important information from State resources. As is true with most schools, administrators and teacher teams from ACAJM will identify specific needs of the school staff and faculty and will incorporate state, county, local or national resources at pre-planned Professional Development Days. Further, and in keeping with research-based practices, teachers and administrators will utilize regularly scheduled grade band and content level meetings and Professional Learning Communities where curricular, instructional, and data-collection/interpretation sessions will focus on meeting the specific needs of ACAJM's students.

6. Afford parents substantial meaningful opportunities to participate in the education of their children: Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback – a hallmark of charter schools – and a majority want more options for their students during and beyond the COVID-19 pandemic. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences during the pandemic and that dissatisfaction led them to learn more about the other educational options available to them.[9]

   For many families, charter schools provide them the right public school of choice. It is clearly outlined in the employee manual as well as in promotional materials for ACAJM that parent engagement, feedback, and support are of great importance to all BCSI affiliate schools and is a priority for the educational community. Beginning with informational meetings and continuing through the admission process and planned school year, it is the intent of ACAJM to provide ample opportunity for families to get and stay involved in the school community. To help achieve this, ACAJM will be

[9]See "Charter School Data Dashboard." National Alliance for Public Charter Schools, (2021), https://data.publiccharters.org/. For more on the longitudinal issues associated with pandemic-era educational policies and student outcomes, see for example, Sarah Toy, "If Your Toddler isn't talking yet, the Pandemic might be to blame," *Wall Street Journal*, May 14, 2023.

sensitive and responsive to the need for multilingual communications, unconventional meeting times (for example on weekends, or evenings to accommodate families with structured of inflexible work schedules), high-interest educational family programs, and accommodations to meet the needs of families (such as care for small children during parent meetings, parent-teacher conferences, etc.)

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

As mentioned previously, adding a K-12 public classical school alternative to JMCSS's portfolio of schools, better enables JMCSS to fulfill its mission of "providing equitable options and opportunities in a safe, caring environment to maximize student potential."

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

When operating as a K-12 classical academy in East Jackson, ACAJM is envisioned as a successful school where students enjoy learning and teachers take pride in teaching. Teachers are highly trained, motivated professionals who utilize traditional instructional strategies in strategic ways to engage students in the study of Classical Education. Since mastery is a hallmark of the instruction, mixed age groups learn side by side with a keen awareness to grade appropriate standards and performance level descriptors. It is a given that many students will enter ACAJM deficient in content knowledge, a disciplined work ethic or the communication skills to positively contribute to the environment. But teachers and administrators are ready to implement a number of intervention strategies using the RTI^2 construct as defined on the Tennessee Department of Education website and as described in more detail in section 1.9 of this document to develop and nurture the educational, emotional, and social needs of each student. The mission of American Classical Academy Jackson-Madison (ACAJM) is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue.

Students will be challenged (expectations will be high) but when fully executing its mission, students of ACAJM will learn to trust themselves, their teachers, and their environment. Students will risk making mistakes in order to grow, and teachers, using a Classical Education model and carefully honed skills rooted in time-proven strategies, will encourage students to persevere through constructive struggle.

Students who may be intellectually capable yet never having been appropriately challenged will find joy, satisfaction, and pride in proving to themselves and others their potential. Students who may have been afraid or reluctant to show their talents because of a repressive or perceived negativity based on prior environment may finally feel the excitement of speaking up in a room of peers without the fear of ridicule. Students who struggle to make connections or lack the fundamental skills to progress in their learning will feel the support of compassionate and highly skilled teachers. Together, student and teacher will work with appropriate scaffolding- not to create an "easy go of it" but instead to allow for confidence to build with knowledge and skill attainment. Teachers will work to see the moments when previously ignored, unengaged, or discounted students find their place, and consequently their ability to contribute fully at ACAJM.

The school building itself will be a manifestation of the school mission. Art will be honored with more than 100 great works of arts hung on the walls, evidence of civic pride will be on display, and school values will be obvious through the care and appearance of the physical building and its contents. Visitors to ACAJM will be met with respectful students and staff members. Hallways will be clean, and classrooms will be instructional laboratories -strategically equipped to invite deep thought and calm while alternately serving to encourage lively conversation and spirited debate. Students will engage with their peers, teachers, and visitors in a respectful manner invoking an overall decorum of pride and gratitude. Teachers and administrators will work to ensure that all students reach their emotional, social and intellectual potential and parents will develop a sense of stewardship and confidence to communicate openly and contribute when available toward the growth of the school and each child's journey through it.

In keeping with elements of the mission, strategic use of formative assessments and the careful analysis of data will allow for grouping and regrouping of students to close achievement gaps by addressing knowledge and skill deficits early in the instructional cycle. Student, teacher, and instructional staff schedules will be built to maximize human, time, and financial resource allotment to best meet the needs of all students. Through the use of continual and frequent progress monitoring, students will fluidly move from high dose, low ratio tutoring to small group and large group instructional venues.

As a key response to use of the American Classical Education *K-12 Program Guide* and time-honored and research-based instructional strategies, students will learn to read fluently and closely with confidence and use logic, inquiry, and technology to explore their studies. No students will be excluded and instead, all will have opportunities to explore and learn through engaging and challenging curriculum, athletics, extracurricular activities, and programs.

(f) Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?

Several unique innovations characterize ACAJM:

1. Students study and learn using a Classical Education model.
2. All students in grades four and five will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. The formal study of Latin will begin in grade six.
3. Upper-level students will study history mainly through primary source documents to foster analytical skills and essential insight to be able to think critically about elements that impact their culture and heritage.
4. All students will be trained in study skills such as time management, organization, and note-taking, arming them with the essentials for building stamina for further academic pursuits. Early interventions in skill attainment will include guided notes, graphic organizers or other organizational strategies such as Cornell notes, note cards, etc.

5. The program will introduce and seek to instill virtues of character in the lower grade students. Instruction in the classical virtues will be introduced in the upper grades as a continuance of the elementary character program and necessary support of the classical curriculum.[10]

To achieve its mission, ACAJM will emphasize education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

1. American Classical Education *K-12 Program Guide* (a specific, K-12 grade-by-grade core curriculum)
2. Literacy Essentials, by Access Literacy, LLC. (K-3)
3. Well-Ordered Language series (grades 3-6)
4. Singapore Math (a conceptual approach to mathematical skill-building and problem-solving)

ACAJM's curriculum has proven to be successful for all sub-groups of learners, including those with unique abilities, disabilities, economically disadvantaged, and English learners.[11] The American Classical Education *K-12 Program Guide* was developed for BCSI affiliated schools to meet the needs of a student body from diverse backgrounds and with diverse learning abilities. The American Classical Education *K-12 Program Guid*e is time-tested, innovative, and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds.

South Bronx Classical is an example of a high-performing classical school using a similar curriculum, where 86% of students are economically disadvantaged and minority enrollment exceeds 97%. The school's performance on New York's 2017-2018 state tests was among the best in the city, with over twice the proficiency rate as district schools and about five times the proficiency rate of District 12 and District 7, where South Bronx Classical Charter Schools I and II are located, respectively. (Barney Charter School Initiative. "Model Application Elements, v3." Hillsdale College, 2020.) Data from the BCSI affiliated schools in Florida is provided in detail in Appendix H of this document. This data shows that these schools have student enrollments with higher than proportionate students of color, students from economically disadvantaged homes and students with disabilities than the district student make-up. In these schools, student test scores are reported as higher than their traditional local schools. Waiting lists for these schools continue to grow as more and more families and students realize significant academic and social growth.

Although there are no Classical Education schools currently in Madison County, Tennessee does have one operating Classical Education charter school, Nashville Classical Charter School. As was reported by the Tennessee State Charter Commission in 2021, Nashville Classical, which has a minority enrollment of ~75%, "ranks 1st in academic success rate" among Nashville's 87 high-poverty schools, and in 2019 "had an overall success rate of 57.4%, as compared to the

[10]See BCSI's "A Brief Introduction to the Barney Charter School Initiative for Prospective School Founders," Hillsdale College, (2020).

[11]See Mitchell Landsburg, "In LA, Singapore Math Has Added Value," *Los Angeles Times*, March 9, 2008.

state at 36.4% and MNPS at 26.4%." Although Nashville Classical Charter School is not affiliated with BSCI, its outstanding results with students from diverse backgrounds and populations affirms the viability of classical education among Tennessee students. Throughout the country there are 22 BCSI affiliated schools in 11 different states with similar student outcomes.

The unique features of ACAJM include American Classical Education *K-12 Program Guide*, the inclusion of time-tested and research based instructional strategies, a return to the practice of gaining mastery in fundamental literacy and numeracy practices before moving on, and a deep belief and inclusion of character and virtue education. Once ACAJM students are trained to approach learning through the classical model, they will experience academic achievement and, perhaps more importantly, personal growth in all aspects of their life.

1.2 Enrollment Summary

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

Madison County School district currently includes 26 schools: 11 elementary schools; 2 elementary/middle schools; 4 middle schools, 6 high schools; 2 K-12 schools; and a preschool. The district includes 4 magnet schools and a Montessori school.

ACAJM's proposed school is in the East Jackson neighborhood of Madison County. See the table below for the demographic profile of this area. Currently the area is served by the following Elementary, Middle and High Schools (With associated 2021-22 Tennessee State Report Card data). As you can see from the data (with Jackson Central Early College as the clear outlier), the demographic profile for the school zone we plan to enter is incredibly diverse, economically disadvantaged with lower achievement, growth, and ELP scores, with a high percentage of students chronically out of school. Our goal in planting a school within this zone would be to give students and families an attractive educational alternative school setting with the promise of higher achievement, growth, and scores, and a much lower chronic absentee rate.

	Alexander (E)	Andrew Jackson (E)	Arlington (E)	JCT (E)	Lincoln (E)	Jackson Central Merry (M)	North Parkway (M)	Jackson Central Early College (H)	Jackson Central Merry (H)
Enrollment	323	421	502	382	365	343	366	239	277
Black/Hispanic/Native American	93%	90%	89%	94%	95%	92%	95%	77%	94%
Economically Disadvantaged	37%	38%	38%	60%	42%	53%	62%	21%	45%
Disabilities	12%	14%	22%	14%	19%	14%	14%	5%	14%
Achievement	2.8/4	1.6/4	2.6/4	2.3/4	.9/4	No Data	1.9/4	2.4/4	No Data
Growth	3.5/4	2.9/4	1.9/4	3.9/4	1/4	.3/4	3.7/4	2.8/4	.3/4
Absenteeism	3.7/4	2.3/4	.3/4	.3/4	.5/4	No Data	1.9/4	3.8/4	No Data
ELP	No Data	4/4	1/4	No Data	No Data	.2/4	No Data	No Data	0.0/4
Grad. Rate	NA	NA	NA		NA	NA	NA	4/4	No Data
Grad. Prof.	NA	NA	NA		NA	NA	NA	4/4	No Data

JCMSS's schools earn higher scores for achievement in grades 3-5 and 6-8 (3.5 out of 4) but have a much lower score of 1.5 for grades 9-12. As shown in the table above, the East Jackson neighborhood subset of schools have much lower achievement and growth rates than other schools within the JMCSS, thus further justifying the establishment of ACAJM for East Jackson students and families.

Additional reporting shows that while high schools in Madison County have a 85.7% graduation rate, only 28.7% meet the Ready Graduate indicator, underperforming the state averages of 88.7% and 39.7% respectively. The average ACT score for the county's students is 16.5, trailing the state average of 19.1. JMCSS students collectively had a chronic absenteeism rate of 29.8, higher than the state average of 20.3.[12] A full list of county schools with school achievement from 2018 and 2019 scores is included in this application.

And in the more recently released 3rd Grade TCAP scores for ELA in the Jackson-Madison County School System, 80.4% of students did not meet the proficiency standard. Of the 883 students who took the test, 42% or 375 3rd graders are required to attend summer learning programs. ACAJM estimates given previous Tennessee Department of Education report card scores that higher percentages of students in East Jackson-area schools did not meet the proficiency standard.[13]

But the numbers on the TCAP are even more dire when considering schools within the East Jackson area. For example, at the Jackson Career Technology Magnet Elementary, only 9.2% of students reached proficiency in Math and ELA.[14] This number is almost three times lower than the proficiency rate of students district-wide. ACAJM expects to see similar discrepancies when comparing individual East Jackson-area school numbers with their JMCSS counterparts as updates become available on the Tennessee Department of Education website.

(b) Provide a rationale for selecting the community where the proposed school will be located.

Madison County is experiencing exciting, and yet challenging growth and the school district is taking definitive action to address it. Madison County will likely see a large influx in population once Ford's "Blue Oval" factory begins production at the Memphis Regional Megasite. Ford and SK have committed to investing $5.6 Billion in the factory, with the aim of producing the electric F-Series Truck beginning in 2025. The factory will require other ancillary suppliers and services, bringing additional economic development to southwestern Tennessee. This exciting business growth will also fuel population growth in the region as it is likely that the Blue Oval factory will attract skilled talent from across the region.[15]

It is projected that the new plant will create around 5,800 permanent, new jobs in southwestern Tennessee, in addition to the thousands of people required to build the plant. Some in the local communities are already a little bit nervous about how this growth will affect

[12]See Tennessee Department of Education's "Report Cards," 2021-22.
[13]See Sarah Best, "Jackson-Madison Co. schools retest 3rd graders in reading as state reports low scores," *Jackson Sun*, (May 24, 2023).
[14]See Tennessee Department of Education's "TCAP Scores," Madison County, (2023).
[15] See Tennessee Department of Economic and Community Development. "Memphis Regional Megasite." 2023. https://tnecd.com/sites/memphis-megasite/

their infrastructure, including roads, parking, water, sewer, residential housing, and schools. It is likely that the western part of the country will see much of the population inflows due to its proximity to the plan.[16]

Within the county itself, Georgia-Pacific is investing $425 million to build a new plant to manufacture their Dixie products. The company estimates that the factory will provide over 200 jobs once the production begins, in addition to the workers required to construct the new plant. This investment is the largest in Madison County history and bodes well for future development. Once other companies realize the potential in Madison County, they will also look to invest.

ACAJM looks forward to partnering with the district to provide educational opportunities to the families who will be moving to Madison County to work in these new development projects. ACAJM has also been in conversation with Mike Schmidt, the Director of Education for the Ford Motor Fund, and ACAJM is excited to collaborate with him to bring an innovative and research-based education to West Tennessee.

In addition to and in response to this growth, Jackson-Madison County School System Superintendent Dr. Marlon King has long been a vocal proponent of 'choice"':

https://www.tn.gov/governor/news/2019/3/20/gov--lee-s-school-choice-agenda-gains-

momentum-in-tennessee-general-assembly.html
https://tn.chalkbeat.org/2019/4/2/21055551/here-s-who-betsy-devos-and-gov-bill-lee-heard-from-in-their-closed-door-meeting-in-tennessee

Dr. King's vision for the JMCSS has "always been around providing CHOICES for our families and … looking for ways to improve the System's portfolio" and Dr. King believes that "providing choices for students is about bringing new programs and learning opportunities that can maximize student achievement and success in a new way." ACAJM was encouraged by Dr. King's support for choice and the district's recognition that new programs and learning opportunities can increase student achievement. To this end, ACE representatives met with Dr. King in February where Dr. King shared a vision for how ACAJM could possibly use the Jackson Career and Technology Elementary campus in East Jackson for a school location and gave ACE representatives a tour of the building. Although Dr. King later rescinded his consideration of JCT Elementary as potential location for ACAJM, the ACAJM team was highly encouraged by Dr. King's support for the East Jackson neighborhood as an ideal location for the school.

Tuition Free and Open to all Students

As seen in the target area in the table provided above and more broadly in Madison County, magnet schools have enrollment criteria of evidence of high academic achievement. Madison Academic Magnet High School, Jackson Central-Merry Early College High, and the Community Montessori School led the district in achievement in 2018 and 2019. If they are removed from the data, the picture is far more bleak, especially for high school students. However, the

[16] See Jon Styf, "Questions Surround Logistics, Infrastructure for Ford's $6.5B Tennessee Megasite Project. The Center Square," 3/1/2022.

capacity at these top-performing schools is limited. Both Madison Academic Magnet and JCM Early College High require strong prior academic achievement while the Community Montessori School operates a lottery to fill their student seats. Students who have high abilities but no evidence of high classroom grades or high standardized test scores are excluded from attending the county magnet schools.

It is to be celebrated that Madison County provides such amazing opportunities. But these are not for all students. Because of the stringent enrollment policies, only students with proven past academic achievement are allowed to even attempt to enroll. ACAJM will have none of those barriers. Any student in the county will have the same opportunity to experience "to pursue knowledge" within a "rigorous post-secondary preparatory program" that prioritizes character growth.

Availability of Philosophically and/or Morally-Aligned Curriculum and Teaching Strategies

Parents have raised concerns in the last couple of years regarding what they observed while their child was engaged in "at home learning" because of school closures due to the COVID pandemic. Concerned parents are now responding to what many consider to have been questionable content or instructional strategies. Along with questioning elements of curriculum being taught, teaching strategies used by instructors, how technology was being utilized, and other aspects of what was being observed, there is a growing population of families asking for a "back to basics" teacher-centered focus when it comes to their child's entire educational experience.

Regardless of reason, many parents feel the need to look for options: In an article published in Harvard's Graduate School of Education newsletter, the author writes, "Polls indicate that about 70 percent of public school parents want schools to teach 'strict standards of right and wrong,' and 85 percent want schools to teach values. And research suggests that many overworked, frayed parents, doubting their capacities as moral mentors, are looking to schools to take on a larger role in their children's moral growth."[17]

The same article goes further to explain, "Many schools post values on walls and reiterate the importance of values in classrooms, during assemblies, and at other school events. But the challenge is not simply moral literacy—in fact, research indicates that most students know values such as honesty and respect by the time they are five or six years old. Because they know these values, many children—especially adolescents—feel patronized by lectures about them." The issue at large then is whether students actually behave in a virtuous or morally aware manner. This is what many parents are articulating is being left out of education today - and they want it back.

One summary point of a 2021 American Compass survey of parents with school-aged children and adults who had recently graduated from high school, states, "Americans are frustrated with what the education system is providing today—most say it is 'Good' or 'Excellent' at academics, but not at preparing students for their lives or for citizenship."[18]

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[17]See Richard Weissbourd "Promoting Moral Development in Schools." (February 2012). Harvard Education Letter.

[18]See https://americancompass.org/essays/failing-on-purpose-survey-part-1/

This survey questioned adults with a school-aged child and were asked about their priorities for the public education system. One question on the survey asked, 'Which is more important, helping students 'maximize their academic potential and gain admission to colleges and universities with the best possible reputations,' or helping them 'develop the skills and values to build decent lives in the communities where they live?' By more than two to one, parents chose life preparation over academic excellence."[19]

Data from the same survey indicated "build decent lives" was chosen regardless of political party (68% Democrats/69% Republicans/77% Independents), economic status (68% economically disadvantaged/71% above median income), gender (68% women/74% men) and ethnicity (76% white/ 63% non-white). Overall, this survey, and anecdotal evidence seen in news stories regarding the expectations of public schools by families and students show that more are looking for schools that match their philosophical views and want students to be engaged in values or character-based instruction. ACAJM will reach out to minority populations as well as students with disabilities and those coming from economically disadvantaged homes to emphasize that the Classical Education model supports these students and helps them foster a sense of community and academic rigor. It will allow them to succeed with a content-rich curriculum that includes significant attention to all aspects of American history and the American cultural inheritance, including African American, Native American, and Latin American history and authors. By utilizing an American Classical Education model, ACAJM will meet the needs of these families.

To further gauge support as of this year, ACAJM launched a social media campaign to Madison County residents in January 2023. As of submission of the initial application, this survey received more than 170 responses from Madison County residents interested in seeing a free public classical education school established in Jackson and who have asked to be on ACAJM's mailing list. Furthermore, Beginning in March 2023, ACAJM conducted an online survey of East Jackson residents using social media platforms to target parents with children in the community. A screener was used to only obtain responses from those who have children or are guardians of children in East Jackson. 115 responses were generated, and the following results were obtained:

1. How important is it for you that your child receives a well-rounded education that encompasses a broad range of subjects and disciplines?

    - Very important: 79 respondents (69%)
    - Somewhat important: 29 respondents (25%)
    - Not important: 7 respondents (6%)

2. Are you interested in an educational environment that promotes character development, moral values, and the pursuit of virtue?

    - Yes: 92 respondents (80%)
    - No: 6 respondents (5%)
    - Unsure: 17 respondents (15%)

[19]See https://www.city-journal.org/parents-and-educators-disagree-on-purpose-of-public -schools.

3. Do you value a curriculum that focuses on the liberal arts, including subjects like literature, history, mathematics, science, and the arts?

    - Yes: 98 respondents (85%)
    - No: 5 respondents (4%)
    - Unsure: 12 respondents (11%)

4. What are your educational goals and values for your child? (select all that apply)

    - Well-rounded education: 65 respondents (57%)
    - Moral and character development: 49 respondents (43%)
    - Career readiness: 38 respondents (33%)
    - Getting a job: 27 respondents (24%)
    - Unsure: 16 respondents (14%)

5. Are you familiar with the principles and philosophy of classical education?

    - Yes: 45 respondents (39%)
    - No: 70 respondents (61%)

These survey results indicate that a majority of respondents within the East Jackson community prioritize a well-rounded education, value character development and moral values, and appreciate a curriculum that focuses on the liberal arts. However a majority of respondents are unfamiliar with the principles and philosophy of classical education, which is consistent with the on the ground canvassing conducted by ACAJM.

In summary, several important factors show that East Jackson is a perfect location for ACAJM:

1. A healthy respect for education in general
2. The overall growth of the community and schools
3. The need for student seats
4. The need for increased school choice options
5. The need for an American Classical Education model school

In order to meet the needs of the community and capitalize on the positive view of education in general, ACAJM will prove to be as successful as other BCSI model schools: it will utilize the same research based curriculum; teachers will be trained to use time-tested high-yield teaching strategies; administrators and teachers will be provided intensive training regarding the principles and practices of an American Classical Education school; and, continued support and training will be provided by BCSI.

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

Enrollment trends in all of the JMCSS schools have seen a slight decrease over the past four years. In 2018, 12,318 students were enrolled district-wide which lessened to 11,696 students

in 2022. However, enrollment is likely to start increasing once the district absorbs the new families attracted to the county due to upcoming economic investment.

District-wide, JMCSS's schools are above the state averages for students in 3-5 grades and 6-8 grades, yet are average for students in grades 9-12. However, when focused on schools placed in the East Jackson area (see table on pp. 24), a dramatic drop off in student performance is exhibited.

Furthermore, when Madison Academic Magnet High School and JCM Early College - both of which have application requirements for a student to have previous high academic achievement - are removed from the "all students" reporting categories, the remaining school scores fall below state averages. Using 2020 data, although Madison Academic Magnet High School had a Ready Graduates rate of 89.1%, the remaining 3 high schools had rates of 8.3%, 20.8%, and 15.7% (the percentage was not released for JCM Early College High). The state average is 39.7%.

East Jackson neighborhood schools are not meeting the diverse learning needs of their demographic, as evidenced by the success rate of student groups such as: economically disadvantaged - 12.2%; EL - 16.3%; and students with disabilities - 10.8% (according to 2019 Tennessee Department of Education data). The Black/Hispanic and Native American student group shows a 14.6% success rate. The ACT scores of the most recent graduating cohort exhibit a similar trend. While the all student average was 16.5, Black/Hispanic/Native Americans scored 15.3, economically disadvantaged students scored 14.9, English language learners scored 13.7, and students with disabilities scored 12.9.

Establishing ACAJM in the neighborhood of East Jackson would provide an excellent alternative educational pathway for families and students, meeting the needs of students who are not doing well in the traditional setting and may not have the previous high academic achievement required for entry into one of JMCSS's magnet schools.

JMCSS All School - ELA Achievement					
School	Year	Subje	Percent on Track or Mastered	Year	Percent on Track or Mastered
State of Tennesee	2019	ELA	34.9	2018	32.8
JMCSS All Schools	2019	ELA	20.7	2018	21.7
Alexander Elementary School	2019	ELA	13.5	2018	16.4
Arlington Elementary School	2019	ELA	8.9	2018	11
Denmark Elementary	2019	ELA	26.1	2018	28.2
Jackson Central-Merry Early College High	2019	ELA	53.5	2018	41.3
Rose Hill School	2019	ELA	16.1	2018	23.1
Isaac Lane Technology Magnet Elementary	2019	ELA	11.8	2018	10.5
Liberty Technology Magnet High School	2019	ELA	10.9	2018	6
Lincoln Elementary School	2019	ELA	6.1	2018	11
Madison Academic Magnet High School	2019	ELA	69.5	2018	73.9
North Side High School	2019	ELA	14.4	2018	12.7
Northeast Middle School	2019	ELA	23.7	2018	30.1
Community Montessori School	2019	ELA	55.5	2018	52.7
Pope School	2019	ELA	27	2018	27.4
South Elementary	2019	ELA	26.3	2018	24.9
South Side High School	2019	ELA	18.7	2018	16.5
Thelma Barker Elementary	2019	ELA	26.8	2018	28.5
West-Bemis Middle School	2019	ELA	19.4	2018	20.9
East Elementary School	2019	ELA	21.9	2018	32.1
North Parkway Middle School	2019	ELA	8.5	2018	9.3
Jackson Career Technology Magnet Elementary	2019	ELA	10.2	2018	9.8
Andrew Jackson Elementary School	2019	ELA	14.5	2018	10.7

JMCSS ELA Achievement - Magnet Schools Removed					
School	Year	Subject	Percent on Track or Mastered	Year	Percent on Track or Mastered
State of Tennesee	2019	ELA	34.9	2018	32.8
JMCSS All Schools	2019	ELA	20.7	2018	21.7
Alexander Elementary School	2019	ELA	13.5	2018	16.4
Arlington Elementary School	2019	ELA	8.9	2018	11
Denmark Elementary	2019	ELA	26.1	2018	28.2
Rose Hill School	2019	ELA	16.1	2018	23.1
Lincoln Elementary School	2019	ELA	6.1	2018	11
North Side High School	2019	ELA	14.4	2018	12.7
Northeast Middle School	2019	ELA	23.7	2018	30.1
Community Montessori School	2019	ELA	55.5	2018	52.7
Pope School	2019	ELA	27	2018	27.4
South Elementary	2019	ELA	26.3	2018	24.9
South Side High School	2019	ELA	18.7	2018	16.5
Thelma Barker Elementary	2019	ELA	26.8	2018	28.5
West-Bemis Middle School	2019	ELA	19.4	2018	20.9
East Elementary School	2019	ELA	21.9	2018	32.1
North Parkway Middle School	2019	ELA	8.5	2018	9.3
Andrew Jackson Elementary School	2019	ELA	14.5	2018	10.7

JMCSS All Schools - Math Achievement					
School	**Year**	**Subject**	**Percent On Track or Mastered**	**Year**	**Percent on Track or Mastered**
State of Tennessee	2019	Math	37	2018	33
JMCSS All Schools	2019	Math	20.3	2018	17.7
Alexander Elementary School	2019	Math	22.6	2018	16.5
Arlington Elementary School	2019	Math	8.3	2018	11.3
Denmark Elementary	2019	Math	31	2018	23.4
Jackson Central-Merry Early College High	2019	Math	20.9	2018	18.3
Rose Hill School	2019	Math	15	2018	20.5
Isaac Lane Technology Magnet Elementary	2019	Math	13	2018	**
Liberty Technology Magnet High School	2019	Math	**		**
Lincoln Elementary School	2019	Math	8.7	2018	**
Madison Academic Magnet High School	2019	Math	62.5	2018	59.4
North Side High School	2019	Math	6.5	2018	7
Northeast Middle School	2019	Math	32.7	2018	24.3
Community Montessori School	2019	Math	47.3	2018	32.2
Pope School	2019	Math	32.6	2018	31.6
South Elementary	2019	Math	31.6	2018	34.6
South Side High School	2019	Math	16.5	2018	19
Thelma Barker Elementary	2019	Math	36.4	2018	32.9
West-Bemis Middle School	2019	Math	17.9	2018	8.7
East Elementary School	2019	Math	27.5	2018	21.3
North Parkway Middle School	2019	Math	8.1	2018	8.1
Jackson Career Technology Magnet Elementary	2019	Math	12.4	2018	**
Andrew Jackson Elementary School	2019	Math	19.8	2018	16.2

JMCSS Math Achievement - Magnet Schools Removed					
School	**Year**	**Subject**	**Percent On Track or Mastered**	**Year**	**Percent on Track or Mastered**
State of Tennessee	2019	Math	37	2018	33
JMCSS All Schools	2019	Math	20.3	2018	17.7
Alexander Elementary School	2019	Math	22.6	2018	16.5
Arlington Elementary School	2019	Math	8.3	2018	11.3
Denmark Elementary	2019	Math	31	2018	23.4
Rose Hill School	2019	Math	15	2018	20.5
Lincoln Elementary School	2019	Math	8.7	2018	**
North Side High School	2019	Math	6.5	2018	7
Northeast Middle School	2019	Math	32.7	2018	24.3
Community Montessori School	2019	Math	47.3	2018	32.2
Pope School	2019	Math	32.6	2018	31.6
South Elementary	2019	Math	31.6	2018	34.6
South Side High School	2019	Math	16.5	2018	19
Thelma Barker Elementary	2019	Math	36.4	2018	32.9
West-Bemis Middle School	2019	Math	17.9	2018	8.7
East Elementary School	2019	Math	27.5	2018	21.3
North Parkway Middle School	2019	Math	8.1	2018	8.1
Andrew Jackson Elementary School	2019	Math	19.8	2018	16.2

JMCSS Ready Graduates - 2021-2022 TDOE	
School	**Ready Grad %**
Jackson Central-Merry Early College High	**
Liberty Technology Magnet High School	8.3
Madison Academic Magnet High School	89.1
North Side High School	20.8
South Side High School	15.7

JMCSS Success Rate - 2018 & 2019				
Subgroup	**Year**	**Success**	**Year**	**Success**
All Students	2019	20.7	2018	20.1
Black/Hispanic/Native American	2019	14.6	2018	13.3
Economically Disadvantaged	2019	12.2	2018	11.1
English Language Learners	2019	16.3	2018	17.3
Students with Disabilities	2019	10.8	2018	11.4

JMCSS ACT Scores - 2021-2022		
Subgroup	**Composite Score**	**Percent Scoring 21 or Higher**
All Students	16.5	15.1
Black/Hispanic/Native American	15.3	6.9
Economically Disadvantaged	14.9	6.5
English Language Learners	13.7	**
Students with Disabilities	12.9	1.2

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

ACAJM is interested in planting a school in East Jackson as prior experience has shown that the Classical Education model is an effective academic model and curriculum in use in over twenty-two classical charter schools across the country. As mentioned in the exciting hire of Ms. Alexandria Spry, an apt comparison to the school ACAJM plans to establish in East Jackson is Jacksonville Classical Academy in Jacksonville, FL, which serves a majority African American population that is economically-disadvantaged. As will be the case in East Jackson, more than half of the students at Jacksonville Classical Academy qualify for free or reduced price lunches.

East Jackson's population aligns with ACAJM's goal to serve a diverse student body representative of the quickly changing community. The East Jackson neighborhood includes

ten schools serving a diverse student body of over 3,200 students. (91% African American/Hispanic/Native American, 50% Economically-Disadvantaged, and 15% with disabilities).

The diversity of the expected student population is reflective of many of the locations where BCSI affiliated classical schools are thriving around the country. In such places, enrolling in private schools' is beyond the means of most if not all families. Consequently, ACAJM will be providing an opportunity to employ the Classical Education model that provides the structure, discipline and high expectations that so many East Jackson families desire.

(e) Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?

In providing choice for families and students of East Jackson, ACAJM would also provide equity. Madison County currently provides an above average experience for students and families who live outside of the East Jackson neighborhood.. Yet Tennessee Report Card statistics show that students in the East Jackson area face particularly difficult challenges in achievement, growth, and chronic absenteeism.

East Jackson schools score significantly lower than their Jackson-Madison counterparts on every Tennessee report card measure (Achievement: 2.05/4, Growth: 1.94/4, Chronic Absenteeism: 1.4/4, English Language Proficiency: 1.3/4).

Although private schools are currently available to families of East Jackson, they all charge tuition, creating an inequitable reliance on family income. As the housing and building boom grows larger and larger, unfortunately so are the costs of living - especially in the price of single-family houses and rent. Some long-time residents and many families new to the area find that what might have been affordable just three years ago is now out of reach for the median family income of $49,500.

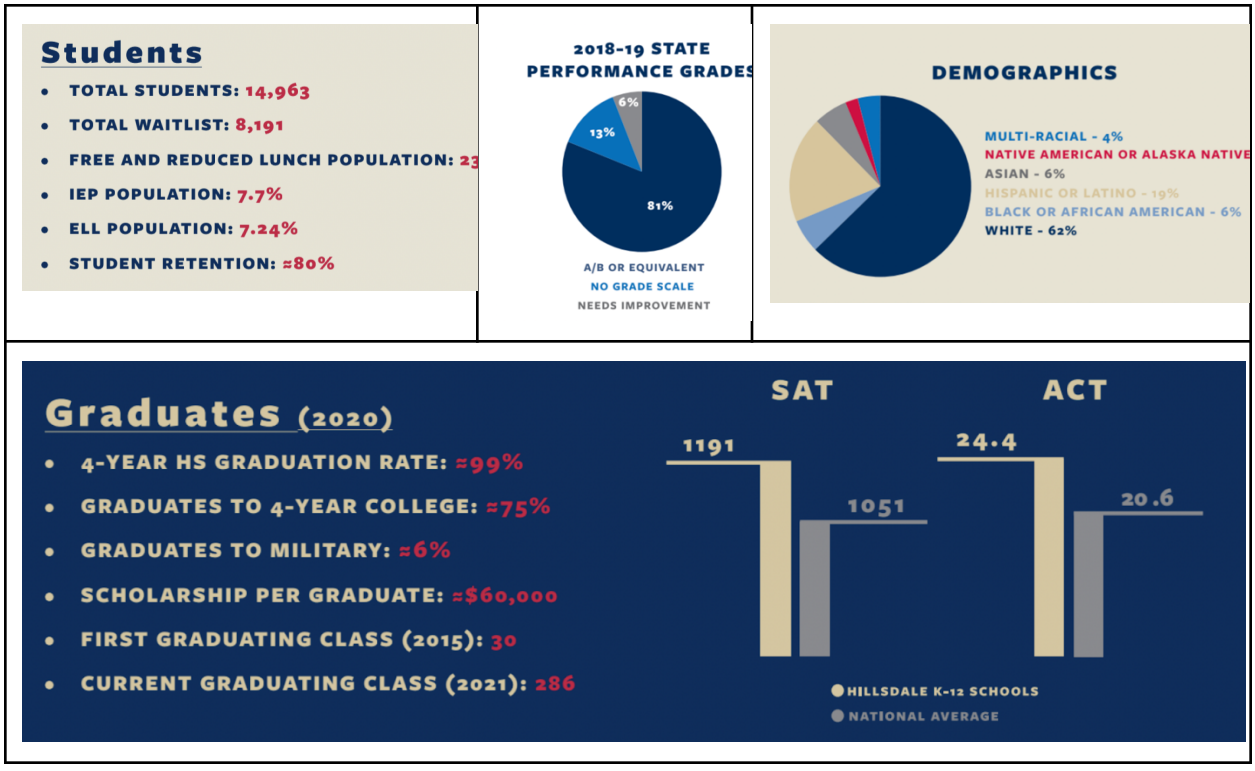
ACAJM will offer a fair and equitable enrollment option to all students of East Jackson. After admission, ACAJM will deliver an exceptional learning environment and experience for its students through implementation of the American Classical Education *K-12 Program Guide* developed originally from The Core Knowledge Sequence and supplemented with Singapore Math and Literacy Essentials and continuously improved upon through the experiences of BCSI staff and experts from its network of schools. Schools across the country using the Core Knowledge Sequence have been shown to outscore local and state counterparts.

A 2004 study conducted by researchers from the University of Missouri (Wedman and Waigandt) showed that students attending Core Knowledge (CK) schools consistently scored higher than the national average on national tests. Test score data for the study was taken from 22 Core Knowledge schools located in 13 different states. The data was collected during six consecutive years, 1998 through 2003, and testing results were analyzed in six content areas: reading, language arts, mathematics, social studies, environmental studies, and science. In each year, Core Knowledge schools performed above the 65th percentile on national tests

overall (65th in 1998, 67th in 1999, 76th in 2000, 78th in 2001, 78th in 2002, and 79th in 2003).[20]

- Wedman and Waigandt also separated the 22 Core Knowledge schools based on ethnic profile to analyze test score outcomes in this light. These schools were split into two groups: those with 80% or more Caucasian students and those with 20% or more minority students. It was found that "both categories of schools consistently scored above the 60th percentile nationally." Wednman and Waigandt similarly looked at the difference in economic profiles of the 22 Core Knowledge schools (based on how many students participated in a free lunch program) and found that students in less affluent schools still scored above the national average (between the 51st and 57th percentile, depending on the year). Overall, the researchers concluded that "there appears to be a strong relationship between student performance and the Core Knowledge curriculum."

As a BCSI affiliated school, adherence to the curriculum and teacher-centered instructional methods are pillars of the school framework. Below is a recent compilation of information from BCSI model schools.



(f) If you are the sponsor of an existing school, describe:

[20]See Alex Waignant and John Wedman. "Core Knowledge Curriculum and School Performance: A National Study." Sep. 2004. https://www.coreknowledge.org/wp-content/uploads/2016/12/CK_National_Study_2004.pdf, 2-16.)

- **any enrollment practices, process, and policies of the proposed school that will be different from your existing school; and**
- **how the community for the proposed school is similar and/or different from the community that you currently serve.**

ACE does not currently operate any schools.

(g) Complete the enrollment summary and anticipated demographics charts below.

The student enrollment summary identified in the chart below is based on expected resource capacity, the budget of ACAJM in the first six years, community demand for charter school seats, and the experiences of other BCSI affiliated schools in their initial opening years and beyond. By enrolling grades K-5 initially and then naturally adding grades as the 5th grade cohort matriculates, ACAJM will be able to hire high quality faculty and staff to meet the instructional and support needs of the students. Currently, all BCSI affiliated schools are operating at their full capacity with average waiting lists of 28-80 students/grade in elementary grades, 25-32 students for middle school grades and 6-20 students for high school grades.[21]

Enrollment Forecast, ACAJM

Grade Level	24-25	25-26	26-27	27-28	28-29	31-32 (cap)
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9					50	50
10						50
11						50
12						50
Total	340	390	440	490	540	690

[21]See Barney Charter School Initiative, “Enrollment and Waitlist Data,” (2021).

ANTICIPATED DEMOGRAPHICS OF ACAJM To Match or Exceed Student Sub-Populations of JMCSS Schools			
Black/Hispanic/ Native American	**Economically Disadvantaged**	**Students with Disabilities**	**English Learners**
91%	45%	15%	6%

1.3 Academic Focus and Plan

(a) Describe the academic focus of the proposed school.

American Classical Academy Jackson-Madison (ACAJM) will provide students with a proven Classical Education model that will challenge them to excel both in learning and in character. This Classical Education program is content-rich, balanced, strong and has emphasis on four core disciplines of math, science, literature, and history with attention to music, art, physical education, computer literacy, and foreign languages. The Classical Education model is a sound and time-tested means of leading students toward intellectual, moral and civic understanding.

Classical Education upholds a standard of excellence and has proven itself over the course of time. ACAJM's high standards and research-based classical curriculum will provide students with a traditional education on which to build. At ACAJM, high academic achievement, personal discipline, ethics, and accountability will be consistently reinforced through the study of subjects in a classical tradition. Students will graduate from ACAJM as highly literate and self-aware learners who are well-prepared to advance into any life endeavor and, if they so choose, act as leaders of their communities.

ACAJM is on track to become a Barney Charter School Initiative (BCSI) affiliated school. ACAJM will execute the American Classical Education *K-12 Program Guide* which is currently being successfully implemented in 22 other BCSI affiliated schools that are improving educational outcomes with a wide variety of student populations in diverse school environments in 11 states across the country. The mission of the school is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue. The goal of ACAJM is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community.

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

ACAJM's Classical Education model is grounded in the American Classical Education *K-12 Program Guide* and on tenets of a Classical American Education. ACAJM will collaborate with the Barney Charter School Initiative (BCSI) in the design and execution of the educational program. The school's educational program is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum and a focus on the historical, literary, and scientific traditions of the United States and of Western civilization at large.

Vital to the academic plan is the teaching of all content to mastery using time-proven instructional methods by highly trained and competent teachers. Augmenting the four core subjects of math, science, history, and literature is the study of art, music, physical education, and, beginning in 4th grade, Latin (as it pertains to the etymology of English vocabulary). As students enter middle and high school grades, Latin, as a foreign language, takes on greater importance and various elective options are afforded to each student. Throughout a student's K-12 experience at ACAJM, the incorporation of the importance of virtues is an underlying

current along with increasingly sophisticated study skills. The school's virtues include courage, moderation, justice, responsibility, friendship, prudence, and wisdom. The school's academic plan consistently stresses the importance of a Socratic learning experience tailored to fit the student's age and level of readiness.

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods utilized in each case must be consistent and exemplary. To help achieve this, ACAJM will use Literacy Essentials to teach literacy and related skills and orthography in grades K-3. The Singapore Math Program will be used to teach numeracy. It is understandable that the students enrolling in the school, especially in the lower grade bands, may have deficits in these foundational content areas. Anticipating this, ACAJM will be poised to implement RTI^2 with fidelity as outlined by Tennessee's Department of Education. As further proof of being ready to address the individual needs of incoming students, ACAJM will continue to choose supplemental programs proven to fill deficits and lessen achievement gaps.

Literacy Essentials Is an "Orton-based" program. It contains the elements common to programs from this heritage. Instruction is multi-sensory, explicit, and direct. Teachers will instruct using question and answer analysis and graphic organization of the content. The program begins with writing and spelling to teach reading—wiring children's brains to think deeply. Literacy Essentials features day-by-day organization of instructional information. The curriculum covers the areas of phonemic awareness, the alphabetic code which includes 72 common English spelling patterns or phonograms (first Basic Code then advanced code), orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and reading comprehension. Additionally, the program provides instruction in both manuscript and cursive handwriting.[22]

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill-building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why.

Moving students on to higher levels of skills before they're ready is not an option, so the program is employed at each student's ability level. Guidance in the effective use of this curriculum requires that ability-level groups be determined at the beginning of each school year, with progress monitoring to be made every two weeks resulting in adjustments being made on an as-needed basis. In this manner data will be used to quickly and fluidly move students who may begin with deficits up to grade level performance levels.

The program as a whole is intended to equip each student with the language of numeracy. As with the literacy program, faculty and staff will be provided with specific training to help students with learning deficiencies close those gaps before moving on to more sophisticated

[22]Public charter schools may request a waiver for the use of textbooks and instructional materials in accordance with § 49-13-111." Tenn. Code § 49-6-2206

concepts or applications. Again, without negative stigmas or emotional distress, ACAJM will use proven materials and ability level grouping to ensure all students have the opportunity to achieve mastery of these vital foundational skills and content. Specific time has been built into student and teacher schedules to allow for high dose low ratio tutoring, small group and large group instruction.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students will begin learning formal Latin, and continue with Latin through 9th grade. Latin will be introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension. For English Learners, best practices in the field including, but not limited to elements of the Picture Word Inductive Model, Sentence Frames, Collaborative Summarizing and the basics of Comprehensible Input will be used. In this manner, based on readiness cues, EL trained professional special education teachers will work with students and parents to create an effective education plan.

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. The Core Knowledge Sequence was the original foundation for developing the *K-12 Program Guide*. BCSI affiliated staff and school practitioners have made various changes, improvements, and enhancements over recent years–including identifying teacher and student resources for each subject and grade. The American Classical Education *K-12 Program Guide* has been aligned with standards in multiple other states where it is currently being used and is currently in the process of being aligned with Tennessee State Standards.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences and discriminant use of technology are no less important than the humanistic disciplines and will not play a secondary role at ACAJM. The American Classical Education *K-12 Program Guide* focuses on thematically linked science topics and narratives of great scientists to make the cross-disciplinary connections. The program guide also systematically lays out the recommended sequence of instruction for science teachers allowing for regular repetition of the most important topics, such that students are well-versed in the fundamentals of all science disciplines by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers.[23] The Digital Readiness Standards will be taught in connection with all content areas. Career exploration will begin with 5th grade and continue through high school.

As ACAJM grows to include high school grades, it will follow the *K-12 Program Guide* for upper grades. This includes four years of history (three required by TN); four years of literature (four required by TN); four years of math (four required by TN); four years of science (three required by TN including Biology, Chemistry or Physics, and a third lab course); three years of foreign language (two required by TN); one year of government and moral

[23]See Barney Charter School Initiative, "Model Application Elements," v3, (2020).

philosophy; one credit of fine arts (one required by TN); and a semester dedicated to personal finance within the broader study of economics. In addition to the requisite courses, students will have opportunities each year to choose electives to fulfill Tennessee's elective focus requirement and the inclusion of further career exploration. Computer science, which will be required beginning in 2024-25, and any other additional or changed elective requirements will be reviewed and in place by one year before high school grades are offered (the 2028-29 school year).

As planned, students enrolled in ACAJM will exceed the coursework and credits required by Tennessee for a regular high school diploma. Special Ed students will have additional options as is the case in traditional public schools and will be determined through regular special ed processes as laid out in Section 1.9.

Specific course outlines studied at the high school level include the following frameworks. In history, students begin with Western Civilization I & II in 9th and 10th grade (fulfilling the world history requirement), learn American History in 11th grade, and finish with a year of Modern European History (1789-2000) and American Government in 12th grade.

In literature, students read great works, usually in their entirety, with an emphasis on ancient literature in 9th grade, British literature in 10th grade, American literature in 11th grade, and modern/multicultural literature in 12th grade.

The required track for science is Biology and Chemistry, then options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the last two years.

In math, students complete Algebra I, Geometry, and Algebra II, and are then able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement.

In foreign languages, students are expected to fulfill Tennessee's required two-credit minimum by taking at least one additional year of Latin (to augment the one year from 9th grade) or at least two years of an additional modern foreign language.

All students of ACAJM will be challenged to meet their academic potential. Because an emphasis will be on mastery of content and development of the skills needed to show evidence of that knowledge, all students who choose to enroll and apply themselves with diligence and perseverance will succeed at ACAJM. Multi-Tiered Systems of Support will be available for all students. As is typical, based on students' needs, scaffolding, accommodations and modifications (when necessary) will be made to ensure all students are appropriately challenged to meet their full potential.

Specific strategies and procedures needed for students with disabilities, at-risk students, ELs and students identified as Gifted are discussed in more detail in section 1.9 (Special Populations) of this application. Highly motivated and trained professional educators will guide the learning by using a Classical Education model and time-proven instructional methods. ACAJM's student population will be diverse in every way-but the quest for knowledge and the ability to see beauty in the world will unite and fortify the learning

community's mission to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue.

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

ACAJM will use the *K-12 Program Guide: An American Classical Education* originally based on the Core Knowledge Sequence, supplemented by Literacy Essentials and Singapore Math, offering Latin which has been improved, and enhanced by master teachers, its K-12 educators, and expert faculty to provide the basic curricular framework for teaching history, geography, literature, visual arts, music and science, with an emphasis on cultural literacy. The *K-12 Program Guide* is currently being aligned with Tennessee State Standards.

ACAJM's curriculum provides a strong emphasis on civics and classical virtues and is intended to provide students with a robust education that challenges them to excel both in learning and in character. This emphasis is taught and explored through carefully chosen questioning. Beginning in the early grades, students and teachers will interact in thought-provoking discussions (more teacher directed in the early years moving more toward student driven in middle and high school years) related to all content areas. At first questions will be answered with opinions. As students mature, they will learn the art of argumentation, and will consequently be coached to gather thoughts carefully, organize them using Classical Education models, conduct research to establish claims, evaluate evidence and finally, present responses verbally or in writing. Of course, not every discussion will result in such a process, but as students are trained in the formal sequencing of logical argumentation and persuasion, this process will become more automatic to students and therefore, more evident in everyday discussion and responses.

At ACAJM students will learn language and literature, history, geography, government, math, science, music, and visual arts in a coherent and orderly program that runs from the rudiments of basic literacy and math skills to higher orders of thought and expression. Students will be taught an organized sequence of skills and core knowledge through sound, time-proven methods. They will read classic works of literature, study the fine arts, and learn first-hand accounts of history through the study of primary source documents. Students will also receive rigorous training in the fundamentals and theories of math and science, including the scientific method, and will benefit from Socratic instructional techniques and training in study skills that further foster learning and character development. Through the Socratic method, students will learn to ask important questions and strategically use multiple resources to gather evidence to support their claims. Through practice and exploration of oral and written work, students will learn how to communicate their thoughts and listen intently to the ideas of their peers. Through these learning experiences, students will learn to understand themselves and their world.

ACAJM will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior expected throughout the school using designated classical virtues (courage, moderation, justice, responsibility, friendship, prudence

and wisdom). Emphasis upon these standards will help students understand the importance of morality in the world in which we live. Teachers will guide students to critically question our modern world using multiple lenses: the past, the virtuous, and the erroneous.

The classical model of education values the teacher as the possessor of knowledge; consequently, the educator will remain the focus of the classroom without giving way to extraneous use of technology, the use of media, or other strategies not proven to warrant deep learning. Technology will not be ignored, however, and students will learn to use it in ethically and discriminate ways. Socratic discussion is the primary mode of instruction for Classical Education, but the founders of ACAJM are under no illusion that young and inexperienced students can immediately partake in or profit from such a discussion. Rather, the guiding principle for most K-12 instruction will be that instruction is "teacher-directed." Teacher-directed instruction will generally take the form of a lecture, story, read-aloud or guided discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussions in later middle grades and high school. Teachers will receive training and feedback about when best to employ instructional methods, with an emphasis placed on teacher-led, content-rich instruction in all subjects. This emphasis is consistent with the tradition of Classical Education and the content-rich curriculum the school will employ.

Anecdotal evidence from existing BCSI affiliated schools shows that, while unfamiliar at first, as students adjust to the highly structured school environment, most families experience positive results as students show more responsibility for their learning, exhibit a genuine excitement toward learning, and are generally happier in and out of school. To be able to achieve these types of results, ACAJM is certain similar student growth will be seen. This is not to say that students will not have opportunities to actively engage in class activities and physical movement during the school day- the point is that teachers will be trained to evaluate the use of class time and instructional choices to maximize the time with students. Busy work, computers simply being used to occupy students' attention, or movies being played to placate or baby-sit students are examples of what ACAJM would consider a waste of student time.

ACAJM's robust classical academic program, carefully selected instructional methods, and training in how to help mold student charter development will be supported by a well-regulated campus that fosters positive relationships among students, parents, and teachers. Teachers and volunteers will receive training before implementing the curriculum or assisting in the classroom. Teaching methods will include only those proven to be successful for students in the past and yet may be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each will receive the support of every staff member whose focus is academic achievement, individual student growth, and a commitment to personal excellence.

The *K-12 Program Guide* is currently being aligned to Tennessee State Standards.[24] The foundational beliefs in teaching literacy and numeracy to mastery and fluency for all students align directly with the Tennessee Department of Education's Kindergarten Entry Inventory,

[24]Upon request, *K-12 Program Guide* alignment and crosswalking plan to Tennessee State Standards in ELA, Mathematics, Science, Social Studies, and Personal Finance can be provided as attachments.

Tennessee's Early Intervention System, support of Head Start programming, Voluntary Pre-K, Early Childhood Summit presentations, Quality Matters content, reading 360 Early Literacy Network, At-Home Decodable Book Series, Read to Be Ready Summer programs and other literacy and numeracy state initiatives.

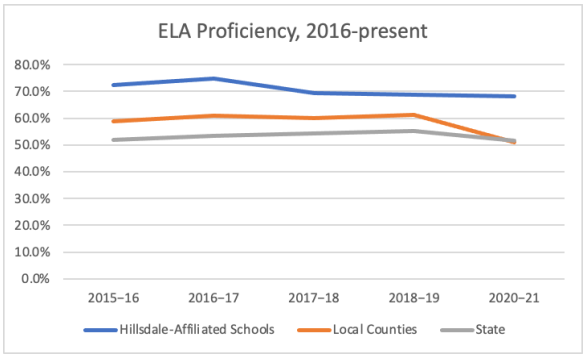
The American Classical Education model will not be a good fit for every student or family in East Jackson, but providing the option to those who do make the choice is what ACAJM is asking for. We believe there are students who are craving the opportunity to push themselves academically, socially and emotionally to reach their highest potential. It is ACAJM's goal to give any student who chooses the chance to do just that.

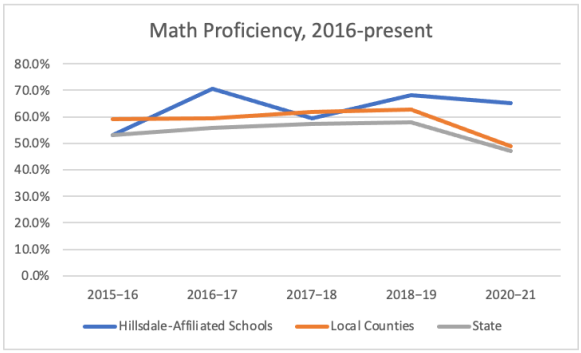
(d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

Because expectations remain high for all students and support is provided through well-planned scaffolding, the use of Multi-Tiered Systems of Support and the RTI^2 process, students enrolled in schools using the American Classical Education *K-12 Program Guide* and being taught by educators trained with BCSI resources outperform their public school peers on state-mandated tests.

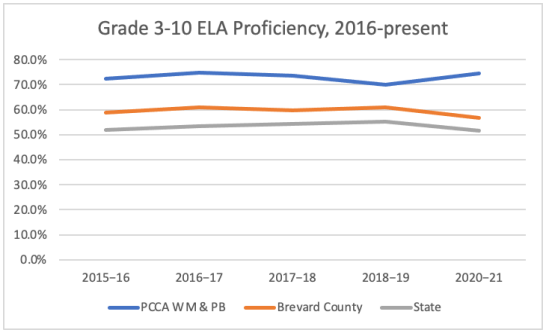
ACAJM will use the curriculum and program employed in more than 22 BCSI affiliated schools across the country. While this program has not yet been implemented in Tennessee, it has shown substantial positive results in other states. For the 2018-19 school year, the last year with proficiency data from all states, BCSI affiliated schools cumulatively performed more than 10% better than their state averages on ELA proficiency test results and more than 5% better than their state averages in math proficiency test results. High school graduates from these schools in the 2020-21 graduating class scored an average of 1172 on the SAT (70th percentile) and 24.5 on the ACT (75th percentile), and over 75% of graduates matriculated to 4-year colleges.

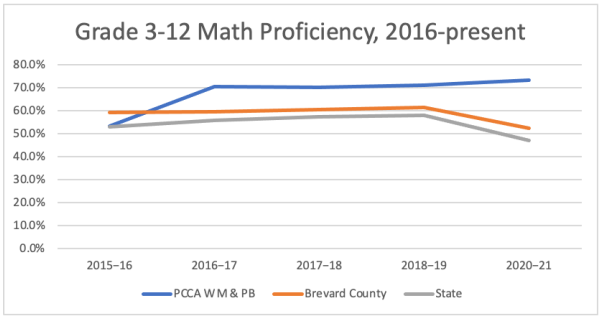
Because of suspended testing requirements due to the COVID-19 pandemic, performance data has been difficult to obtain over the past three academic years; however, BCSI affiliated schools in Florida make for an excellent case study because of their number (seven currently operating schools), longevity (the first school opened in 2015), and the availability of proficiency data through the 2021-22 school year. The charts immediately below include a comparison of average ELA and Math proficiency scores in these schools against the average scores of the counties in which they are located and the average scores from across the state. The charts include all BCSI affiliated schools in Florida that tested in a given year, regardless of the maturity of that school–so there's only one school indicated by the first year's scores, but six schools in the final year reported.





Focusing on the level of a single county with multiple years of proficiency scores across two schools, BCSI affiliated schools perform even better when compared to district and state averages. Below is a comparison of the scores at Pineapple Cove Classical Academy of Palm Bay and West Melbourne (two unique campuses) against Brevard County (the district/county where the schools are located) and state averages. Of particular note, these two schools did not experience the considerable proficiency losses between the 2018-19 and 2020-21 school years that were seen at both the district and state levels.





Student performance at BCSI affiliated schools is consistent across sub-populations of students, with students from both white and non-white populations performing considerably better than their peers in Brevard County, as well as students from economically disadvantaged families performing 15-20% better than the average of their peers.

Classical Education is time-proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was renewed in the Renaissance. The classical inheritance was passed to England, and from England to America through colonial settlement. At the time of this nation's founding, Classical Education was thriving. Founding Fathers heartily recommended Greek and Latin as the languages of study for early adolescence.

Classical Education, from a research base, is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adaptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. According to these theories, the purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using verbal/linguistic and logical/mathematical intelligence. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educator's role is pedagogical in that the instructor must develop conceptual knowledge by managing the content through appropriate learning activities at a pace commensurate with the students being served.

Classical Education is more than simply a pattern of learning. Classical Education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This is important to understand because language learning and image learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can "sit back" and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work. Classical Education, then, has two important aspects. It is language-focused and it follows a specific three-part pattern: the mind must be first supplied with facts and brain images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

A crosswalk and alignment of the American Classical Education *K-12 Program Guid*e, to Tennessee's academic state standards in ELA, Mathematics, Science, Social Studies, and Personal Finance can be found in the appendices. Once complete, ACAJM will continuously review the curriculum, the standards and will further refine curricular materials based on differences found, to ensure strict alignment with Tennessee standards.

Surveys of attendance rates and retention numbers also show the positive effects of the BSCI Classical Education program and the effect of direct instruction in virtues. Increased mastery of core literacy and numeracy standards, increased school attendance, and a positive perception of a supportive school environment all have been shown to close achievement gaps in relation to gender, race, and socio-economic grouping. Additionally, using research-based programs to support sound teaching and a strong curriculum contribute to the closing of achievement gaps, and increased academic achievement and growth for all students. The following section describes research associated with ACAJM's program and curricular choices:

Literacy Essentials is based on the work of Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with Classical and Socratic instructional approaches to teaching. Literacy Essentials embraces the early work of Dr. Orton, and likewise, takes an "explicit" phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*, 1985. The Tennessee Department of Education, in its Tennessee Literacy Success Act, has also identified the value and critical need for explicit literacy instruction. ACAJM is confident that by using a program such as the Literacy Essentials, all students will receive the intensive literacy instruction they need regardless of whether they begin above, at, or below developmental levels and clearly meet the first criteria of Tennessee's Foundational Literacy Skills Plan: "Instruction should focus on an evidence-based method of teaching students to read that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension that enables students to develop the reading skills required to meet Tennessee's academic standards."[25]

For grades K-7, math will be taught using the Dimensions edition of Singapore Math, an English equivalent to the national mathematics curriculum used in Singapore. Singapore is the world leader in mathematics achievement, according to at least two major longitudinal studies. According to the Trends in International Mathematics and Science Study (TIMSS), an international comparative study designed to measure achievement at the fourth and eighth grades, Singapore ranked in the top three countries in grades 4 and 8 in every year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme for International Student Assessment (PISA), a triennial international survey that evaluates OECD (Organisation for Economic Co-operation and Development) countries by testing the skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics in 2009, 2012, and 2015.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to simply offering definitions and formulas. Professional development from BCSI accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem-solving and model drawing, with a focus on an in-depth

[25]See Tennessee Department of Education. "Tennessee Literacy Success Act," (2021).

understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points and the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multi-step word problems comfortably, ensuring they are well prepared to complete Algebra I in late middle school.[26] As with literacy, providing the support students need to master numeracy standards will provide the basis for continued progress in math achievement for all ACAJM students.

Using strong, research-based teaching materials directly aligned to Tennessee's academic state standards is a first step in ensuring that all students have the opportunity to reach full academic potential. However, ACAJM knows that some students will enroll with deficits in their academic achievement abilities - there will be gaps. As part of the preparation for opening a school, ACAJM will form a School Accountability Committee (SAC). This committee is made up of (at a minimum) the school principal, the assistant principal, representatives of the special education staff, teacher leaders from each grade level or academic discipline, and staff related to special needs. The committee is responsible for a number of functions within the school community, with perhaps the most important being to ensure that all school services are adjusted to meet the needs of each individual student.

This second step in ensuring that all students have the opportunity to reach full academic potential involves the vital work of following Tennessee's Response to Intervention (RTI^2) process which includes implementing, with fidelity, a foundational framework of a Multi-Tiered System of Supports (MTSS) to ensure positive outcomes for all students. As required by the Tennessee's Department of Education, ACAJM's framework will integrate assessment, early intervention, and accountability for at-risk students while holding strong the belief that all students can learn. The entire learning community will be held accountable for acknowledging and implementing support for the benefit of the student. This framework is discussed in detail in section 1.4 (Academic Performance Standards) of this application.

The third step in driving academic improvement stems from the school schedule. In the elementary grades, 120 minutes of instructional time is allocated for literacy and 80 minutes for numeracy every day. During this time, teachers will have the opportunity to implement both curricula with fidelity. Not only will teachers be able to properly group students based on ability, but they will be able to appropriately focus instruction on the specific skills and content knowledge needed by each group. In turn, students will receive focused and direct instruction at an appropriate pace and level of sophistication. The time allotted will also allow for the discriminate use of high dose, low ratio tutoring, small group and large group instruction. In the middle grades, the same model of grouping and regrouping students as needed will take place with concerted attention being given to this gathering and reviewing student data at least every two weeks. The high school model will also follow the basic concept of mastery learning. In order to accommodate high school courses and schedules, a dedicated "extra help" period will be built into every student's schedule. In this way, all

[26]See John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3, (November 2007)

students, regardless of course or grade band will have an opportunity on a daily basis to receive additional instruction from highly qualified content specialists.

ACAJM leadership believes that when all students are held to high standards and, when appropriate, are provided the support needed to achieve these standards, achievement gaps will close as evidenced in the performance of many BCSI affiliated schools. An appropriate and thorough understanding of a school's RTI^2 program and MTSS remains a priority for the support and training provided to BCSI affiliated schools. This, coupled with the appropriate amount of time and strong curriculum-aligned instruction, will guarantee growth for all students.

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

Curriculum and Academic Learning Structure

Forming the foundation for ACAJM's curriculum is the collaboration between the school and BCSI. As a curricular advisor to 22 existing charter schools (as of January 2023), BCSI has a complete set of curricular and resource recommendations from kindergarten through 12th grade. ACAJM will implement the American Classical Education *K-12 Program Guide* as utilized by all BCSI affiliated schools. This curriculum was developed from several strong and proven academic programs, including The Core Knowledge Sequence as the original basis of the model supplemented by Singapore Math, and Literacy Essentials, and includes significant modification and continuous improvement from the experience of BCSI and teacher leaders from across its network of schools.

This curriculum provides its affiliated schools a grade-by-grade sequence of specific topics to be taught in grades K-12 and is the basic curricular framework for history, geography, literature, visual arts, music, and science at ACAJM. With cultural literacy as the guiding principle, the *K-12 Program Guide* will lead students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics that are especially important for cultural literacy will be repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve greater depth. The American Classical Education *K-12 Program Guide* provides a necessary order and sequence across grades and between school levels (elementary, middle, high) such that teachers can base their lessons on what students have learned previously and will learn in the future.

Additionally, this vertical and horizontal alignment ensures that parents can anticipate, and be fully aware of, what their students will learn in each grade. The Program Guide provides additional recommendations for resources so teachers are supported, but also encourages them to reach beyond the immediate resources and take ownership of their own lessons. BCSI affiliated schools have found this approach valuable in striking a balance between teacher support and teacher autonomy.

In Social Studies classes, students will explore events in history from the cradle of civilization in the Euphrates Valley to European, African, and eastern development over the centuries.

They'll learn the tragic history of wars in Europe and the U.S. involvement in them. They'll learn why Columbus claimed he sailed to the "new world" and about the conquest and settlement of the American continent including the "little settlement" at Plymouth, Massachusetts. Prominent throughout the study of history will be the explanation of what is and isn't meant by the term "American Exceptionalism." The fundamentals of economics will be part of the curriculum and will introduce students to the differences in controlled and free-market economies. They'll learn about "The Invisible Hand" and understand what Milton Freedman meant by saying, "there's no such thing as a free lunch." This curriculum gives both the guidance and flexibility to teachers to optimize learning and meet or exceed each of Tennessee's state standards in social studies.

ACAJM will also include instruction in Latin, beginning on a formal basis in 6th grade, preceded by the teaching of Latin and Greek roots in grades 4 and 5. The Well-Ordered Language curriculum will be the basis for formal grammar instruction in the upper elementary grades. In high school, ACAJM will follow the American Classical Education *K-12 Program Guid*e course sequence. This includes four years of history, literature, math, and science; three years of foreign language; one year of composition, the arts, government, and moral philosophy; and a semester of economics. Embedded in all content areas will be the ethical and discriminate use of technology.

Academic Learning Structure: Elementary Grades (K-5)

In the earliest grades, ACAJM's curriculum focuses the majority of the day on teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods employed in each will be consistent and based in research. Consequently, ACAJM will use Literacy Essentials to teach literacy and related skills, and the Singapore Math program to teach numeracy. Integral to the mastery of foundational content and skills is a school schedule that allows ample time (120 minutes for literacy and 80 minutes for math each day) and the opportunity for flexible ability-based grouping to take place. It is in these critical groups that teachers will be able to address the specific needs of each cluster – moving highly capable students at a quicker pace or augmenting with more sophisticated applications, while taking time with on-track students to present appropriate direct instruction, and likewise, offering the re-teaching and extra practice needed by those students who are below proficiency level. The given time will allow further one on one or high dose, low ratio tutoring on specific standards or skills. As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from kindergarten through eighth grade is the *K-12 Program Guide*, made available through BCSI.

Literacy

Literacy Essentials Is an "Orton-based" program. It contains the elements common to programs from this heritage. Instruction is multi-sensory, explicit, and direct. Teachers will instruct using question and answer analysis and graphic organization of the content. The curriculum covers the areas of phonemic awareness, the alphabetic code which includes 72 common English spelling patterns or phonograms (first Basic Code then advanced code), orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and

reading comprehension. Additionally, the program provides instruction in both manuscript and cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition.[27]

The central position of language in the curriculum continues throughout the elementary and middle school grades, using the "Well Ordered Language" series for grammar instruction. In Grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through ninth grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension. Section 1.9 describes in more detail the processes and strategies to be used to support sub-populations of students including those with special needs, at-risk students, ELs and students identified as Gifted.

Numeracy

The Singapore Math program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill-building and problem-solving such that students have a better understanding of not just when to use a particular equation—but why. Moving students on to higher levels of content or skills before they are ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of the school's first year, and adjustments will be made as often as every two weeks in order to best equip each student with the language of numeracy. The common 80 minute math scheduling block in grades K-6 will help to facilitate an arrangement in which all students are able to be placed into groups consistent with their ability, their growth, and the school's expectations for grade-level performance. We want to ensure that students master the content–which is necessary for true growth–while also ensuring that students who are behind are brought up to grade-level performance. Section 1.9 describes in more detail the processes and strategies to be used to support sub-populations of students including those with special needs, at-risk students, ELs and students identified as Gifted.

Core Content Knowledge

The Core Knowledge Sequence is based upon E.D. Hirsch's concept of cultural literacy, which makes it the ideal curriculum for a Classical Education school. This sequence was developed to provide a comprehensive order to K-8 education, with the intention of training students in the arts, literature, science, history, math, and language that form their cultural and intellectual base. First published in 1988, it has been successfully employed and tested in hundreds of schools throughout the United States.

[27]See "Literacy Essentials," https://journeytoliteracy. com, (2020).

Academic Learning Structure: Middle School (6-8)

In middle school, the recommended courses are literature, grammar, composition, civics (in grade 7 or 8), history and geography, science, Singapore Mathematics (generally 6A-6B in grade 6 and pre-algebra in grade 7). Algebra I will typically be taken in grade 8. Additionally, music, art, Digital Readiness, Career Exploration, and Latin will be included each year. As with the early elementary grades, the American Classical Education *K-12 Program Guide* will provide a grade-by-grade sequence of specific topics to be taught in grades 6 through 8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science. As with the lower levels, content-specific teachers will work with ability-grouped students in math and reading comprehension classes to ensure that all students are challenged and instructed appropriately. Section 1.9 describes in more detail the processes and strategies to be used to support sub-populations of students including those with special needs, at-risk students, ELs and students identified as Gifted.

High School (9-12)

As ACAJM grows to include high school grades, it will follow the American Classical Education *K-12 Program Guide* for upper grades. This includes four years of history (three required by TN); four years of literature (four required by TN); four years of math (four required by TN); four years of science (three required by TN including Biology, Chemistry or Physics, and a third lab course); three years of foreign language (two required by TN); one credit of fine arts (one required by TN); computer science (one credit); composition (one credit); and government, economics, and moral philosophy as classes that are integral complements to the four core areas of study. In addition to the requisite courses, students will have opportunities each year to choose electives to fulfill Tennessee's elective focus requirement and continue to explore Careers through planned activities, Career-Tech experiences, and possible CTE coursework as programs or relationships with existing programs are formed.

As outlined, students enrolled in ACAJM will exceed the coursework and 22 credits required by Tennessee for a regular high school diploma. Students who are served through an IEP or 504 Plan and who do not qualify for a regular high school diploma will have the opportunity to earn one of the two alternatives offered by Tennessee. All students will have, within their planned schedule, time that can be used for additional support in any of their core or elective courses. Highly qualified teachers will be available during students' extra help time to provide re-teaching, additional practice opportunities, or enrichment lessons. In this way, instruction will still focus on mastery and Socratic methods to ensure optimal learning opportunities for all students. Section 1.9 describes in more detail the processes and strategies to be used to support sub-populations of students including those with special needs, at-risk students, ELs and students identified as Gifted.

Graduation requirements (a comprehensive list of alternate courses - approved in June 2020 - can be found here) and offerings in the high school years will include the following:

Social Studies **-** In history classes, students begin with Western Civilization I & II in 9th and 10th grade (this fulfills the TN World History requirement), learn American History in 11th grade, and finish with a year of Modern European History (1789-2000) and American

Government in grade 12. Students will earn a minimum of 4 credits to fulfill Tennessee's requirements for graduation.

Literature - In literature, students read great works, usually in their entirety, with an emphasis on ancient literature in grade 9, British literature in grade 10, American literature in grade 11, and modern/multicultural literature in grade 12. Writing standards are taught and honed through all courses, including literature. Students will earn one credit per academic school year to fulfill Tennessee's four-credit requirement for graduation.

Science - The required track for science is Biology and Chemistry. After these two foundational courses, options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the last two years are available to students. To fulfill Tennessee's graduation requirement, students will earn credits for Biology, either Chemistry or Physics, and one additional lab science.

Mathematics **-** In studying mathematics, students complete Algebra I, Geometry, and Algebra II, and are then able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. Students must earn four credits of math to meet graduation requirements.

Music and Visual Arts - The fine arts are a fundamental part of Classical Education. Music and visual arts will be taught in studio, historical, and cultural contexts at all levels of the curriculum. Students will earn one credit of fine arts to fulfill Tennessee's requirement for graduation.

Foreign Languages - ACAJM's foreign language curriculum will continue with the formal study of Latin for all students in grade 9. In order to fulfill Tennessee graduation requirements, students will be encouraged to continue with Latin in grade 10 and beyond. If they choose to earn the requisite two credits of foreign language in a different way, other modern languages will be offered including Spanish. For college entrance, it is advisable that students take three years of a foreign language and students will be encouraged and guided toward this goal. In this way, the language requirements of the school will meet or exceed Tennessee standards and be in line with college expectations.

Health - Students will take health and physical education classes and will meet the Tennessee graduation requirement for high school students of 1.5 credits for physical education and wellness.

Additional High School Courses - In high school, ACAJM will also include government (1.0 credit required), personal finance/economics (.5 credit required), and moral philosophy (1.0 credit required by ACAJM) as classes that are essential complements to the four core areas of study.

Basic Learning Environment - Only time-tested, research-based instructional methods and strategies will be used by teachers. Teachers will remain as the content authority in the classroom providing guidance as students take on more responsibility and ownership of their own learning. In keeping with this belief, the following list comprises the primary instructional methods that will be utilized and refined by the teachers and staff of ACAJM:

Use of Computers and Digital Media- ACAJM views the use of technology, computers, and digital media as a means to the end of a classical liberal education, and not as an end in itself. This approach aligns with recent studies that conclude that the overuse and hyper-dependency on technology in the classroom are harmful to classroom engagement and student learning outcomes.[28]

Students will learn to use technology ethically and discriminately. Digital literacy will be part of every core content area and where standardized testing is digital, students will learn and practice the interface to eliminate barriers to being able to successfully give evidence of their learning. In all grade bands and content areas, students will use digital media to read, gather evidence for research and compose assignments. Students will learn and use the features of computers for specific tasks that augment the curriculum and classroom instructional strategies utilized by the teachers. Students will not use computers, tablets, cell phones or other digital media in manners that would create distractions from the learning going on, to fill "free time," scroll without purpose, or for entertainment.

Teacher-led Discussion or Lecture - These methods of instruction allow the teacher to impart his or her knowledge to the students in a clear, organized and structured manner. Students will be taught how to take notes beginning in the early grades, which helps to engage them during the lecture. As students mature, a number of note-taking strategies including guided notes and graphic organizers will be introduced and used. Teacher-led discussion and direct instruction in the form of storytelling or read-alouds will be used most frequently in the lower grades. Students will be engaged through teacher led, and gradually, as students mature, student-led discussions.

The Socratic Method - This method includes the use of direct, intentional questions to guide students' understanding of problems and their solutions. This will be a fundamental part of instruction, particularly in literature and history courses. The Socratic method is appropriate since it encourages independent thought, deep exploration of ideas, argumentation with evidence, and the need for close reading and listening skills. With an experienced teacher, the Socratic Method (and foundationally, elements of it) can be used with all age groups and grow in levels of sophistication as the skill and content knowledge of students do. Employing strategies in early grades such as "number talks" is, in essence, employing the concept of Socratic Method. A 90 minute fully scored Socratic Circle discussion led by teachers but controlled through student claim making, evidence providing, questioning of peers will be used by the most practiced classes.

Explicit and Systematic Phonics Instruction - Through the direct teaching of letter-sound relationships taught sequentially, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method.[29] This strategy directly aligns with Tennessee's literacy plan.

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[28]See Allyson Klein, "Tech Fatigue is Real for Teachers and Students: Here's How to Ease the Burden," *Education Week*, March 8, 2022.

[29]See K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal of Educational Psychology,* 100(1), 2008: 123-134).

Explicit English Grammar Instruction - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language and its structure, the greater their ability to express more complex thoughts easily and fluently.

Ability Groupings - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of reading, writing, and math. Ability groupings will allow ACAJM to tailor instructional techniques and allocated time to meet the needs of all types of learners. ACAJM will provide individualized support for all learners while maintaining the same expectations and outcomes ensuring that all students are held to the high standards set by Tennessee. Teachers will be proficient in using the RTI^2 framework as laid out on the TDOE website, Multi-Tiered Systems of Support and differentiated instruction to identify and address student needs. To address large deficits and learning gaps, part of the admission process will be to use baseline assessments that indicate strengths and weaknesses.

Those students with IEPs, 504 Plans, or Education Plans (for EL students) will receive accommodations or modifications as required on an individual basis. Students will be moved across groupings as frequent progress monitoring suggests. IEP, 504 Plan and Education Plan verbiage will be evaluated regularly against the progress of the student to ensure the student is continually challenged in an appropriate and developmentally sound manner. Students will receive instruction and tests as per state law.

Utilization of Primary Source Documents - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and "cause and effect") are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them. Especially in the upper grades, history instruction at ACAJM will depend heavily upon primary source documents— for example, teachers of American history will introduce students to historical works that contributed to the formation of American society and culture such as George Washington's "Farewell Address" and Martin Luther King Jr.'s "Letter from Birmingham Jail."[30]

Teaching of Study Skills - Time management, organizing, memory techniques, note-taking, and outlining will be emphasized throughout ACAJM and integrated into the curriculum to equip students for higher learning. These skills serve various purposes for students, teachers, administrators and families. Note-taking by hand, for example, improves retention of information and provides the student information from which to study for assessments.

Additionally, reviewing students' notes can inform the teacher or parents about a student's attentiveness or ability to make sense of the teacher's lesson. Ultimately, developing the skill

[30]On the rationale and associated outcomes of using primary sources in teaching history, see Seth Cayley, "Five Reasons Why Primary Sources Should be Used for Teaching," *Times Higher Education, (*August 24, 2021).

of note-taking leads to the development of stamina for challenging and complex work which is imperative for the promotion of a strong work ethic. Each of the study skills introduced to and used by the students serves multiple and long-term goals.

The judicious use of these teaching methods will set the tone for the day-to-day school and class environment which is that instructional time is important and school is a place to learn. All courses will utilize a classroom-based model and while basic configurations may vary slightly from year to year based on content area and the age of students, all will support the concept that the teacher is the authority figure and content expert. Daily homework will constitute the majority of independent study for students and will increase in complexity and time requirements commensurate with students' grade levels.

Class sizes will be kept reasonably small, consistent with Tennessee's requirements and guidance, to ensure the teacher-to-student ratio is most effective. Supporting the instructional practices and structural decorum of the school will be the daily inclusion of character education via the explicit study of virtue, beauty, and truth. Students and their families will understand the high expectations the school has set and all members of the school administration, faculty, and staff will model appropriate and authentic behavior. MTSS and RTI^2 processes and practices will be used by teachers to identify and offer support to students who struggle with the structure or protocols of this type of environment.

The mission of American Classical Academy Jackson-Madison (ACAJM) is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and successful lives are built, in the firm belief that such lives are the basis of a free and just society.

Reading is at the very heart of ACAJM's curriculum. Upon graduation, it is ACAJM's goal that all students will read fluently, enjoy reading for pleasure, and understand the importance of reading critically throughout their lives. ACAJM will prepare its students to be leaders in their homes and communities, entrepreneurs and active contributors in the world of work, and if interested, statesmen in government. Through its content-rich curriculum with a strong emphasis on civics, ACAJM will provide a Classical Education with a constant view towards developing productive American citizens.

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

ACAJM, in line with Tennessee's Department of Education, and JMCSS, believes fervently that all students can learn and should be held to high, yet attainable standards. This is evident in every state initiative, in the mission and practices of JMCSS Schools, and will be true in all aspects of the operation of ACAJM. Regardless of the challenges a student may face, ACAJM is committed to using all resources - human, material, and financial - to be certain that all students are reaching their full academic and civic potential.

ACAJM's Special Education framework is discussed in detail in Section 1.9. Data regarding student choice in Tennessee shows that the large majority of students in charter schools are students of color. (68% Black, 20% Hispanic) and that 96% of existing Tennessee charter schools are in urban areas. Given this information and its planned establishment of the school in the neighborhood of East Jackson, ACAJM anticipates a higher enrollment than JMCSS's minority student population, students designated as economically disadvantaged, and students with disabilities to choose ACAJM. The curriculum used will honor these students by proving their abilities and perseverance in working toward high, yet attainable expectations. The instructional practices and curriculum have been used in all of the other BCSI affiliated schools with similar demographics producing exemplary results.

JMCSS Schools, and consequently, its student population is in a unique situation at the current time, as Madison County looks to grow significantly in the next few years. The Board of Education, Director of Schools, administrators at all building levels, teachers, students, parents, and community members are in a constant state of productive problem-solving. Growth is not a bad thing, and problem-solving is not a bad thing, but there are challenges. As schools reach their capacity for student seats, important conversions and debates fill Board agendas: does the district renovate aging buildings, build new facilities, rezone neighborhoods, open more magnet schools, or continue to buy and install more temporary/portable classrooms?

Like all districts, funding sources continue to limit what JMCSS can propose and follow through with while the Board makes the best, most forward thinking, and fiscally responsible decisions it can. It is clear that JMCSS values each student, their families, and their employees - the 2019-2024 Strategic Plan provides ample evidence of this.

But in East Jackson in particular, the needs of all students are not being met. Although very high-performing magnet schools exist, the stringent entrance requirements and limited number of student seats preclude hundreds of interested and qualified students from enrolling. School Choice is identified as a priority for the county and yet for many students options are slim. In looking at the disaggregated achievement data of RCS's magnet schools, a troubling trend is observed. The magnet schools at the high school level score highest in the county on all standardized tests and the ACT. As can be seen, there is a large achievement gap between the magnet high schools and the other public highschools in addition to disparities between overall students and certain sub-population.

The same attributes that JMCSS use to entice its highest achieving students to the limited number of magnet schools are the same attributes ACAJM promises to deliver: "to pursue knowledge" (JCM Early College High) within a "rigorous post-secondary preparatory program" (Madison Academic Magnet High School).

ACAJM's mission is similar in many ways to the exclusive magnet schools in Madison County: to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue. ACAJM will meet the needs of East Jackson's families and students looking for a school with high academic expectations in an environment guided by traditional values. Families are looking for an environment where highly skilled teachers utilize time-honored teaching strategies and mutual respect among all members of the educational

community is non-negotiable. Families are looking for transparency and agency in their child's education. As an American Classical Academy utilizing a time-tested curriculum and proven instructional strategies, ACAJM will deliver this school to those families and students who can not access it in the existing schools within East Jackson.

In order to realize this vision, ACAJM will implement the American Classical Education *K-12 Program Guide* with a core focus on science, math, literature, and history. Along with these core subjects, emphasis will be placed on the subjects of art, music, and foreign language. In high school, ACAJM will also include government, economics, and moral philosophy as classes that are integral complements to the four core areas. By adopting this rigorous curriculum, ACAJM is making it clear to all educational partners - students, parents, administrators, faculty, staff, and community members - that a very high value is placed on learning. This is not only well-suited for the targeted population of ACAJM but is absolutely necessary. Because of the confines discussed above, not all families in East Jackson have an opportunity to challenge their children to learn and excel with a Classical Education model and character development because a charter school based on teaching a Classical American Education does not exist in the county. Tennessee has vowed to allow families to choose the best educational opportunities for ALL students: ACAJM will make that promise a reality to those who choose it.

The instructional methods and structure of the environment provide the opportunity for motivated students to truly understand the excitement that comes with learning new and meaningful information. Students in this environment will engage in Socratic explorations and make impactful discoveries, all while using every minute of instructional time to its fullest. These students will be led by highly knowledgeable and skilled teachers who are equally excited to teach as they are to learn. ACAJM believes all students, regardless of their gender, race, or socioeconomic makeup should have this opportunity. All families in East Jackson deserve the opportunity to choose the best educational option for their students and this environment will offer a proven educational model.

In order to address the skill, content knowledge, and work ethic deficits expected from some incoming students, the school will automatically provide differentiated instruction in at least two main areas, with the possibility of providing support in other areas on a case-by-case basis. In math, the first of these areas, the school will group students by ability. This will require a common math period for all K-6 students and extra help time periods for 7-12 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. As with math, literacy assessments and tools will be used to determine the specific needs and aptitudes of all students.

Use of Differentiation and RTI^2: ACAJM will provide embedded differentiated instruction in its literacy and reading curriculum. The Literacy Essentials program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, the school expects to meet many student literacy problems as an early intervention or even before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as deficits are identified. ACAJM will develop a program to provide struggling students with

additional literacy instruction, during the 120 minutes flexible scheduling blocks or in the upper grades, the extra help time built into every student's schedule.

Additionally, students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. Likewise, appropriate formative assessments will be used to evaluate the math and numeracy skills and content knowledge of all students. These assessments and the teaching materials will be used to provide direct instruction, practice, and extension content for all students during the 80 minute block for elementary students and the extra help time period for older students.

Outside of mathematics and literacy, ACAJM will use differentiated instruction, MTSS and RTI^2 for all students as needs come to light. The *K-12 Program Guide* allows for a significant amount of latitude with regard to particular topics and works of literature. The curricular emphasis on literary classics is particularly helpful in this regard as most works are available in various adaptations that can be used for struggling readers, and the American Classical Education *K-12 Program Guide* has identified many such versions. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade-level standards. Highly effective teachers will intentionally use these strategies and more to engage students including those performing below grade level in maximizing their benefit from the curriculum.

By believing in the ability of all students to learn and by providing a safe and respectful environment in which to learn, ACAJM is committed to becoming a highly successful asset to East Jackson. ACAJM's targeted student population deserves the opportunity to explore and flourish as scholars and citizens through the use of a demanding, yet highly rewarding Classical American Education.

(g) Explain how the academic plan aligns with Tennessee's academic standards.

The foundation for ACAJM's educational program is the American Classical Education *K-12 Program Guide*. The *K-12 Program Guide* provides a grade-by-grade sequence of specific topics to be taught and comprehensive recommendations for teacher and student texts and other resources. Topics taught include history, geography, literature, visual arts, music, language arts, science, Digital Readiness, Career Exploration, and math. The content of the topics is grounded in basic principles that are lasting and solid; for example, important events of world history, essential elements of math, and essential elements of written expression. This curriculum, adapted by BCSI affiliated schools over many years of use and with the input of teachers, staff, and BCSI resources will prepare ACAJM's students for all Tennessee state assessments. The *K-12 Program Guide* and supplemental curricula are currently being aligned to ensure that all Tennessee State Standards will be taught thoroughly and to performance level descriptors equal to or exceeding the label of "Met."

Since learning becomes more meaningful if knowledge is built on prior knowledge, the Program Guide provides a specific outline of the skills and content to be learned grade by grade. Thus, all children are exposed to the knowledge required in a shared, literate culture.

Teachers and parents are all on the same page, and the chance of unhelpful repetition and/or gaps as children move from grade to grade are eliminated.

The Program Guide provides content and skill guidelines for all core content areas, recommending coherent, cumulative, and content-specific topics to be taught at each grade level, from kindergarten through eighth grade. It addresses skills-based and content-rich topics in language arts (decoding, handwriting, spelling, and written composition), geography (spatial sense), history, and science. The Guide is designed so that, whenever possible, related topics in literature, history, science, music, and art are covered in a cross disciplinary manner. In this way, students can create connections and see the rich and varied perspectives provided by each discipline. ACAJM has taken great care in selecting specific instructional materials and curriculum resources that are aligned with Tennessee's State Standards and that adhere to the framework of a Classical Educational model.

Equally as important, ACAJM will adhere to all of Tennessee's state laws, rules, and initiatives. From kindergarten readiness to meeting graduation requirements, ACAJM is ready to incorporate all requirements of the state. Particularly important is providing all elements of legislation and policy related to EL, at risk, and students with disabilities. Equally important is providing opportunities for gifted students. It is obvious that the Tennessee Department of Education is motivated and dedicated to fulfilling its vision: We will set all students on a path to success. By providing families in East Jackson the opportunity to choose ACAJM, the Tennessee Department of Education will create one more path to that success.

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

N/A

(i) For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school's original application, the rationale for implementing these different features, and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.

N/A

1.4 Academic Performance Standards

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

American Classical Academy Jackson-Madison's (ACAJM) short-term academic achievement goals are to exceed all average achievement levels of JMCSS and the state of Tennessee. Long term, ACAJM will endeavor to increase student achievement levels at a consistent, challenging, yet attainable rate. Although ACAJM will not receive a letter rating from the State in Year 1, the goals will be in line with achieving what would qualify as an A or B. Additionally, the annual and long-term academic achievement goals will be directly correlated to the "meets standard'' ranking on the Charter Schools Model Performance Framework.. These measures include:

ACAJM'S ANNUAL AND LONG TERM ACADEMIC ACHIEVEMENT GOALS		
Description of Measure	**Annual Goal**	**Long Term Goal**
Absolute Performance in ELA (as measured by Tennessee State Assessments- Percent of Students scoring "met or exceeded expectations")	at least 30%	increase the annual goal by 5% each year until the percentage reaches 70%
Absolute Performance in math (as measured by Tennessee State Assessments- Percent of students scoring "met or exceeded expectations")	at least 30%	increase the annual goal by 5% each year until the percentage reaches 70%
Growth- TVAAS overall composite index for one-year trend	Level 3	move incrementally forward to reach Level 4 within 5 years
Chronic Absenteeism- The percent of students missing 10 percent or more of enrolled school days	15% or lower	decrease the rate by 1.25% points each year for five years
Comparative performance to JMCSS in ELA- Percentage of students scoring "met or exceeded expectations" on the state assessments	no more than 5% below JMCSS average	increase the overall passage rate by 5% each year until the percentage reaches 70%
Comparative performance to JMCSS in ELA- Percentage of students scoring "met or exceeded expectations" on the state assessments	no more than 5% below JMCSS average	increase the overall passage rate by 5% each year until the percentage reaches 70%
Comparative performance to JMCSS in ELA- Percentage of students scoring "met or exceeded expectations" on the state assessments	no more than 5% below JMCSS average	increase the overall passage rate by 5% each year until the percentage reaches 70%
Comparative performance to JMCSS in ELA- Percentage of students scoring "met or exceeded expectations" on the state assessments	no more than 5% below JMCSS average	increase the overall passage rate by 5% each year until the percentage reaches 70%
School Culture: Suspension Rate- the percentage of individual students suspended out-of-school one or more times during the school year	7.9% or lower	decrease the percentage of students by 1% per year for five years or until 3.9% is reached
School Culture: Student Attrition Rate- the total percentage of students leaving the school for reasons other than completing the highest grade	24.9% or lower	decrease the attrition rate by 3% each year or until 14.9% is reached
School Culture: Teacher Retention Rate- this does not include teachers who are non-renewed or those who move into a different role within the organization	75% or higher	increase the retention rate by 2% each year or until 85% is reached

Additional academic achievement goals not determined by the State tests will be set by the School Accountability Committee (SAC) and will reflect in-house areas of focus. As baseline data, ACAJM will use metrics aligned with the adopted curricula, nationally normed assessments, and Tennessee's Department of Education initiatives. These goals will include the following:

1. Kindergarten Entry Inventory: 100% participation with observation from all five domains
2. Literacy Essentials: Students achieve 80% of items indicated per grade band
3. Singapore Math: at or above grade level for 80% of students
4. DIBELS: at or above grade level for 80% of students
5. NWEA MAP: at or above grade level for 80% of students
6. English Language Proficiency Assessment (WIDA ACCESS)
7. ACT for 11th graders: 100% participation rate and individual student scores greater than 21 composite by the end of 12th grade
8. TCAPs: achievement levels will meet or exceed all JMCSS and Tennessee average scores.
9. Graduation rate: at or above the JMCSS Schools level

(b) Describe the process for setting, monitoring, and revising academic achievement goals.

Academic achievement goals will be set in accordance with the Model Charter School Performance Framework's performance indicators for "meets standards." As the school grows, the annual goals will move toward meeting the "exceeds standard" rating. While these goals are challenging, they are fair, and ACAJM will be equipped to reach each one.

ACAJM's principal will be ultimately responsible for the school's success or failure in reaching these goals. It will be the responsibility of the principal to make sure that all faculty and staff have opportunities to take full advantage of the professional development and resources necessary to help all students reach these achievement levels. The school's SAC, instructional leaders and teacher leaders will monitor the school's progress toward reaching these goals during the weekly common planning and data analysis time frames built into each teacher's schedule. During these meetings, student growth will be addressed using the RTI^2 and MTSS processes to guide discussion and next steps.

To respond appropriately to student movement toward these academic achievement goals, the SAC will meet monthly to determine if specific benchmarks are being met. Tangible quantitative and anecdotal evidence will be analyzed. Individual teachers, special education teachers and student services representatives will meet weekly to review student progress and needs which will help to inform the monthly SAC discussions. Given thorough evaluation, the SAC will make recommendations for revising the goals when needed. As goals are revised, so too, will be the communication, training, and implementation measures aligned to them.

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

ACAJM, as a BCSI affiliated school, will have extraordinary resources available to it. There is expertise from a community of BCSI affiliated schools and educational expertise of the BCSI team that will be made available to ACAJM. Additionally, taking full advantage of state training and assessment literacy materials - including TNReady score reports and TVAAS data - will be a requisite step. If, however, ACAJM falls below state, district, or its own academic achievement goals, ACE will be involved in providing support to the principal and SAC to identify the root cause. Through guidance and strategic planning, corrective measures may include redefining roles, responsibilities, material choices, curriculum adoption, etc. as they pertain to deficits. Additionally, if JMCSS, ACAJM's authorizer, or the state of Tennessee requires corrective action, ACAJM will follow steps to rectify the concerns and short-comings expeditiously and thoroughly.

(d) Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention(RTI²) that aligns with Tennessee guidelines.

In 2011, the Mayo Clinic released a study of almost 6,000 students on the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and more common in boys than girls.[31] This study is just one of many that identify the lack of reading ability as a root cause for various other learning disabilities. Responding to this, Tennessee's Department of Education has prioritized literacy through a number of aggressive initiatives.

ACAJM has also prioritized early literacy as evidenced in the deliberate choice of Literacy Essentials as a foundational phonics and reading program. By using this curriculum as well as other literacy strategies to build this foundation, ACAJM believes it is proactively arming students with the skills needed to succeed in all content areas. The research-based, multi-sensory, phonics, and reading approach that addresses multiple student learning styles is Literacy Essentials. Literacy Essentials is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Literacy Essentials provides a strong foundation for students who exhibit academic progress and will be an effective program for students with academic challenges or deficits.

English Language students (ELs) will also benefit because Literacy Essentials provides limited concepts at a given time and is practiced until students achieve mastery. ACAJM will have at least one-hundred and twenty minutes each day in kindergarten through grade 5 focusing on the various aspects of English language study: phonics, reading, vocabulary, the study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to

[31]See "Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys." *Science Daily*, 15 Nov. 2001. Web. 11 Jan. 2022.

ensure the greatest impact. This period will be supplemented with brief periods of punctuated practice throughout the day.

Parallel to literacy instruction is the 80 minutes dedicated each day to numeracy. For this instruction at the elementary level, ACAJM will use Singapore Math. This award-winning program has been chosen not only for its standard's aligned content, but also because of the way concepts are sequenced, introduced and reinforced. As with Literacy Essentials, Tier I supports are naturally built into the instructional materials and teachers receive in-depth training of the specific techniques used to implement the program.

If, despite this strong background in both literacy and numeracy, teachers observe a student struggling, they will be ready to intervene quickly. This is the beginning of RTI^2 and can be applicable to any student regardless of whether that student has been identified in the past as at-risk or with a disability. Research indicates that by responding quickly, many minor struggles can be completely alleviated through thoughtfully chosen differentiation strategies. A teacher at ACAJM might immediately look at differentiating the environment, process or product to move the student back on track with their learning. This type of Tier 1 system of support is offered to all students in all classes and involves on-going screening and assessing for skill or content acquisition struggles. On any given day in the classroom 85% of students may need a Tier 1 intervention. As noted above, many initial struggles come from difficulties with reading or basic numeracy. At ACAJM, all elementary students have one-hundred and twenty minutes of literacy instruction and 80 minutes of numeracy instruction each day. That schedule coupled with each teacher having common planning time with peer and special education teachers allows for Tier 1 observations and assessments to be acted on daily.

Tier II interventions will be used for the 10-15% of students for whom Tier I supports do not help. After trying a number of Tier I interventions, if student struggle persists, teachers will again assess, collaborate and determine what additional, and more intensive support might be needed. This cycle of defining the struggle, analyzing the root causes, implementing supports and evaluating the effectiveness of them will continue until progress is being made. These Tier II interventions increase in support for those students who typically fall below the 25th percentile on universal screenings. The process of finding what will work for each individual student is not easy nor quick, but it is essential that it happens as soon as it is determined that Tier I supports are not being effective. Again, because of the time allocated to collaboration for teachers and instructional time afforded to each student, there are opportunities for intervention within the school day. A Tier II intervention for a second grader struggling reader at ACAJM may be to spend 20 minutes a day working in a small group with a reading specialist to build the specific skill of fluency. In this manner, the student would still be engaged in the large group instruction, but would also benefit from a specific focus on an observed deficit.

For very few students, Tier I and Tier II support will not be enough to help a student make significant progress toward achieving a particular learning goal. For these students- typically only 3-5%- more intensive interventions and supports will be required. These students are typically 1.5-2.0 years behind their peers in the ability to do grade level work. At ACAJM, we expect to enroll students who need this level of support. These students will continue to be fully engaged with their peers, but will also benefit from the attention of specially trained teachers to implement Tier III interventions. These systems of support will more likely be long term and like the others Tiered supports will be monitored for effectiveness regularly. A Tier III

system of support might be engaging a struggling reader in a high-dose, low-ratio tutoring program. In this type of intervention, a student may spend three days a week for forty minutes each day working with a reading specialist to finely define specific reading deficits and work to target tutoring to increase skill in that area- maybe it is foundational skills and comprehension not being addressed through classroom instruction (because the student is more than a year behind). At ACAJM, teachers and students are provided the time and flexibility to implement such support. Again, the cycle of define, analyze, implement and evaluate is critical with Tier III supports and must be monitored and reassessed frequently.

Achievement gaps are present in all schools and all student populations. To address these achievement gaps, the education staff will use researched-based universal screeners to determine and define the specific cause of the deficit and then will implement and evaluate the appropriate interventions needed. In many cases, serious achievement gaps will require Tier III systems of support but it is imperative that a team explores Tiers I and II first. In following the RTI^2 model with fidelity, students will be provided what they need to move forward with their learning.

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

ACAJM'S attendance policy will follow all items listed in TDOE's School Attendance Policy 4.100. Additionally, ACAJM is committed to consistently being scored as meeting or exceeding all standards on the "Model Charter School Performance Framework" including "Chronic Absenteeism." To this end, the chronic absenteeism rate for K-8 grades will be 13% or less with the high school rate being 20% or less. ACAJM plans to far exceed the "meets standard'' score by achieving a 95% or higher school attendance rate.

In order to achieve high rates of attendance, ACAJM will rely heavily on ensuring fidelity to the mission and vision of the school. By providing a highly engaging Classical Education in a supportive environment that holds all members of the community accountable, attendance will become a priority for all students. Teaching concepts of high interest using stimulating and challenging curricula and employing time-proven, highly effective teaching methods, students will take pride in, and want to participate in, their educational process. Students will want to attend school, participate in their learning and enjoy the process of interacting through Socratic and didactic exercises with their teachers and peers. Many of the students enrolling in ACAJM will not have had the opportunity to show their talents and knowledge in the past. For these students, once trust has been built in the school with peers and teachers, showing evidence of knowledge, debating issues, and formulating logical arguments will become engaging and inspirational.

The following section of the draft American Classical Academy Model School Family Handbook explains the specific policy in detail:

> Classical Education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise

prudence and make every reasonable effort to ensure that students do not miss class.

Parents must alert their student's teachers and the front office for every day a child is to be away from school. To notify teachers, please email your student's teachers directly. To notify the front office, email Attendance@ACAJM.com. Please include your child's name and the reason for his or her absence in your email. Parents must make us aware of the child's absence before 8:00 a.m. on the day of the absence. If a parent fails to notify the office of a student's absence, the absence will be coded as unexcused.

Absences

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. The principal may require that the student obtain comments from teachers about the impact of the absence before the request for an excused absence can be granted, and may require evidence or a commitment that the time will be made up in some way. We discourage doctors' and other appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades.

In the Upper School, absences are calculated by course. In Grammar School, missing two clock hours equals one half-day absence and missing four clock hours equals one full-day absence. Students must attend 90% of a class in order to receive credit for that class. This threshold includes both excused and unexcused absences. If a student is not physically present in class, regardless of the reason, the student's total attendance percentage is reduced. Students who do not attend 90% of a class are in danger of failing the class because of absences and will be referred to the principal.

Excused Absences - The following will be considered excused absences:

1. Absences for medical reasons
2. Absences for documented disabilities, with a note from a doctor or specialist
3. Pre-arranged absences of an educational nature
4. Important family events
5. Attendance at any school-sponsored activity for which a student is eligible
6. Bereavement (notify the school if the absence will extend beyond three days)
7. Court appearances
8. Religious holidays and observances
9. The School may require suitable proof of excused absences, including written statements from medical sources.

If a student has more than two unexcused absences in one month or 18 days in any year, the student may be classified as chronically absent (habitually truant) according to Tennessee law. When the parent does not explain sufficiently the reason for unexcused absences, a parent

conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardians of the student receiving an unexcused absence will be notified by the school of the unexcused absence.[32]

The state of Tennessee, through its 2016 "Chronic Absenteeism in Tennessee's Early Grades" report summarized, "The Consequences of Chronic Absenteeism Studies from around the country have explored the consequences of chronic absenteeism. Chronic absenteeism is related to higher numbers of disciplinary incidents, higher disengagement, and lower academic achievement—both in the short and long term— which decrease the likelihood that a student graduates high school on time and enrolls in postsecondary schooling. In kindergarten, being chronically absent may lead to worse academic performance in first grade, which results in a smaller likelihood of reading at grade level by third grade. For economically disadvantaged students, missing school is particularly harmful to literacy development, even more so than for non-economically disadvantaged students.

A variety of non-school issues, including students' chronic health conditions and housing instability, often lead to chronic absenteeism; however, schools can play a role in reducing the likelihood of a student being chronically absent. Schools and educators can use data to identify students more likely to be chronically absent, establish communication systems, and employ existing support services—family resource centers and healthy school teams—to involve community stakeholders in the development of a comprehensive strategy to reduce chronic absenteeism." Acknowledging this information and the extended ramifications, ACAJM will work to quickly identify and address any patterns of absenteeism in all students, but especially the K-3 cohort by training the teachers to carefully monitor each student's attendance patterns.

Misconceptions exist, such as "missing school is only harmful when many consecutive days are missed." Chronic absenteeism is not necessarily marked by students missing school for large chunks of time but could also be the result of missing sporadically over the course of the year."[33]

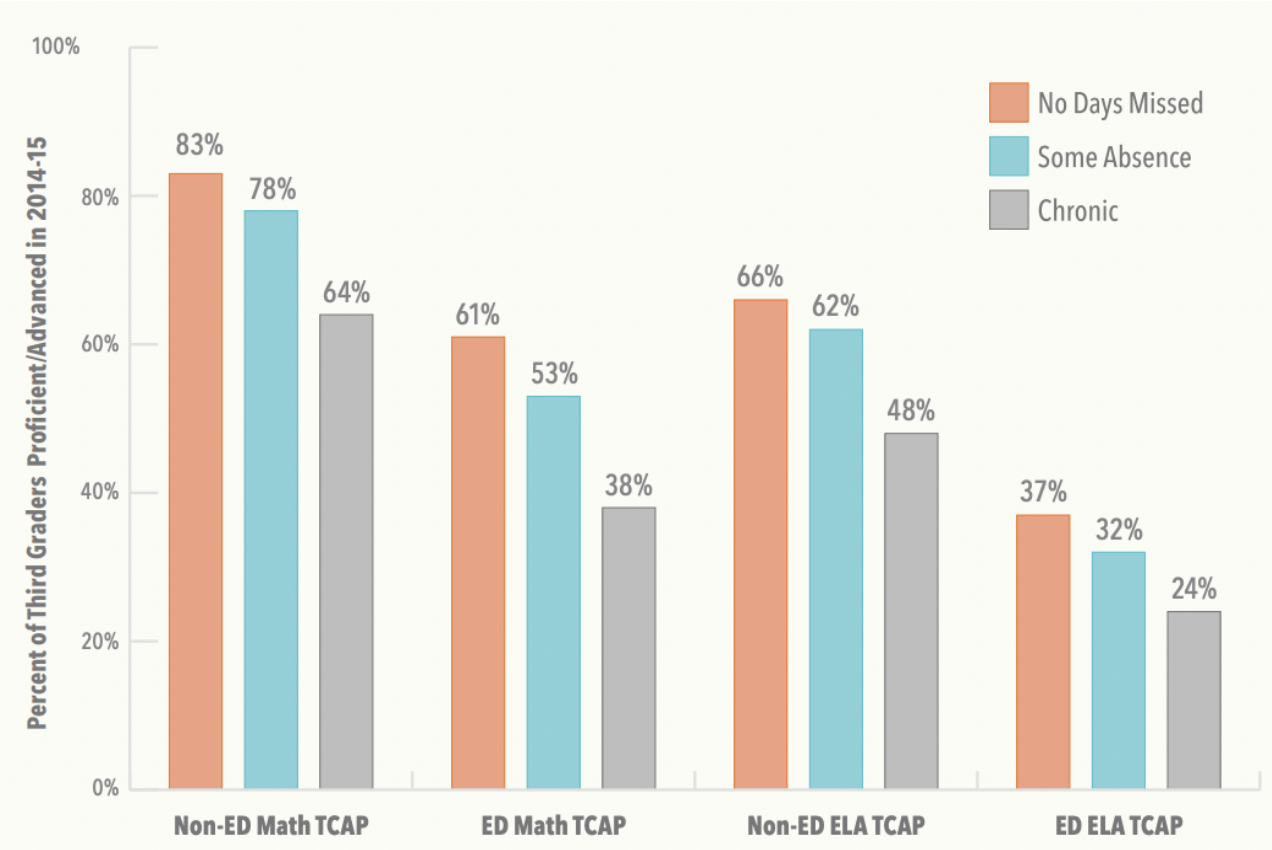
Critical Information will be taught and re-visited several times during the school year. This same study also points out that chronic absenteeism rates tend to be higher in state-tested grades beginning with third graders. "While around three percent of non-economically disadvantaged students are chronically absent in third grade, around 11 percent of ED students are chronically absent. Students with disabilities (SWD) are also more likely to be chronically absent; over 12 percent of students who are classified as having a disability are chronically absent relative to seven percent of non-SWD students. Differences in chronic absenteeism rates across racial/ethnic groups in third grade reveal that black students are more likely than the average student to be chronically absent: 12 percent of black students were chronically absent compared to just under eight percent of white students, five percent of Hispanic students, and 3 percent of Asian students."

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[32]See draft of American Classical Academy Model Student Family Handbook, v1. 2021.

[33]See Jonathan Attridge, "Chronic Absenteeism in Tennessee's Early Grades." Tennessee Department of Education, 2016. https://www.tn.gov/content/dam/tn/education/reports/rpt_chronic_absenteeism_early_grades.pd).

This same study found that “students who are chronically absent in a particular school year were more likely to have been chronically absent in a prior year” and “students who miss at least three days of school in August are five times more likely to be chronically absent than students who do not miss three days of school in August.” (citation- early absenteeism study). The following chart is particularly alarming and shows the importance of early identification of students who present a pattern of chronic absenteeism early in their academic careers.



ACAJM will use the concluding advice from this study to ensure high attendance rates in all grade bands of the school:

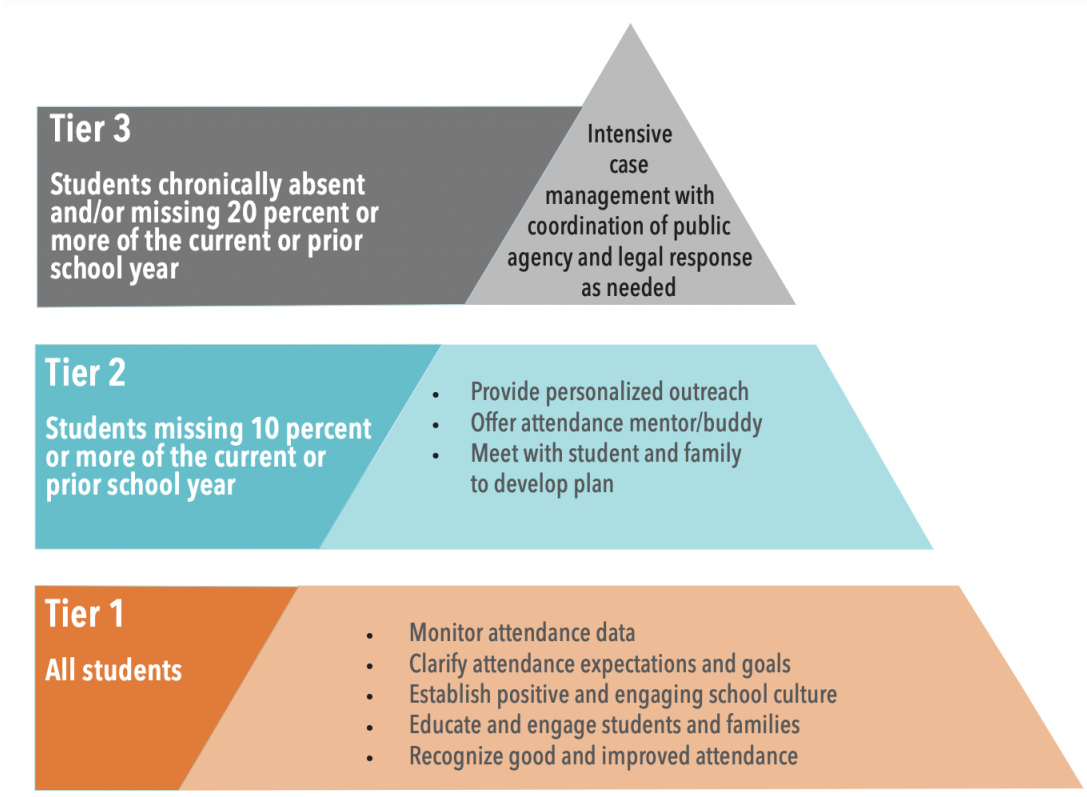
1. *Understand student attendance history and monitor absenteeism patterns regularly* - ACAJM will make it a priority to be aware of who has been chronically absent in previous years and monitor who is absent at regular intervals (at least quarterly). Student attendance patterns in August can provide signals on student attendance patterns for the rest of the year. ACAJM will focus on students from historically underperforming subgroups for whom the likelihood of missing school is greater and its impact is more profound in harming academic performance.

2. *Communicate the importance of attendance and the negative impact of chronic absenteeism with parents* - ACAJM will identify the assistant principal and classroom teachers as being responsible for reaching out to parents, when parents will be contacted, and when follow-up will occur. Of utmost importance is the knowledge of

existing student and family supports— such as family resource centers and healthy school teams— to involve community stakeholders in the development of a comprehensive strategy to promote student attendance. Strong relationships with families beginning when students enter elementary school are essential to reducing chronic absenteeism.

3. *Support chronically absent students by intervening early* - ACAJM will pay special attention to students whose attendance data indicate they may be at risk for being chronically absent. This outreach involves key school personnel and students' families. Ideas for intervention include identifying means of fortifying positive connections to support students' and families' engagement with school, including through referrals to community agencies .

By exposing teachers to data and studies regarding trends in chronic absenteeism, providing them with documentation tools, and opening clear communication venues - among school staff as well as students/parents - this issue will be effectively addressed as quickly as possible. As Tennessee's Department of Education states, " Early intervention is key to promoting better attendance patterns and addressing the underlying causes of chronic absenteeism." Using the multi-tiered approach developed by Attendance Works, ACAJM will ensure proper steps are taken in a timely manner to establish a high attendance rate throughout the school.[34]



[34]See "Why Chronic Absence Matters." Attendance Works. 2021. http://www.attendanceworks.org/tools/schools/3-tiers-of-intervention/.

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

This section has been adapted from BCSI model materials and borrows significantly from policies written and implemented by excellent schools that are working in affiliation with BCSI schools.

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. ACAJM recognizes that students are individuals with unique situations. Placement decisions are evaluated on a case by case basis with input from the classroom teacher, education program staff, and the school principal. If a student transfers from a different school, ACAJM will respect the promotion and retention decisions of the previous school, however, if the student is found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed most appropriate by the classroom teacher and principal. If the parent refuses this request, and instead chooses the original grade level, a signed document of this choice will become part of the student's permanent file.

High school transfer students will be placed in a grade band based on the closest match to the number and courses previously earned. Regardless of the number of credits previously earned, transfer students must understand that additional time may be needed to meet Tennessee and/or ACAJM's graduation requirements. ACAJM faculty and staff believe fervently in the importance of students to not only be in attendance on a regular basis but also, in alignment with the school's mission and vision, to actively participate in their learning. Consequently, students must attend 90% of a class in order to receive a passing grade and credit for that class.

The purpose of promotions and retention is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her needs and abilities. It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, or physical development would not allow satisfactory progress in the subsequent grade.

In certain cases, the school administration may recommend or require that a student be retained. The ACAJM faculty and staff take this decision seriously, understanding the emotional, social, psychological, and academic ramifications it has on a student. Because of that, honest and open communication with all stakeholders - students, parents, teachers, administrators - is absolutely critical. It is equally important to use all data - quantitative and anecdotal - to make the best decision possible. Matriculation to the next grade level will adhere to the following guidelines:

> *K - Grade 5*: A student will be considered for promotion if he or she can read just above grade level and is competent in the other core subjects (English, Math, History, Science, and in sixth grade, Latin). Students in kindergarten through second grade must achieve minimum levels of mastery with the

English phonograms taught in the Literacy Essentials curriculum and be considered "on track" with Singapore Math assessments. Students in third grade through fifth grade who fail to test proficient on the TCAP in reading or math may be retained. Ability-grouping and a common math scheduling block provide for some flexibility in a student's math placement (potentially allowing a student to be promoted to the next grade despite poor achievement in math), but no student will be allowed to stay more than a year behind his or her grade-level cohort in math.

In light of recent revisions to Tennessee's learning acceleration law, ACAJM will work with the authorizer to decide whether to offer summer learning loss remediation programs to our students. Tennessee statutes and State Board Rules, 0520-01–03.-16, make it optional for charter schools to provide summer learning loss remediation programs directly or offer enrollment in LEA operated programs to their students (with participation in such programs being one of several grounds for promoting a student who tested below proficient).

Grades 6-8: A student must attain C- or higher grades in the core subjects (English, Math, History, Science) to pass to the next grade. If a student does not earn a 60% or above in any semester of a high school credit course (Algebra I, Geometry, Algebra II, Latin I-III), then the student must retake the course in order to receive credit. Students who fail end of course exams in reading or math may be retained.

Grades 9-12- Students must earn a grade of 60% or above in both semesters to earn full credit for a high school course. In cases where a student fails a state-required end-of-course assessment, the students may be required to retake the course. Students can either retake courses the following year if the schedule allows or earn credit through another suitable program approved in advance by the principal.

Grade level classification of high school students is composed of two requirements: 1.) Units of credit for each grade, and 2.) Sequence of courses for each grade and prerequisites for each course.

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

ACAJM is committed to ensuring that Tennessee's state standards are taught. As such, the exit standards for each grade band are based on achieving the equivalent of "meets standards" on those standards. Literacy Essentials diagnostic assessments are used as well as McCall-Crabbs and McCall-Harby readers and reading comprehension testing. NWEA MAP tests relate performance against grade-level expectations. Likewise, achieving similar benchmarks within the Singapore Math assessment platform is required. The same performance standards apply to students in the upper-middle and high school grade bands.

Graduation requirements are outlined and detailed in section 1.6 of this application. To summarize: in order to graduate with a regular diploma, all ACAJM students will earn the requisite number of credits in the courses required by Tennessee's Department of Education. Additionally, students will have participated in all required assessments including the required TNReady (end of course) tests, the civics assessment, the ACT (during grade 11), and any other tests as required by TDOE. Students obtaining the Alternate Academic, Occupational Diploma, or Special Education Diploma will fulfill all requirements as outlined in section 1.6. Ultimately, all graduates of ACAJM will show evidence of both Tennessee's vision: We will set all students on a path to success; and ACAJM's vision: The vision of ACAJM is to graduate classically educated students equipped with intellectual capacity, personal character, and service and leadership skills, to live as successful and participatory members of American society.

1.5 Phase-In / Turn Around Planning

N/A. ACE is not proposing a conversion school.

1.6 High School Graduation and Postsecondary Readiness (High Schools only)

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

The American Classical Academy Jackson-Madison (ACAJM) will open as a K-5 school and add upper middle and high school grade bands as the 2024-25 cohort of students' progress to those levels. Understandably, the Tennessee graduation requirements and policies regarding high school students may change during the life of the ACAJM charter contract. ACAJM will adhere to any and all state requirements as these grade bands expand. ACAJM will ensure compliance with high school graduation requirements as the school adds high school grades. The school will ensure that all students know the range of postsecondary options available to them and will illustrate how participating in college-preparatory coursework will also prepare them for other post-secondary paths. If ACAJM offered high school courses and graduates today, the school would ensure the items which follow.

Credits

ACAJM students must earn an average grade of 60% or greater in both semesters to earn full credit for a high school credit course. In cases where a student does not score "on track/performance level 3" or "mastered/performance level 4" on the Tennessee-required end-of-course assessment, the student may be required to retake the course. Students can either retake the course the following year if the schedule allows or earn credit through another suitable program approved in advance by the principal. Tennessee requires students to earn 22 credits in order to graduate. By requiring students to earn six credits per high school year, ACAJM provides opportunities for students to exceed this baseline.

Grade level classification is based on these units of credit earned and will follow the chart provided below (adapted from BCSI's "Recommended Graduation Requirements").

- Sophomore: 6 units of credit
- Junior: 12 units of credit
- Senior: 18 units of credit

English Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)	4.0 credits
Math In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters).	4.0 credits
Science In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters)	4.0 credits

History Ancient World History (2 semesters), European History 500-1815 (2 semesters), American History (2 semesters), Modern World History (2 semesters)	4.0 credits
Government Core course: American Government and Politics (2 semesters)	1.0 credit
Economics & Personal Finance Core course: Economics & Personal Finance (1 semester)	0.5 credits
Foreign Language Students who begin Latin in grade 6 must successfully complete Latin through 9th grade. Students who begin Latin in grades 7, 8, or 9 must successfully complete Latin through 10th Grade. Additional courses in Latin, French, and Spanish are offered to allow students to fulfill the six-semester language requirement.	3.0 credits
Composition, Logic, and Rhetoric Logic OR Composition (1 semester) and Rhetoric (1 semester)	1.0 credit
Philosophy Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (1 semester)	1.0 credit
Fine Arts (2 semesters)	1.0 credit
Physical Education and Wellness (3 semesters)	1.5 credit
Electives (minimum, although more may be accrued)	3 credits
Senior Thesis The senior thesis is the culmination of a student's Classical Education. The student's thesis may concentrate on books, events, or themes that draw upon any of the core courses and should serve as a capstone project; one which brings together content and skills the student has learned during his or her time at the school. Every senior will write, orally deliver, and defend a thesis on a topic of his or her choosing that emerges from the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members. A satisfactory performance on the writing and presentation of the thesis is required for graduation from ACAJM. As with all assignments and assessments at ACAJM, this culminating work will be appropriately modified if necessary based on a student's specific needs.	

* In the year prior to high school grades being added (anticipated in 2028-29), ACAJM will review the State Board of Education's current list of courses required for graduation and update the school's offerings accordingly. For example, the school will offer at least one credit in computer science education, as required beginning with the 2024-25 school year, per SBE Rule 0520-01-03-.06.

GPA and Weighted GPA

In order to calculate a GPA, numeric grades are converted into points based on the grading scale. Points are awarded for each class at the end of a semester. The semester GPA is calculated by
totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

In order to maintain the integrity of ACAJM's elements of scholarship while recognizing the pressures of the broader academic world, the school has adopted a weighted grading policy. For purposes of official high school transcripts only, honors courses and courses that count for both high school and college credit will be weighted on a 5-point scale.

For report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale will apply. Students completing high school level courses in grade levels 6-8 will be awarded high school credit but these scores will not be calculated into the high school GPA. Additionally, because weighting procedures and level of rigor vary greatly from institution to institution, the final GPA reported on the transcript will be based on courses taken at ACAJM only.

Official Transcripts

Like all transcripts, ACAJM's transcript will contain the following student information: courses, grades, credits earned. In keeping with OCR's Letter to Runkel, 25 IDELR 387, the school 4.0 grading scale, 5.0 grading scale, and GPA calculation information will also be included. All additional guidance provided by OCR's Letter to Runkel, 25 IDELR 387 will also be strictly followed in order to protect students with disabilities.

Final semester grades and credits will be reported on the student's transcript, however, any high school level courses completed in grade levels 6-8 will not be factored into a student's cumulative GPA.

Courses and final grades earned outside of ACAJM will be listed on the transcript.

Following the lead of the majority of public high schools in Tennessee, ACAJM will utilize the Tennessee Electronic Transcript Exchange to facilitate the ease of transcript sharing with parents, students, colleges/universities and future employers. According to National Student Clearinghouse:

> "The Tennessee Electronic Transcript Exchange, created by the National Student Clearinghouse in partnership with the Tennessee Higher Education Commission (THEC), enables Tennessee high schools to send their students' transcript data via a statewide exchange that then provides transcripts to colleges and universities electronically, securely, and for free. The Exchange, which is part of the Clearinghouse's National Transcript Center, is certified compliant with the Family Educational Rights and Privacy Act (FERPA) by

iKeepSafe, a leading privacy nonprofit organization. The Exchange streamlines the process for high school counselors and registrars to exchange transcripts with other educational institutions and entities, like the NCAA Eligibility Center and NAIA Eligibility Center, both within Tennessee and outside the state. The increased efficiencies gained by using the Exchange allow staff to spend more time guiding and counseling students to empower positive college selection based on individual student achievement and ability, which contributes to better postsecondary enrollment, persistence, and completion outcomes."

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

The school's mission and vision, American Classical Education *K-12 Program Guide*, and all instructional strategies used by ACAJM provide students a full and complete education that will challenge them to excel both in learning and in character. This Classical Educational program and staff will guide students to be successful in meeting the academy's high standards. The goal of ACAJM is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

ACAJM acknowledges that one means of identifying student readiness for postsecondary success is using various metrics of national, state, and local tests. Tennessee has taken concerted efforts to ensure that all assessments are directly aligned to the state standards. Additionally, the TDOE has identified that "Tennessee high school graduation requirements mirror course admissions requirements for most four-year institutions." By ensuring that ACAJM's graduation requirements meet and exceed that of the state, students will be ready to meet the challenges of post-secondary work. Some students will choose to enter the military, or the work-force immediately upon graduation. In order to ensure readiness in either BCSI will provide career-technical exploration opportunities beginning in 6th grade.

As the school grows to include high school grade bands, the ACE Board and ACAJM leadership will investigate the options for either offering career-technical coursework or establishing relationships with schools to which ACAJM's students might attend on a part-time basis. There will also be discussions regarding partnering with area institutes of higher education to allow interested students in attending in a dual-enrollment scenario. As ACAJM expands, its leaders are committed to looking at programming and options which will best meet the needs of its students.

Historically, since opening its first school in 2010, BCSI affiliated schools have far outperformed local public schools. In late spring, 2021 data regarding all Barney Charter School Initiative (BSCI) affiliated schools across the United States was summarized. The study represents data from almost 15,000 students attending 22 different schools. As a group, the demographics of these students include 23% economically disadvantaged, 7.7% IEP, 7.24% EL population, and 38% students of color. For years, BCSI affiliated schools have shown high performance rates on many levels. The 2021 summary confirms earlier reports. Using 2018/19 assessment data (the

most complete available) 81% of BCSI affiliated schools hit performance grades of A or B (or their equivalent). These same schools reported a 4-year graduation rate of 99% outperforming Tennessee's rate of 89.2.

Along with the school-level success, student data shows parallel accomplishments. BCSI's students' average ACT score was 24.4 outperforming JMCSS (16.5), the state of Tennessee (19.1) and the nation (20.6). Of the 2020 cohort of students, 75% transitioned to a 4-year college and 6% enrolled in the U.S. military. Tennessee, in the recently released "TDOE Graduation Rate and Ready Graduate Indicator Report'' identified that across the state, schools report that only 40% of graduates met the Ready Graduate state indicator in 2020. In JMCSS's high schools, that average is 29%. Although BCSI affiliated schools do not have a comparable measure for Tennessee's Graduate Ready indicator, other metrics aligned to this indicator show that BCSI students would score equal to this or higher.

In addition to properly preparing students to excel on state assessments, ACAJM is committed to utilizing all resources available to help in the postsecondary transition. Tennessee has made this a priority for several years, endeavoring to increase in effectiveness each year. Evidence presented in Tennessee's Department of Education "Seamless Pathways Report" offers four recommendations that districts, schools, and community stakeholders can employ to help students take advantage of postsecondary opportunities:

1. Foster collective responsibility among middle and high school faculty and staff for the postsecondary preparedness of their students.
2. Communicate with students about their postsecondary and career options early and often.
3. Ensure all students have equitable access to course opportunities to increase postsecondary readiness and success.
4. Leverage external partnerships and resources for added capacity, expertise, and influence.

ACAJM is committed to working with staff, faculty, students and families to take full advantage of all opportunities and resources afforded them. These resources, combined with the strong character education and content-rich Classical Education model, will result in citizens who will contribute and serve as role-models in whatever role they choose.

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

According to the Tennessee State Board of Education High School Policy 2.103, local school boards are required to adopt policies that govern credit recovery, how credit recovery grades are calculated, how students are assigned to credit recovery courses, and how teachers of record and facilitators (if both are used in the district) interact. These policies are required to be adopted by the local board of education, posted on the district's website, and available in writing to stakeholders upon request. ACAJM will adhere to all elements of this policy. To this end, ACAJM is committed to using Tennessee's multi-tiered systems of support (MTSS) framework to pull together the various state-developed student supports available to

Tennessee students at the time middle and high school programs are added.

If a student is recognized as being at-risk of dropping out of high school, the RTI^2 framework will assist in looking at the root cause and for solutions. Sometimes this cause may be found in academic deficiencies, but other times the cause is situational or a combination thereof. Counseling and other social services will be utilized to find solutions to the barriers a student may be facing. Most importantly, vigilant documentation and attentive behavior should allow the student and ACAJM's staff to work through challenges.

By the nature of the school culture, faculty and staff should be aware of hurdles well before a student chooses to drop out. Attention to attendance trends, behavior and engagement in class, relationship changes and/or private discussions will lead staff to react in appropriate ways to find resources and supports to assist the student. These supports may range from social services programs, differentiating instruction or assignments to accommodate unusual or unique personal challenges, finding alternate learning opportunities, or investigating an extension of the school year into the summer months. In the end, ACAJM will be committed to assisting the student in finding the best fit for moving forward.

ACAJM recognizes several situational causes as potentially affecting a student's ability or willingness to remain enrolled in a high school setting. For this reason, ACAJM is equally committed to looking at the advantages and benefits of the Tennessee State Board of Education (SBE) High School Policy 2.103(1)(e). This policy states: "A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets the requirements of T.C.A. § 49-6-8303," also known as the Move on When Ready Act. ACAJM will support the decisions of students to take advantage of this Act and will serve to facilitate any and all processes aligned with this initiative.

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

One of the most important ways for Tennessee students to access rigorous courses is through early postsecondary opportunities (EPSOs). EPSOs are courses and exams that students can take in order to earn postsecondary credit while still in high school. The motivation behind EPSOs is that they can reduce the costs associated with college enrollment as well as time to earn a degree.

TDOE research has shown that "students who participate in early postsecondary courses are more likely to enroll and remain in postsecondary." Current early postsecondary opportunities allow students to:

1. Earn postsecondary credits while in high school;
2. Become familiar with postsecondary expectations;
3. Develop confidence and skills for success in postsecondary;
4. Make informed postsecondary and career decisions; and
5. Decrease the time and cost of completing a certificate or degree.

As enrollment grows and ACAJM extends to include upper-middle and high school grade bands, a concerted effort will be made to investigate these options fully. This will include ensuring that the school is prepared to offer work-based learning opportunities to students with individualized education programs (IEPs). Offering dual credit or other post-secondary courses, or career and technical education programs of study are options for Tennessee public high schools, including public charter schools. It is the goal of the school to assist students and families to take full advantage of all opportunities: Advanced Placement courses, Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment Courses, Industry Certifications (as appropriate), International Baccalaureate Courses, Dual Credit, and Statewide Dual Credit opportunities. Career exploration will begin in 6th grade for all students. ACAJM will actively investigate the possibility of offering career-technical programming or establishing relationships with providers who will meet the needs of its students.

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

The Tennessee Department of Education website lays out the following rationale for providing several diploma opportunities for Tennessee students: "The work of schools is preparing individuals for postsecondary success based on the individual's goals and aptitudes. The four diploma options in Tennessee support all students in achieving those goals. For students with cognitive disabilities, this is a critical and life-long decision as the diploma earned can impact eligibility for adult support and employment services."

Whenever possible, ACAJM will provide each special education identified student the opportunity to pursue a standard diploma and will provide all lawfully required opportunities for its students to graduate from high school. All teachers, the student services supervisor and special education teachers will work closely to ensure that the student's IEP or 504 Plan is followed. Above all, the educational community will help all students learn to be his or her own advocate and subsequently maximize opportunities for success.

In keeping with this line of thinking and the Tennessee State Board of Education (SBE) High School Policy 2.103, based on the unique characteristics of any given cohort of students, ACAJM will offer all four diplomas - these are outlined below with information taken directly from Tennessee's Department of Education website:

Regular High School Diploma

In order to graduate with a regular high school diploma and be equipped with the knowledge and skills to successfully embark on their chosen path in life, Tennessee students must:

(1) Learn the prescribed 22 credit minimum, including;

• Math: Students must achieve four high school level units of math, including Algebra I, II, and Geometry (or the equivalent courses, Integrated Math I, II, and III) and an additional math course higher than Algebra I (further math courses). Additionally, students must be enrolled in a math course each year of high school.
• ELA: Students must achieve four high school level units in English language arts,

including English I, II, III, and IV.
• Science: Students must achieve three high school level units of science, including Biology I, either Chemistry or Physics, and one additional laboratory science course.
• Social Studies: Students must achieve three high school level units in social studies, including U.S. History and Geography, World History and Geography, U.S. Government and Civics (1/2 credit), and Economics/Personal Finance (1/2 credit).

(2) complete the ACT or SAT; and
(3) have a satisfactory record of attendance.

Students earning a regular high school diploma before, during, or at the conclusion of the fourth year of high school, including the summer session immediately following the fourth year of high school, will be included in the four-year adjusted cohort graduation rate in accordance with the requirements of ESSA § 8101(25).

In accordance with 34 CFR § 200.34(c)(2), "regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the state that is fully aligned with Tennessee state standards, or a higher diploma.

Alternate Academic Diploma

In accordance with 34 CFR § 200.34(c)(3), "alternate diploma" means a diploma for students with the most significant cognitive disabilities, as defined by the state, who are assessed with a state's alternate assessment aligned to alternate academic achievement standards under § 1111(b)(2)(D) of the Act and is:

- standards-based;
- aligned with the state's requirements for a regular high school diploma; and
- obtained within the time period for which the state ensures the availability of a free appropriate public education under § 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)).

ACAJM will offer qualifying students the courses necessary to satisfy the alternate academic diploma requirements in SBE Rule 0520-01-03-.06(9).

Occupational Diploma

Tennessee Code Annotated (T.C.A.) § 49-6-6001(g) requires the state board to adopt, in addition to a full diploma, a certificate of attendance, or a special education diploma, and an occupational diploma for students with disabilities.

An occupational diploma may be awarded to a student with disabilities at the end of his or her fourth year of high school who has:

1. Not met the requirements for a regular high school diploma;
2. Received special education services or supports and made satisfactory progress on an IEP;
3. Satisfactory records of attendance and conduct;
4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery

Assessment (SKEMA) created by the TDOE; and
5. Completed two years of paid or non-paid work experience.

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's 10th-grade year or two academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward the regular high school diploma through the end of the school year in which they reach age 22.

Special Education Diploma

A special education diploma may be awarded at the end of the fourth year of high school to a student with disabilities who has:

1. Not met the requirements for a regular high school diploma;
2. Satisfactorily completed an IEP; and
3. Satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work towards the regular high school diploma through the end of the school year in which they reach the age of 22.

1.7 Assessments

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

(a) Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.

ACAJM will comply with the administration of all Tennessee-mandated assessments. The school recognizes the importance of holding both teachers and students accountable in moving toward TDOE's vision: "We will set all students on a path to success" and acknowledges the mandated testing system as one manner in which this goal can be measured. In further validating the intent of Tennessee's TCAP assessments, ACAJM intends to use the tools provided by the TDOE (regarding achievement and growth) to work toward realizing the following state objectives:

1. Provide feedback about students' academic progress and how it aligns with grade-level expectations;

2. Give parents and teachers a big-picture perspective about how a student is progressing compared to peers across the district and state, including a student's strengths and growth opportunities;

3. Build confidence and transparency about students' readiness for postsecondary and the workforce among Tennessee colleges, universities, and employers;

4. Help educators strengthen instruction and reflect on their practice;

5. Hold the state accountable to serving all students fairly;

6. Highlight schools where students are excelling, so the state can learn from those who are doing well.[35]

With the TCAPs being administered once per year, ACAJM will use a number of internal assessments to serve as formative assessments and to further guide instructional and curricular choices to ensure student cohort, subgroup and individual growth and achievement. The data gathered from these assessments will be used to evaluate each aspect of the academic program informing content and instructional strategy choices. Because of the research-based, time-proven results of using these assessments and the subsequent data to provide all students with equal access to quality materials and the supports they may need to grow to their potential, ACAJM subscribes to the list of assessments below:

[35]See Tennessee Department of Education. "Tennessee Comprehensive Assessment Program." (2018) https://www.tn.gov/education/assessment.html

ACAJM's Baseline Assessment Plan: One of the cornerstone teaching strategies of Classical Education is the use of ability grouping to individualize instruction and strategically move students toward content and skill mastery. This strategy aligns with the judicious use of the RTI^2 framework and serves as a Tier I and Tier II intervention. In order to address the full cycle of response in the framework, baseline assessments are critical and will be administered at the beginning of each academic school year and when warranted as determined by a student's team of teachers.

Examples of these tests include:

a. *Kindergarten Entry Inventory* - Developed and used in California as the DRDP-K (2015) and renamed the KEI for use in Tennessee.

b. *Singapore Math Placement Tests* - Students who switch to Singapore Math from another curriculum may not have the necessary background to begin at the level corresponding with their grade. Placement tests will be used to determine the appropriate placement based on skill and knowledge ability. A student must master at least 80 percent of the content at any given level before they can move up. In this manner, a strong foundation in mathematical concepts is obtained by all students. For students not placed at grade level, Multi-Tiered Systems of Support will be put in place to define the learning deficiency, analyze the situation, implement one or more interventions, and evaluate the effectiveness of the intervention. Through the interventions and re-teaching strategies included in the Singapore Math materials, along with additionally chosen interventions, students will be given the tools and time to move to grade level work as quickly as possible.

c. *Reading Assessment Tests* - To identify where students are in reference to reading fluency and comprehension.

d. *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment Tests* - Administered at the start of the year for Grades 1 through 6. This test has been approved by TDOE as an alternate universal screener as part of the Tennessee Literacy Success Act.

e. *Northwest Evaluation Association (NWEA MAP)* – Used to measure each student's progress or growth in school and are administered early in school year one in order to set the base line and set realistic and attainable goals. NWEA will be administered again in the spring each subsequent year. This test has been approved by TDOE as an alternate universal screener as part of the Tennessee Literacy Success Act.

f. *ACAJM's Ongoing Comprehensive Assessments:* It is important that student growth is continually monitored and students, as needed, are moved to appropriately challenging groups. In order to accomplish this, administering companion assessments throughout the year as well as regularly evaluating the use of tiered supports from the RTI^2 model is critical. The following assessments will be utilized for this purpose:

g. *Singapore Math Placement Tests* - Administered at least twice during the year or as needed.

h. *Literacy Essentials Spelling Assessment Tests* - Daily spelling mastery is assessed using a rotating 30- word test for Grades 1 through 6. This is a monthly test using the Orthography Scale which tests mastery of spelling patterns.

i. *Phonics/Spelling - Literacy Essentials* - Assessed weekly using a development and sequential matrix until mastery; reviewed regularly.

j. *Comprehension* - McCall-Crabbs and McCall-Harby readers and reading comprehension tests.

k. *Cognition* - Assessment materials aligned to Literacy Essentials.

l. *Composition/Grammar* - Portfolios of composition and grammar work are maintained for assessments in those areas and will be evaluated monthly for grade level work.

m. *DIBELS Assessment Tests* - Administered twice more during the year for Grades One through Six.

n. *iReady Diagnostic* – Administered up to three times a year to provide a complete picture of student performance relating to their grade level and national norms.

o. *K-12 Program Guide Assessments* - Administered throughout the year to evaluate the specific content in the units and lessons being taught. The assessments are formatted to provide teacher flexibility allowing for differentiated instruction. These assessments include ELA, science and social studies content.

p. *Classroom Tests* - Administered weekly; developed by teachers and/or ACAJM staff. These assessments include mathematics, ELA, science and social studies.

q. *Formative Assessments* - Classwork, presentations, portfolios, etc. will be evaluated weekly throughout the year as indicators of student progress.

r. *National Latin Exam* - All students in grades four and five will be introduced to Latin roots during the study of grammar. Formal study of Latin will begin in Grade 6, continue through Grade 8, and then be offered as a language elective in high school. Performance will be measured with classroom assessments and the National Latin Exam.

Rationale for Selecting Assessments

All assessments have been selected with the intent to measure student progress towards mastery of the Tennessee academic state standards. Each of the above assessments is linked to a content-rich curriculum that uses time-tested instructional approaches with proven track

records of success. In concert with the main goal of positively impacting student growth, each of these assessments supports the mission and vision of ACAJM.

By engaging students in the robust, content-rich, and knowledge-based instruction which continually moves toward mastery, the assessments developed to gauge incremental growth encourage the virtues most aligned with Classical Education: perseverance, responsibility and honesty. By using assessments directly aligned with content knowledge and skills found in Tennessee's State Standards teachers will be able to closely monitor and differentiate productive challenges and student struggle. If a student is struggling, teachers will immediately implement the RTI^2 model and begin utilizing research-based systems of support.

Alignment of Assessments to the School's Curriculum, Performance Goals and Tennessee's Academic State Standards

The American Classical Education *K-12 Program Guide* is in the process of being aligned to Tennessee's state standards. Current alignment and crosswalk documents for ELA, Mathematics, Science, Social Studies, and Personal Finance can be found in Attachment Q.

This alignment will serve as an assurance that by teaching the Program Guide, students will be well prepared to take and score well on the state tests. It is part of the planned Professional Development Plan that all faculty and staff understand the relationship among the three: the Program Guide, the State Standards, and the state assessments. Part of this literacy begins with a thorough understanding of the TCAPs.

By understanding the TNReady test blueprints, cognitive level of questions, and how the state assessments are directly aligned to the verbiage of the standards, all ACAJM faculty and staff will have a strong and consistent model to follow. By replicating this model, all faculty created assessments will likewise be directly aligned to the standards. Assessments created and provided by all supplemental curriculum (NWEA, Dibels, Singapore Math, Literacy Essentials, iReady, etc.) are fully vetted and documented as being aligned with Tennessee's State Standards. The American Classical Education *K-12 Program Guide* has been revised several times as has been the case for all associated assessments and is currently being aligned with Tennessee's Academic State Standards. Consequently, ACAJM is confident that all assessments linked to the American Classical Education *K-12 Program Guide* will be aligned to the Tennessee state standards.

ACAJM's curriculum and all assessments used by the school are aligned to the performance goals of the school as explained fully in section 1.4. ACAJM has set performance goals that are rigorous, exceed state levels, and yet are attainable. Further, all assessments are aligned to accomplish the overall rating of "Meets Standard" or "Exceeds Standard'' in each section of The Model Charter School Performance Framework used by TDOE. The curriculum and strategic use of instructional strategies will prepare the students to achieve the specific measures of student achievement, comparative performance, and school culture.

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

As part of the preparation for opening a school, ACAJM will form a School Accountability Committee (SAC). This committee is composed of (at the very least) the school principal, the assistant principal, the student services director and special education teachers, and teacher leaders from each grade level or academic discipline. The committee is responsible for a number of functions within the school community, including coordinating all tasks associated with TCAP and additional testing.

The assistant principal will act as the testing coordinator and will take on the major responsibilities of addressing the assessment process, planning, and determining all procedures. As an LEA operating under the authorizer, this person will also be responsible for creating and communicating the overall testing plan. This person will be responsible for determining - with input from the principal and SAC - all logistics regarding testing protocols and schedules. The assistant principal will also be responsible for all requisite training, establishing and recording security protocols, and providing professional development on assessment literacy. It is critical that all stakeholders, including building administrators, teachers, parents and students, understand the purpose, protocols and technical make-up (as appropriate) of each test in which they participate.

Vital responsibilities of the SAC will include: ensuring teachers are aware of the assessment schedule; engaging students in practice tests; communicating all aspects of the test administration to all stakeholders; and arranging for the technology needs of the school. Of great importance is the responsibility of the test administrator to see that each student who qualifies for testing accommodations receive them while also ensuring that other students who do not receive accommodations are not affected. In short, the assistant principal's responsibility will include all items listed in the TNReady Test Administration Manual (TAM) as well as attending monthly webinars hosted by TDOE or the regional TNReady Ambassador. Further, the assistant principal will read, respond to, or make note of communications from TDOE regarding testing as they pertain to ACAJM.

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

Dedicated time and resources will be scheduled to ensure that all teachers, special education staff, and administrators have sufficient time to collect and analyze student academic data on a regular basis. It will be the responsibility of the SAC to determine a working model which clearly identifies the venues, times, goals and individuals involved in data review. In this manner, student assessment and performance data will be regularly evaluated to guarantee that all students are receiving the support and instruction necessary.

Classroom teachers and special education teachers work together weekly to evaluate performance, determine student needs, and utilize the RTI^2 model. This information is shared with the SAC during monthly meetings. These meetings include the classroom teachers, administration, a student services director, special education teacher(s), ESL and Title Teacher as may be needed, and staff or contractors whose role it is to address intervention needs of students. Once the SAC or additional faculty and staff as designated by the SAC define parameters for identifying a student as being "not on track" to reach a specific metric, the RTI^2 model will be used to determine the level (Tier I, Tier II, Tier III) of intervention appropriate.

At the elementary level, the curriculum allows for ease in differentiation, so teachers will be able to readily accelerate or reinforce a student's learning once a need has been identified. At middle school levels, through strategic ability grouping and offering accelerated and foundational course work, the school will be able to pace students according to their instructional needs. At all levels, staff will utilize the RTI^2 model with fidelity. As the school grows to include high school grades, the amended recommendations for the use of the RTI^2 model will be used.

It will be important that all staff understand the assessment metrics and how these relate to the content and instructional strategies being utilized in the classroom. If data shows a gap in achievement for a cohort, sub-group, or individual student, the team must be willing to work to find the root cause(s). If a root cause is determined to be linked to the curriculum, teaching materials, or instructional strategies, the team must have the fortitude to make the necessary changes. This may be operational, such as allocating more time within the school day for skill development; foundational, such as realizing that the chosen curriculum does not put enough emphasis on one or more of the State standards; or behavioral, such as needing a shift in instructional strategy to meet the needs of one or more students. In this manner, the close and honest examination of the data will impact the supports presented to all students as well as inform instructional choices.

The assistant principal will be responsible for managing and documenting performance data. In response to this data, the administrative team will work with teacher leaders to coordinate professional development directly related to increasing student achievement and growth as noted in the mission and vision statements of the school. Meaningful and effective professional development will be relevant, on-going, and provided by highly qualified professionals.

Detailed information regarding teacher accountability is available on the TDOE website. Due to the various conditions affecting the administration of TCAP assessments and subsequent TNReady scores, ACAJM administration and staff will work closely to adhere to the most current guidance provided by the department.

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

As explained in section 3b, the SAC is the group of administrators and teachers representing all grade levels and content disciplines charged with leading several initiatives within the education community. The specialized training received by the SAC will be shared with all members of the faculty and staff through various formats including all school communications, staff meetings, faculty work sessions, and individual coaching.

The assistant principal will serve as the in-house expert who will coordinate these efforts. He or she will attend training offered by the district, state, and other organizations in preparation for proper analysis and use of assessment data. Ongoing training of ACAJM's teachers to interpret and improve student assessment results will be of the highest priority. All teachers and administrators participate in an in-depth two-week training provided without cost by BSCI every year. In this training, of major focus is the use of assessments to inform intervention and instruction.

Assessment literacy will also be addressed on a weekly basis in that all teachers have collaboration, common planning, and data analysis time built into their daily schedule. In working as teams, veteran and novice teachers alike will grow in their understanding and use of data to inform their teaching. By providing this type of assessment literacy training, teachers will have the tools to appropriately prepare students for the testing experience, thereby reducing or eliminating misconceptions, confusion, and stress.

As part of the resources provided to all Tennessee schools, the TNReady score reports and TVAAS information will serve as vital sources of information for ACAJM's SAC. Understanding the TCAPs (blueprints, alignment to State standards, scoring protocols, rubrics, etc.) and how to interpret the results will be a priority of the administration.

The TNReady score reports provide detailed and clear information about individual student achievement in order to help families, students, and educators better understand a student's strengths and areas of improvement. The score reports show how a student performed when compared to subject and grade-level expectations. Additionally, the score reports show how a student's performance compared with other students in their school, district, and state on that same test.

TVAAS is one of the many tools provided to districts from the Tennessee Department of Education. Districts and schools are using TVAAS, in conjunction with achievement data, to make sure all students are on the trajectory to proficiency. With this information, educators are better able to:

1. Monitor the growth of all groups of students from low-achieving to high-achieving, ensuring growth opportunities for all students;
2. Measure student achievement resulting from the impact of educational practices, classroom curricula, instructional methods, and professional development;
3. Make informed, data-driven decisions about where to focus resources to help students make greater growth and perform at higher levels;
4. Modify and differentiate instruction to address the needs of all students;
5. Align professional development efforts in the areas of greatest need;
6. Network with other districts/schools that might yield different growth results; and
7. Identify best practices and implement programs that best meet students' needs. (Tennessee Department of Education. "TNReady Score Reports." 2021. https://www.tn.gov/education/assessment/tnready/tnready-score-reports.html)

Using all the data available (growth and achievement), educators will be able to make data-informed instructional decisions to ensure the academic growth and achievement of all students. ACAJM is committed to taking full advantage of all resources provided by the state and partners to better understand and use these resources.

1.8 School Calendar and Schedule

(a) Provide the annual academic calendar for the proposed school as Attachment A.

See **Attachment A - Annual Academic Calendar -** included is a sample 2023-2024 calendar developed in consideration of JMCSS district calendar. The American Classical Academy Jackson-Madison's (ACAJM) draft school calendar was designed to closely mirror that of the district in which it will reside. It was developed based on the proposed JMCSS School District 2023-2024 calendar, because the 2024-2025 school year calendar has not yet been posted. The draft calendar includes the start date, end date, holiday breaks, parent conferences, teacher in-service and professional development days, and more. The calendar will be amended based on consideration of inclement weather, state testing dates or legislative actions. The calendar consists of 184 instructional days (annually 1,196 hours of classroom instruction) and 200 teacher work days. Calendars are issued to new families during the new student orientation at the start of the school year. The calendar is also available to stakeholders and the community as it will be posted on the school's website.

(b) Attach the proposed school's detailed daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

See **Attachment A - Annual Academic Calendar** which includes the detailed daily schedule including instructional hours and minutes for core subjects. ACAJM's Classical Education program is designed to be rigorous and challenging. Each day will consist of six and a half (6 ½) instructional hours which totals 1,196 hours a year. ACAJM's instructional time allotted for literacy/reading exceeds the 90-minute minimum for the Tier I foundation recommended by ESSA as a best practice.

Students will receive the following minutes each day of the core subjects:

1. 120 minutes of ELA/literacy/literature/ vocabulary/handwriting (total of 600 minutes a week)
2. 80 Minutes of math (total of 400 minutes a week)
3. 40 minutes each of science and social studies (total of 400 minutes a week)

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

ACAJM'S calendar and schedule will be optimal for student learning in two ways. First, both are developed and designed for efficiency and effectiveness; they were developed and designed based on scientifically research-based strategies that have proven to be effective at schools implementing the Barney Charter School Initiative Classical Education model around the country. A well-thought out and organized day increases the school's effectiveness and efficiency to maximize the instructional time that will be provided throughout the year.

To address the various needs of all students ACAJM plans to develop and implement the School Accountability Committee (SAC) which will include classroom teachers, administration, a student services director, special education teacher(s), ESL and Title Teacher as may be needed. The team may also include a psychologist and speech and occupational therapist as needed. Once the school is operational, this team will create a schedule and develop a process in which the team will work to establish, monitor and adjust student education plans to ensure the school is meeting the needs of all enrolled students. From time to time some students will need specialized services outside of what ACAJM traditionally provides, and those services will be provided through experienced and reputable high-quality contracted service providers.

As described in detail in Section 1.3(f), the daily schedule allows for differentiated support throughout the school day, including, as necessary, through flexible scheduling. In the elementary grades students are assigned 120 minutes per day for literacy and 80 minutes per day for numeracy. The literacy and reading curriculum have differentiated instruction tools built into the Literacy Essentials and Singapore math programs. As discussed in detail in section 1.4d the flexibility of the student schedule paired with each teacher being provided time each day for collaboration, common planning and data analysis will allow the school's RTI^2 model to be used daily. Through the teachers' keen awareness of the cycle of RTI^2 it can begin quickly and efficiently. Teachers will have opportunities to observe all students engaged in daily lessons, identify struggling students, define the issue, analyze the root causes and choose the appropriate Tier I, Tier II, or Tier III interventions. Among others, interventions such as high-dose, low ratio tutoring, enrichment, tiered interventions and other activities will be able to be incorporated into the two large time slots in the students' day.

Students with disabilities will have access to a highly qualified student services director, special education teachers, contracted behavior and mental health experts, a school psychologist, and assistive technology devices if needed. Specialized services may include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, early identification and assessment of any disabilities, counseling services, and medical services for diagnostic or evaluation purposes.

English Learners will have the benefit of the flexible schedule as well as teachers trained in RTI^2. When or if it is deemed necessary to implement supports stronger than Tier I supports, an education plan will be created for the ELL student. This plan will be followed in accordance with the county and state guidance documents.

The goal of ACAJM's educational plan and bell schedule is to introduce and integrate the grade-level Classical Education *K-12 Program Guide* in an interdisciplinary manner. In this way, the mission, vision and inclusion of the study of the virtues will extend into the "specials" classes such as music, art, and physical education. Structuring the plan in this way will expand and enrich students' academic and personal growth. It will also allow for strong collaboration among administration and teachers which can and will cultivate a strong professional learning community within the school. Specials will consist of at least 60 minutes a day with a total of at least 300 minutes a week.

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

ACAJM will engage students by offering both curricular and extracurricular offerings, to nurture the student's humanity. To engage students beyond the classroom, extracurricular activities, school groups, and clubs will be offered along with athletics (where financially feasible).

Extracurricular activities are vital to the emotional and intellectual growth of students. ACAJM will offer robust programming to allow all scholars to explore their interests and strengths. ACAJM's athletic offerings may include cross country, track and field, basketball, baseball, soccer, volleyball, and cheerleading. Academic extracurricular offerings may consist of chess, chorus, debate, drawing club, Geography Bee, journalism, Latin League, National Junior Honor Society, orchestra, Philosophy Club, Spelling Bee, Student Council, theater, yearbook, and more. When possible, student activities will meet on a weekly or monthly basis.

Faculty and staff will be given the opportunity to serve as advisors. In this way, the relationships among those students and staff members will grow even deeper than those formed in the classroom setting. Most activities will be scheduled to take place after the school day, however based on the availability of the students and staff advisor, some early morning or weekend events may be planned.

In planning activities and programs for students, ACAJM considers the importance of family and parent involvement. Rotating times for parent involvement may allow more adults to get involved without putting undue pressure or hardship on them to take time off of work or neglect other home responsibilities such as caring for small children or older adults. ACAJM will also take into consideration, when planning events, student activities or student practices, the cultural and religious make-up of the community making sure to be respectful of potential family conflicts having to do with time, date or location.

Establishing from the very beginning a sense of ownership and stewardship of the school with not only students, but also their parents will be critical in beginning to lay the foundation for the school culture. Being sensitive to all elements of a student's family and community life is a very big part of that. In all school planning, ACAJM's administrative and teaching staff will be certain to show respect to the students and their families. This is one way offering extracurricular activities and clubs can show the dedication of the school to its community and its adherence to the school mission and vision. When parents, teachers, administrators, and other staff get together to celebrate students a strong school culture will emerge. And a strong and collaborative school culture will eventually lead to students showing pride in their environment and self. This, will in turn lead to a sense of commitment and dedication to the school itself, and by extension, to outstanding academics. For these and other reasons, ACAJM believes parents are an integral part of its team. Below are a few ways in which the school may engage and celebrate parents:

1. Parent-Teacher Organization (PTO)
2. Field Trips
3. Volunteer Opportunities
4. Fundraisers

(e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to

identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

ACAJM's bell schedule provides for a 6 ½ hour academic day, providing for efficient and effective time for students to experience academic growth. At present, ACAJM does not plan to offer Saturday school or after-school academic programming until students' needs are determined in year one. The school will consult with its leadership, teachers, and staff, and will survey teachers and families to determine what additional programming may be desired, beneficial. Moreover, ACAJM is aware of possible summer school needs for third-grade students needing to meet proficiency standards for entrance into fourth grade. Extra-curricular activities are based on student body interest and engagement and additional activities may be added based on interest and need.

1.9 Special Populations

(a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?

ACAJM has not yet hired any leadership team members working with special populations. The school's approach to finding qualified staff with relevant experience working with special populations is outlined below. Job descriptions for the director of student services (which is primarily focused on supporting special populations) is included in Attachment G. And training for staff on identifying, planning for, and ensuring the provision of needed supports for special populations are described throughout the application. Please note that an English Language Learner Specialist is included in the staffing chart and in the budget in the category with regular classroom teachers. A school psychologist for identifying and serving students with special needs is included in the staffing chart under Student Support Services and included in the budget under Contracted SPED Services.

American Classical Education (ACE) recognizes the importance of hiring and placing a highly educated and experienced individual as the principal of each classical academy with which it is affiliated. This will be the case with American Classical Academy Jackson-Madison (ACAJM). As part of the recruitment and hiring plan, addressed in more detail in section 1.11 of this application, ACAJM will work to hire licensed teachers with experience or in-depth training in dealing with students of varying abilities and backgrounds, and needs. New hires will be expected to show competence in TDOE rules and procedures to identify, educate, monitor, and exit students with special educational needs (SWD, EL, At-Risk, and Gifted.

As the hiring process proceeds, the School Accountability Committee (SAC) will be formed and comprised of the principal, assistant principal, student services director, special education teacher(s), teacher leaders from each grade band and discipline, and special services teachers or related service providers (speech, occupational therapists, physical therapists, behavior specialists, and Title I). The SAC will take the lead in facilitating the assessment and development of plans for special populations. ACAJM endorses a shared responsibility model of education which will result in all members of the educational community being involved in helping each student reach their full potential (while ensuring appropriate protection of student information pursuant to FERPA and HIPAA)

In opening, ACAJM will serve students in grades K-5. The school's educational staffing will directly align with the specific needs of the student body and will, at a minimum, employ staff in the positions listed below. As enrollment grows and additional grade bands are added, staff will increase at a proportional rate.

Principal- 1
Assistant Principal - 1
Student Services Director - 1
Classroom Teachers- 16
Special Education Teachers- 3
Co-curricular Teachers - 3

English Language Learner Specialist - 1
Teaching Aides or Assistants – 3-5 (number to be directly related to student need)
Other support staff (hearing, vision, speech, occupational therapy, physical therapy, behavior therapy, mental health therapist, nurse, etc.) - contracted to ensure on-demand service are available for all students as needed

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

The American Classical Education model that ACAJM will implement was designed to meet the needs of all students. As outlined throughout this application, ACAJM's academic program is designed specifically to meet Tennessee's definition of Tier I instruction: "ALL students receive research-based, high quality, instruction using Tennessee state standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment aligned to the standards to inform instruction." ACAJM's instructional model includes the type of multi-tiered response to intervention described by the Tennessee Department of Education: "A framework for teaching and learning that includes regular screenings to identify student areas of need and a tiered model of intervention for those that need additional help."[36]

To develop its plan to meet the needs of all students, ACAJM reviewed the Tennessee Department of Education's Response to Instruction and Intervention (RTI^2) program. ACAJM examined the plans for special populations of currently operating public charter schools in Tennessee and other states, including schools where the plan for special populations was found to meet the standard by Memphis Shelby County Schools, Metro Nashville Public Schools, and the Tennessee Public Charter School Commission. The plan was written in consultation with multiple special education professionals familiar with the Tennessee Department of Education's RTI^2 program, and was based in part on the examples cited above, to work within the overall classical education model of ACAJM.

ACAJM believes that all students are highly capable learners and therefore will allocate human, material and time resources to maximize the opportunities for students to realize their highest potential in academic and personal growth in the least restrictive environment (LRE). In preparing to serve special populations, training will be provided on culturally responsive practices, FAPE, RTI^2, parent and family communication and engagement, differentiation, co-teaching, and special education processes and disabilities to name a few. The training will include a review of all ETRs and IEPs and how to develop schedules and collaborate with other staff members to provide interventions and services that meet individual needs.

Schedules will be created to allow students with disabilities to gain individual and small group instruction as needed in the general education environment while keeping in mind the LRE. Having students in the general education environment allows students with disabilities to have participatory direct access to and instruction in the core content, in an inclusive, respectful environment with their grade level peers. General Education Teachers will use various forms of

[36]See Tennessee Department of Education. "Assessing Progress: Four Years of Learning from RTI^2 Implementation in Tennessee," (2018). https://www.tn.gov/content/dam/tn/education/reports/rpt_rti_report_assessing_progress.pdf)

instructional differentiation with the support of Special Education Teachers and Teaching Aides within the context of the general education classroom. This will allow for instructional support that looks at instructional content, process, product, and learning environment to create success for all students. As needed, pull-out spaces and time will be made available to students who may need significant, individual support and scaffolding in literacy and numeracy knowledge and skills.

(c)(d)(e)(f) Describe methods for identifying students of special populations (students with disabilities (SWD), English Learners (EL), at-risk students, gifted students) and avoiding misidentification or over-identification.

In using highly qualified and compassionate teachers to implement Tier I instruction to all students, ACAJM's classroom teachers, who spend the large majority of the school day with students, will be able to identify individuals who need additional support. Once a teacher determines that their instructional practices are not meeting an individual student's needs whether academic or behavioral, they will refer the student to the RTI^2 team. This team will review the data and work samples from the classroom teacher and develop an action plan for the student that includes the intervention(s) to be implemented to address the specific area of academic or behavioral need. The RTI^2 tier 2 services would be provided weekly using the chosen intervention and monitored bi-weekly checking for growth. This progress will be shared monthly with the RTI^2 team and a decision made about whether the student has made progress to either go back to tier 1 supports, remain with tier 2 supports, or move up to more individualized supports through tier 3. This cycle continues until the student returns to the classroom based on forward progress or is referred for a special education evaluation. In all, the RTI2 team continues to meet monthly to discuss referred RTI^2 students determining their area of need, analyzing classroom and progress monitoring data, implementing chosen intervention(s), and evaluating the student's response to the intervention(s).

During the first year, this cycle of analyzing all student cases will help ACAJM avoid misidentification or overidentification of students needing special education or English language services. At the end of the first year of special education or English language services being provided, each student case will be analyzed again with a particular focus on avoiding or reducing instances of misidentification or overidentification.

Staff will be trained at the beginning of the year on the RTI^2 process, protocols, and identified team members. The primary resource for this training will be the TDOE descriptive document "Response to Instruction and Intervention Framework" and all supporting materials aligned to it. Training will also be provided on collaborating with the parent and helping them understand the RTI^2 process and its impact for their child who has been referred. The SAC team will continually monitor the progress and success of the RTI^2 team and make adjustments and/or recommendations as needed.

This training is only one part of ACAJM's proactive plan to meet the needs of all students. Fundamental to the early learning of ACAJM's students is the mastery-based literacy and numeracy curricula chosen by the school: Literacy Essentials and Singapore Math. Both of these stress masteries of content, skills and concepts before advancing a student to the next level. Using these materials, teachers will be able to pin-point with accuracy where students are struggling and will be able to address those struggles before moving on.

Additionally, the deliberate construction of a flexible student schedule coupled with the fervent belief in ability grouping for literacy and numeracy instruction will further allow for the effective means of identifying and then having the opportunity to provide appropriate interventions to individual students. The student daily schedule (detailed in section 1.8 of this application) has been built to provide 120 minutes of literacy instruction and 80 minutes of numeracy (math) instruction daily in the primary grades. This instructional time allows the opportunity for teachers to meet with small groups of students who have been ability-grouped. In this way, teachers are able to focus their attention on each group of students to carefully evaluate skill and content attainment and growth. Ability-grouping affords teachers the opportunity to target teaching strategies and instructional pace to meet that group's needs. Within these groups, teachers, with support from the student services director, special education teacher(s), Teaching Assistants, and other student support staff, are able to offer Tier II and Tier III interventions to students in need. At ACAJM, differentiated instruction is at the core of the school's framework.

The primary instructional model for all students is a full inclusion day. Within that day are opportunities for small group (ability grouping) and individual instruction. When needed, both a "push-in" and "pull-out" model for intervention may be employed. In accordance with all Tennessee and federal laws, statutes and rules, students who meet criteria for any of the special populations will be provided requisite services determined by the severity/complexity of the need. The continuum of services for all students will range from Tier 1 RTI interventions to intensive intervention services based on research-based instruction for the most involved learners' needs.

This continuum will be utilized for all special populations of students including at risk, SWD, EL and gifted. For students with the most profound disabilities that require a more restrictive educational environment, this can include pull out services no more than 21% of the student's day. Greater than 21% but less than 60% of the day in separate classrooms than their peers. Greater than 60% of the school days for students requiring a separate classroom for all or most of their instruction. Once a facility is secured, appropriate spaces for the provision of such services will be identified.

The IEP team must consider the child's needs and the goals written in the yearly IEP first when determining the LRE for a student and not let the child's disability category lead the discussion of the LRE and services. If the IEP team determines that a different environment outside of the general education classroom is needed, the IEP team will decide what this looks like, the support needed, and what access to the LRE will be for the individual student.

Along with the ongoing observations of teachers and other educational professionals in the classroom, data will be consistently used and monitored by the SAC to inform the teaching team concerning the specific needs of specific students. ACAJM will use a school-wide universal screener to provide data on student knowledge and skills. Students who demonstrate a lack of knowledge or skill in an academic area will be given additional intensive support (i.e., through small group instruction, direct instruction/time with a special education teacher, time in an intervention course, etc.) and be consistently monitored assessing for significant progress. AIMSweb will be used to monitor progress and manage data relevant to each student.

Additionally, it will be used to assist teachers and other school personnel in providing necessary support and content to needy students who are part of the RTI^2 process. Those students not demonstrating adequate progress over time may be referred for an evaluation to determine if the student qualifies for special education services or a 504 Plan. The decision for a referral for an evaluation would be made with the parent, general education teacher, special education teacher, and an administrator.

According to the Tennessee Department of Education in its 2018 publication 'Assessing Progress: Four Years of Learning from RTI^2 Implementation in Tennessee', there has been a marked decline in the misidentification and over-identification of students. With the use of RTI^2 methods by trained leadership, teachers and other school personnel, it is ACAJM's expectation that there will be little to no misidentification or over-identification of students with special needs.

In 2015, Tennessee developed its RTI^2 framework in response to two very important observations made throughout the state: "First, there was ample evidence that lower-performing students were not making the progress they needed to access grade-level material, an issue that was only likely to worsen given the more rigorous demands of the new standards. Second, data suggested that a large contingent of struggling students were being identified with a specific learning disability (SLD) for reasons that were as likely to be related to unmet instructional needs as they were to any definite disability. The result was that poor, minority, and male students were highly overrepresented in the special education population, and they were disproportionately likely to receive a disability label that would then stick with them throughout their school career."[37]

In implementing the RTI^2 framework, Tennessee moved away from a discrepancy model; basically a "wait to fail" approach, where SLD identification was based on a discrepancy between a student's actual and predicted achievement according to his/her cognitive abilities.

In 2014, TDOE finalized RTI² as the method for determining students' eligibility for an SLD (as well as other disability codes including: Intellectual Disability, Autism, Emotional Disturbance, Speech/Language, and Other Health Impairment). Other legislation and guidance from TDOE recommend the same framework be used to recognize and determine EL, at-risk, and gifted designations. Various articles and studies indicate the successful utilization of this framework with the ultimate goal of allowing all Tennessee students to reach their full potential.

In addition to IDEA and Tennessee rules, regulations and policies, ACAJM will utilize the following resources to properly identify students of special populations while avoiding mis- or over-identification:[38] This includes all 13 disability classifications

> *Autism* - a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely

[37]See Tennessee Department of Education, "Response to Instruction and Intervention Framework." https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pd.
[38]See Tennessee Department Of Education,"School Leadership for Special Education: An administrator's companion guide to the Special Education Framework." (2021).

affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-blindness – a concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness - a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing; with or without amplification that adversely affects a child's educational performance.

Emotional disturbance - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
c) Inappropriate types of behavior or feelings under normal circumstances.
d) A general pervasive mood of unhappiness or depression.
e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing impairment - an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Intellectual disability -a significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple disabilities - concomitant impairments (such as intellectual disability, blindness, intellectual impairments, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment - a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment - having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

> a) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia;
> b) and adversely affects a child's educational performance.

Specific learning disability - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. a) Disorders not included: The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairment - a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic brain injury – an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual impairment including blindness - an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

English Learners:[39]

At-risk Students - **T**his group includes students scoring in the lowest 10% on standardized tests, chronic absenteeism, homeless and/or migrant students.[40]

[39]See relevant guidelines in Tennessee State Board of Education, "English as a Second Language (ESL) Program Policy: 3.207. 2018.
[40]See Tennessee State Board of Education, "Supporting all Students in Academic Growth." https://www.tn.gov/education/student-support.html .

Intellectually Gifted Students[41]

(c)(d)(e)(f) Describe the specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students of special populations.

Students With Disabilities:

All federal and state rules, laws, and policies will be strictly followed. As part of the orientation of instruction and assessment to the needs of students with disabilities, IEPs will be reviewed (at the beginning of the school year or when a student enters the school mid-year) by the special education teachers, general education teachers, related service providers, and administration (including the Student Services Director) with the purpose of putting together schedules, personnel models, and systems that will best support each student per their individual needs.

Throughout the year, the SAC with the support of teachers, related services teachers, and support staff, will collect academic and/or behavioral data to closely monitor the progress of each student and make adjustments to instruction and supports including but not limited to, providing professional development as proves necessary to benefit the learning of each student. ACAJM will use a full-inclusion model; however, in keeping with a student's least restrictive environment, pull-out interventions and support or Tier II interventions may be utilized. By design, ACAJM will use curricula, instructional practices and strategies that are research based, and organizational structures that align with individual and differentiated instruction.

Tennessee's RTI^2 framework will be followed with fidelity to provide the general education curriculum utilizing suggested strategies and practices at each tier. Highly trained classroom teachers will work with the student services director, special education teacher(s), related service providers, teaching assistants, behavior specialist and other support staff to ensure students with disabilities have the opportunity to reach their full academic and personal growth.

The SAC team will also continue to provide and find professional development for teachers so they can meet the needs of their individual learners based on students' disability categories. Staff will be encouraged to share best practices at staff meetings so that everyone is benefitting from the training and ideas. Additionally, special education staff, including related service providers will collaborate monthly to determine student progress via service logs and determine next steps. Students with disabilities will participate in all state and local testing, using accommodations, modifications and alternate tests as is deemed appropriate per individual IEPs.

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[41]See Tennessee State Board of Education,"Tennessee State Plan for the Education of Intellectually Gifted Students" (2010). https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_gifted_manual.pdf.

Special Education Teachers will provide specially designed instruction to students with disabilities in addition to their regular coursework. This specially designed instruction will be research-based instruction in a method of providing specialized instruction for students with disabilities. Special Education Teachers will be an integral part of the general education team to guide and train teachers in methodologies, accommodations and interventions that will support students with disabilities in the classroom.

Differentiation by the general education teacher is sometimes not enough to support students with disabilities in the general education classroom. In a full inclusion model, special education teachers will become co-teachers with the general education teachers to support their students with disabilities. This co-teaching model includes general education teachers and special education teachers planning lessons together, providing instruction based on co-teaching models, assessing student work and receiving relevant training as a team as needed. Students with the most severe disabilities and needs may require pull-out services to provide intensive intervention that scaffolds the instruction in a way that meets with student individual needs.

Related service providers will participate in the full inclusion model if the student can be successful and make progress on their IEP goals. Related service providers will provide support based on a continuum of full inclusion, general education small group setting (may include peer tutoring), pull-out small group setting and 1:1 service in a pull-out setting.

English Learners:

All federal and state rules, laws, and policies will be strictly followed, especially, but not limited to the “Supplement Not Supplant'' statutory provision. ACAJM will use a full-inclusion model. However ACCESS 2.0 results will guide decisions regarding student participation in content area classrooms, as well as their need for English as a Second Language (ESL) services. By design, ACAJM will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee’s RTI^2 framework will be followed with fidelity to provide the general education curriculum utilizing suggested strategies and practices at each tier. Highly trained classroom teachers will work with English as a Second Language (ESL) teachers and other support staff to ensure English Learners have the opportunity to reach their full academic and personal growth potential.

All teachers, special education staff, and other support staff will be trained on Co-teaching instructional models and how to differentiate in order to meet EL student needs and help them make progress in the general education classroom. This also means that some EL students may have needs in addition to their low English proficiency and may be evaluated for special education services, gifted programs, or may be in need of other services. English Learners will participate in all state mandated testing using accommodations in keeping with state policy and as deemed appropriate.

As part of the enrollment process at ACAJM, families will be asked to provide information regarding the home language. If it is apparent from the enrollment process that a child is from a home that has a primary language other than English, the student will be assessed with the

W-APT (K) or WIDA Screener to determine level of English proficiency and to address the level of supports the student may need.

Additionally, if a classroom teacher who works closely with a student discovers that a student may be an EL, the teacher can recommend that the student be assessed. If it is evident through assessment that a student is an EL student in need of additional supports, an Individualized Learning Plan (ILP) will be formed by a team that includes the student, the student's parents, general education teachers, EL specialists, and the administration. The ILP will help to provide meaningful participation in the general education setting, collaboration with general education teachers to support language acquisition across all subjects, and to students with EL needs to reach grade level standards.. The ILP will also be used to determine the method by which student learning progress will be monitored. The ILP will be considered by the supporting team each quarter to address its effectiveness in support of the student.

All teaching staff and personnel will participate in ongoing training in WIDA standards and best instructional practices for EL students. ACAJM staff and the SAC will consistently monitor monthly the progress of EL students in their effective access of the general education as well as their growth in English proficiency as determined by the WIDA standards. Classroom language and literacy assessments will be used to monitor growth and achievement.

As part of the on-going monitoring system, ELs must be compared not only to other EL students but also to native English-speaking peers. In this way, not only are English communication skills assessed, but also the ability to acquire new information (content knowledge). ACAJM will follow the very specific guidance outlined in SBP 3.207 regarding how an EL student exits the ESL program: "Exiting from ESL service is based on a student's proficiency in all areas of language—listening, speaking, reading, and writing. This proficiency should be measured using a variety of criteria and documented to support the decision to exit the student from ESL services. WIDA scores must also support the decision to exit a student. English proficiency is based on attaining fluent English proficient on the summative, spring WIDA ACCESS for ELs 2.0 assessment. ELs must obtain both a composite score of 4.2 and a literacy score of 4.0 on the ACCESS to exit ESL services."[42]

At-risk Students:

All federal and state rules, laws, and policies will be strictly followed in addressing the needs of at-risk students. By design, ACAJM will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee's RTI^2 framework will be followed with fidelity to support the general education curriculum utilizing suggested strategies and practices for academic and behavioral needs at each tier. Highly trained teachers and the support staff utilized will be chosen based on the individual academic and/or behavioral needs as identified through the RTI^2 process. Of particular concern with at-risk students is the high correlation of underperformance to chronic absenteeism. Knowing this, care will be given to track and address attendance issues as well as other social/emotional components of the student's life. Parent and family communication

[42]See Tennessee Department of Education,"English as a Second Language Manual." 2018. https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf.

and engagement is crucial in student attendance. A policy and guidelines will be developed to collaborate with parents, as they are essential to their child's academic and behavioral success. At-risk students will participate in all state mandated testing using accommodations in keeping with state policy and as deemed appropriate.

Gifted Students:

All federal and state rules, laws, and policies will be strictly followed concerning gifted students. In working with gifted students, it is critical that all faculty and staff recognize Tennessee's definition: "Intellectually Gifted means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities."[43]

Gifted students will be referred for evaluation, based on district and state testing data, observations, RTI2 data and evidence that their intellectual giftedness is having an adverse impact on their classroom performance. Once the referral is made, the Student Service Director and the SAC will begin the evaluation process. Much like students who struggle with learning, students who excel in learning will receive differentiated instruction and activities that allow the student to continue to grow and reach for ever growing opportunities for learning and knowledge/skill acquisition. General Education Teachers, other specialists and administration will work to create curriculum, learning activities, and schedules that will support the on-going learning of gifted students. Data from in-class assessments and NWEA MAP scores will be used to monitor learning growth and to inform instructional plans and activities to the benefit of each student with progress being monitored on a monthly basis by the SAC team.

ACAJM will use a full-inclusion model; however, guidance from the Student Services Director and the SAC will be considered when determining the least restrictive environment and, therefore, may include push-in or pull-out models. By design, ACAJM will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. The faculty is trained annually in incorporating Socratic discussion and questioning with the expressed goal of engaging students who are intellectually and emotionally ready for such intellectually rigorous work. Additionally, Tennessee's RTI^2 framework will be followed with fidelity to provide appropriate curricular materials, which enhance or augment the general education curriculum. It is worth noting that often gifted students have affective (social and personal) needs distinct from their peer group. Highly trained classroom teachers will work with support staff to address these needs in the attempt to help all students reach their academic and personal growth potential.

ACAJM will monitor and evaluate the progress of these students through careful observation, honest communication, and the use of the RTI^2 framework. Gifted students may also, if determined to be of value, have an IEP. The IEP, if implemented, holds the same weight as with

[43]See Tennessee Department of Education, "Special Education: Intellectually Gifted." https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html.

other students with disabilities and serves as a legal document to guide a student's path through school.

(c)(d)(e)(f) Describe plans for monitoring and evaluating the progress and success of special populations students.

Students with disabilities:

All federal and state rules, laws, and policies will be strictly followed. The state of Tennessee has invested great effort, time and financial resources to revise its "Special Education Framework'' and has recently released the companion document "School Leadership for Special Education''-- both of which will serve as primary resources for teachers and administrators as they monitor and evaluate the progress and success of ACAJM's students with disabilities. Along with other valuable information, these documents provide guidance, instruction and best practices for writing instructionally appropriate individualized education programs (IEPs). IEPs are crucial for various reasons, the most important being that they are the primary documentation tool for all stakeholders and legally outline all aspects of a student's path to success.

To this point, human, material, time and financial resources will be allocated to ensure that all stakeholders are well trained and informed regarding the planning, implementation, and accountability features of this important document including training on the 'Instructionally Appropriate Individual Education Program (IAIEP) Self-Assessment Tool' which helps ensure compliance with federal and state mandates. On a weekly basis, a student's special education teacher and ACAJM's student services director will hold the responsibility for ensuring that all IEP goals are achieved through a review of provider daily service logs detailing the services provided to each special education student and through a review of Progress Reports provided to parents at required intervals detailing progress per each goal area. These goals shall be achieved through the use of research based specially designed instruction to meet the documented learning needs of the student with disabilities and supported by progress in the general education curriculum and state and districtwide assessment data.

As part of the reporting mechanisms in place in Tennessee, ACAJM, as an approved charter school, will coordinate with its authorizer to share any/all relevant information regarding the services and progress of students with disabilities. In addition, the special education teacher, general education teacher and related service provider(s) will meet monthly to review individual student progress and develop next steps, when applicable in coordination with the parent. All student progress, including the progress of students with disabilities, language or other special needs, as previously noted, is analyzed every two weeks.

As a student with a disability approaches middle school grade levels, all stakeholders will be involved in important conversations regarding transition plans, diploma options, and graduation. It is ACAJM's goal to have all students graduate on time with a regular diploma. Consequently, guidance and all appropriate support will be provided to students to reach this goal. If that goal is not attainable, ACAJM will support family and student decisions to strive for alternatives including meeting requirements to earn one of three additional diplomas offered by the state of Tennessee: Alternate Academic Diploma, Occupational Diploma, or Special Education Diploma. Of great importance is the fact that, while Tennessee obtained a

graduation rate of 98% in 2019, the Ready Graduate accountability indicator rate was 40%.[44] Special education services will be provided to students with disabilities based on the laws and guidelines provided by IDEA and the State of Tennessee and will include the following areas.

Personnel

Special Education Teachers will be licensed by the State of Tennessee and meet all requirements set forth by the Tennessee Department of Education. Special Education teachers will participate in a college level preparatory program and be licensed by the Tennessee department of Education to write, implement and monitor IEPs of students with disabilities. They will receive annual professional development in the following areas:

1. Tennessee State and Federal Law updates
2. Best practices regarding writing and implementing Student ETR and IEP's
3. Data collection and progress monitoring.
4. Research based intervention programs such as Haggerty, Wilson, Moby Max, Framing your Thoughts, I Ready and other specially designed intervention programs
5. Trauma Based Intervention Training
6. Behavioral De-escalation techniques and protocols
7. Specialized Training relevant to their student caseload
8. Classroom management and behavior training
9. Social Emotional Learning
10. Child find training

Initial Evaluation Team Report (ETR):

Referrals for a student with a suspected disability will adhere to the following guideline and timeline calculator provided by TDOE:

Row	Applicable dates	Instructions	[Student Name or ID]
A	Consent date	Enter the date LEA received written parental consent for initial evaluation	
B	Original eligibility due date	Automatic calculation: sixty calendar days timeline	

[44] See Tennessee Department of Education, "Graduation Rate and Ready Graduate Indicator Report," Jan. 2022, https://www.tn.gov/content/dam/tn/education/accountability/acct/TDOE%20Graduation%20Rate%20and%20Ready%20Graduate%20Report.pdf.)

C	Start date of the order, declaration, or recommendation to stay at home, self-quarantine, or implement social distancing issued by the LEA's or public charter school's local, state, or federal government.	Enter the date that the LEA stopped normal district operations due to tornadoes and/or COVID-19. This should be the same date used for all students within the district (provided by the supervisor).	
D	End date of the order, declaration, or recommendation to stay at home, self-quarantine, or implement social distancing issued by the LEA's or public charter school's local, state, or federal government.	Enter the date that the LEA resumed normal district operations (i.e., allowing face-to-face interactions with students). This should be the same date used for all students within the district (provided by the supervisor).	
E	Duration of the order, declaration, or recommendation to stay at home, self-quarantine, or implement social distancing issued by the LEA's or public charter school's local, state, or federal government that resulted in a delay to the initial evaluation.	Automatic calculation: Number of days the evaluation timeline was extended based on the consent date and the dates of the followed order, declaration, or recommendation.	
F	Updated eligibility due date	Automatic calculation: number of days from row E added to the original eligibility date.	

Specific policies and procedures surrounding these legal timelines will be written by the student services director to ensure compliance and monitoring of the process.

The student services director will be responsible to write procedures to ensure compliance of all State and federal law regarding the education of students with disabilities. The director will be responsible for ensuring the compliance and timeliness of all special education documents through the review process and internal audit procedures. This includes a review of ETRs and IEPs prior to meetings. The director will ensure that all staff maintain the highest standards of documentation, paperwork, and instruction to ensure that the needs of all students with disabilities are met and they are able to meet the necessary expectations of the general education classroom. The director will ensure that all instructional approaches and accommodations and modifications listed in the students' IEP are implemented and coordinated at all levels of the school setting to ensure the success of all students with special educational needs.

The ETR Team consists of the parent, school psychologist, special education teacher, necessary related service providers, general education teacher, and a district representative

Initial IEP- Initial IEPs will be written within 30 days of the completion of the initial ETR. The Initial IEP will address the needs included in the ETR. Goals will be supported by baseline data and tied to state learning standards and same aged peers. Goals and objectives will be measurable. The IEP team will consist of the parent, special education teacher, general education teacher, related service provider and district representative.

RETR – Revaluations of ETRs will be completed every three years to ensure compliance with federal and state law. The student services director will complete tracking to monitor compliance.

RIEP - Annual review and revision of IEPs will be complete within one year less one day to ensure compliance with Federal and State law. Parent participation is required and documented for all ETR and IEP processes to ensure that parents have a voice in the team process.

Transfer IEP/ETRs

Special education documents are requested from the prior school district when a student with a disability enrolls at ACAJM. To ensure all student documents are requested, the student services director will check for new students with special education documents every two weeks or as requested. Once a student has been identified, a written record request is sent to the prior district. Districts are given three business days to respond before a follow up request is made in writing. If this request goes unanswered, a phone call will be made to the special education department of the district to request documents. Upon receipt of documents, they are reviewed by the student services director for accuracy and compliance. The following areas are reviewed but not limited to:

A. Evaluation Team Report (ETR)- Initial/ETR

1. Consent
2. Planning form signatures
3. Referral with signatures
4. Part 1 data and summary with signatures of evaluation
5. Planning form followed
6. Signature page
7. Disability category selected agrees with the planning form, if more than one suspected disability, reasoning why others were not selected included in the report.
8. PR01
9. PR02

B. Individualized Education Plan (IEP) - Initial/RIEP

1. Goals are measurable and support the goal area included in the ETR
2. LRE can be supported by school or if amendment needed
3. Signatures by all necessary parties or excusal forms attached.
4. PR01
5. PR02

Documents received that are not compliant or expired are coded as NIEP for EMIS and new documents are completed within 30 days. A PR01 is sent to parents to inform them of the district's decision.

Special Education Services

Services are provided to all students who have an IEP as outlined in the IEP. The special education teacher will work with each student for their required time per the 'Direct Special Education' page of the IEP, page 9. This is the minimum amount of time each student will receive specially designed instruction and may receive additional time if needed but to not exceed their current LRE. Specially designed instruction for students who need support with reading fluency, reading comprehension, math calculation, math application, written expression and executive functioning and behaviors per their IEP goals and objectives are outlined on page 5 of the IEP and include modifications, supports, supplementary aids/services and supports for students.

Service times are documented weekly to track all minutes provided to ensure that students receive services per section 9 of their IEP. Deficiencies in minutes due to student absences are made up based on best practices. Minutes missed due to staff absences are made up as required by law.

Student accommodations are tracked by the student services director per the following:

1. General Education and special education teachers are provided a tracker for each student that has required accommodations highlighted (per section 5 of the IEP). The teacher is tasked with putting the date accommodations were provided in the appropriate box.
2. The Special Education Teacher of Record will collect and file the forms and distribute new forms on a monthly basis.

Special Education Related Services

A reputable and experienced service provider will be contracted or hired to provide special related services. All licenses and fingerprints are maintained by the contractor (if used) and are given to the school upon request. All services will be provided to all students who require related services per section 7 of their IEP. The continuum of services for related services will mirror that of intervention services. Related services can be implemented in the general education classroom to 1:1 area based on the students' documented needs in their EtR and IEP.

1. Occupational Therapy- OT will be scheduled to work with students directly in the general education classroom or in a one-on-one session. Dependent on the students' needs and IEP.
2. Speech and Language services - SLP will work with students directly in the general education classroom or in a one-on-one session. Dependent on the students' needs and IEP.
3. Physical Therapy - PT services are provided within the general education classroom or in a 1:1 setting dependent upon the needs of the student.

State and District Assessments

Students are provided accommodations for all required state and district assessments per the IEP. The student services director will set up the testing sessions for the students and ensure all accommodations are provided per section 8 of student IEPs.

1. District Assessment: Students will test with the Special Education Teacher during their scheduled time to start and will be provided testing accommodations as outlined in their IEP and allowable per the Accessibility Guidebook. If they require extended time they will stay until their time is up. Other students will rotate in and out as they start and finish.
2. State Test: Students will test with the Special Education Teacher and will be provided testing accommodations as outlined in their IEP and allowable per the Accessibility Guidebook. Students will start at their start time and, if required, extended time. Students will rotate through as needed.

Transportation for Students with Disabilities

Transportation for students requiring transportation services per their current IEP will be provided for door-to-door services. Transportation needs are reviewed annually during the students IEP meeting or sooner if requested by an IEP team member (District Representative if desired, student services director, special education teacher, general education teacher or parent). Transportation services are determined by each student's needs to assist them in participating in general education.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

2. Parents or eligible students have the right to request that a school correct records which they believe are inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. Schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

    a. School officials with legitimate educational interest.
    b. Other schools to which a student Is transferring.
    c. Specified officials for audit or evaluation purposes.
    d. Appropriate parties in connection with financial aid to a student.
    e. Organizations conducting certain studies for or on behalf of the school.
    f. Accrediting organizations.
    g. To comply with a judicial order or lawfully issued subpoena.
    h. Appropriate officials in cases of health and safety emergencies; and,
    i. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Confidentiality of Special Education Documentation

All special education documents will be secured by lock in the special education filing cabinet. The student services director and special education teachers will have keys. Each student who has been identified as a student with a disability has their own individual file. When obtaining documents, the student services director will request the documents from the prior district and create a file for the student. Each file must contain their ETR, IEP, Progress Notes, student data and historical documents. Each file also contains a sign out sheet on the front cover. Each person who reviews the file needs to sign the sheet and provide a reason for reviewing the file. The file will be required to be returned to the locked cabinet before the end of day.

When a student withdraws the file will be moved from active files to withdrawn files. The files will be maintained in the withdrawn filing cabinet, which is also locked for confidentiality purposes.

English Language students

All federal and state rules, laws, and policies will be strictly followed. Federal law requires Tennessee, and all states, to "assess the English proficiency of all English learner students. Additionally, states are required to annually measure English learners' progress in reading, writing, listening, and speaking."[45]

In order to accomplish this mandate, ACAJM will use the ACCESS 2.0 assessment to not only assist in setting a baseline for each EL student, but also to measure yearly growth, determine proper class/course assignments, and assess a student's need for additional ESL services. The ACCESS 2.0 is an assessment developed by WIDA and administered once per year. In order to look at incremental growth and achievement, teachers of ACAJM will use the RTI^2 framework and data from all relevant assessments typically administered to students to determine an

[45]See Tennessee Department of Education, "English Learner (EL) Assessments." https://www.tn.gov/content/tn/education/assessment/english-learner-assessments.html.

“Individualized Learning Plan'' (ILP). ACAJM faculty and staff will follow all provisions of State Board Policy 3.207 as they relate to EL students.

Considerations will be made for EL students who may also qualify for special education services and includes the following: “1. Interference from an EL’s home language may cause him/her to be unable to discriminate or clearly produce English sounds. This is not necessarily a learning, speech, or hearing disorder. 2. It generally takes ELs eighteen months to two years to develop conversational speech and five to seven years to develop proficiency in the academic language used in school.”[46]

[46]See Tennessee Department of Education, “English as a Second Language Manual, (2018). https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf.)

1.10 School Culture and Discipline

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

The American Classical Academy Jackson-Madison (ACAJM) Family Handbook is in draft form and is included as **Attachment B - Family Handbook.** This draft model handbook has been reviewed by the school's attorney and has been updated to address reviewers' concerns and to ensure compliance with Tennessee state and local district rule and law in addition to any federal requirements. Enrollment forms supporting processes detailed in the Handbook are in development. The Family Handbook includes student disciplinary procedures, so it also serves as **Attachment C**.

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

ACAJM will utilize the American Classical Education model to develop within its students the intellectual skills and character upon which responsible, independent, and successful citizens are formed, in the firm belief that such citizens are the base of a just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that contain essential truths of human existence and remain compelling today because they present these truths in memorable, or enduring, ways.

ACAJM will aim to cultivate and orient its learners by instilling within them a desire for truth and wisdom, a love of virtue and beauty, and the moral character that are requisite for personal self-government, for vigilant, responsible citizenship, and for a fulfilling life. In so doing, the school will revisit the same essential questions, considered throughout the ages. Content includes the classical, liberal arts, the natural and moral sciences, the practice of logic and argumentation, and the careful considerations of classical philosophy.

Classical Education upholds a standard of excellence. ACAJM's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character. At ACAJM, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Discipline will be less about punishment or rewards and more about a moral culture that leads to exemplary citizenship.

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

Too often, expectations of students with respect to their behavior are considered distinct from a school's curriculum. ACAJM will instill good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues that will build students' moral vocabulary and point them to the

character traits necessary to live a fulfilling and happy life. This process will be implemented by introducing pillars of character and virtues including courage, moderation, justice, responsibility, friendship, prudence, and wisdom. ACAJM will explain the virtues to students in detail and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues through daily activities. In addition to cultivating a moral culture that will encompass the classrooms and the halls and thereby create an environment of social justice, the school will teach character through the curriculum.

ACAJM will implement a discipline policy and code of conduct as outlined in the school's Family Handbook and policy manual. Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, ACAJM will develop students who choose to exercise maturity and respect for each other, for staff, and property. Students will learn to take full responsibility for their actions and to make morally sound decisions.

To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of students and the overall vision of ACAJM. Through age-appropriate expectations and discipline procedures, an environment where all students can learn without distraction will be created. Staff will act as role models for students, and through open discussions between students, teachers, principal, and family members, students may use the disciplinary time to learn more about themselves and about others and learn the value of making ethical decisions.

ACAJM also enforces the dress code policy to reinforce a structured school culture and to prevent potential distractions from the academic endeavors of students. The goal of ACAJM is to provide students with a Classical Education, leading them to have high academic skills and personal character. ACAJM believes in the importance of a virtuous staff, who display behaviors students can model. Staff will be provided professional development and have a solid understanding of the expectations and will be able to provide appropriate guidance for students regardless of the time of year that the student enrolls in the program. In line with these goals, the school's policies for student behavior are practical and will be effective in building good character. Teachers will be the first to recognize poor behavior and may note the need for disciplinary action. If the child's poor behavior continues or disrupts the learning environment in the classroom, the student may be referred to the assistant principal or the principal.

Students enrolling mid-year also participate in new enrollment parent meetings to discuss expectations. Parents acknowledge expectations and students are assigned a student mentor to assist in acclimating to the culture and focus on the mission, vision and virtues of the school. Mentors work with students on decorum, assignment logs, and virtues.

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

All students of ACAJM will be considered worthy of a chance to show, not only to their peers, parents, and the wider educational community, but most important to themselves, their worth. As a student, a member of a classical school, and as a civic member of the greater community those who enroll in ACAJM will and should feel as though they are special. ACAJM

is confident in its abilities and will ensure that it plans for and provides the resources necessary to address the needs for all student populations and all levels. A culture of support from all teachers and staff will be fostered. A great learning environment where lessons in cultural and civic education will be taught so that the students want to attend school. ACAJM's lessons will be supported by a school staff and campus that fosters positive relationships between students, parents, and teachers.

1. The breadth of study represented by the core program (math, literacy, literature, science, and history) and essential secondary classes in physical education, art, and music are designed to engage the interests of all students and provide a comprehensive educational experience. Using the RTI^2 model, as soon as faculty and staff observe students struggling, teachers will react as discussed in great detail in section 1.4d of this application.

   Regardless of whether students have been identified as a special population or not, Tier I supports will be determined and used. For students who have been identified as at risk, an English Learner or a student with a disability, these Tier I supports may become part of that student's IEP or 504 Plan. As with all students, Tier I support will be used to allow for forward progress toward goals until it is determined that more intensive support is needed. If, or when that happens, the cyclical nature of the RTI^2 model will be used to identify those Tier II, and in far fewer cases, Tier III supports will be determined. The goal is always to allow every student full access to the curriculum and student engagement activities with as few supports as possible, encouraging appropriate challenges and opportunities for potential growth.

2. The ability-grouping model for mathematics and literacy gives the school flexibility to meet the needs of each student, especially students with disabilities, English Learners, and students at risk of academic failure. Using the 120 minutes allocated for literacy and 80 minutes for numeracy each day, all students can be engaged in large group direct instruction and student engagement. Using the time provided, teachers may elect to use some of the time for ability grouping strategies such as high-dose, low ratio tutoring, discussion circles, number talks, guided student practice, explicit re-teaching, or enrichment and extension. In this way, all students will receive individualized instruction prompted by careful observation and assessment data analysis. The goal is to serve all students in a path toward their full potential.

3. The school culture will be one of discovery and contemplation. While we expect there to be some productive struggle with the academic and intellectual rigor, it is expected that all students will need support at some times. ACAJM's goal is to introduce all students to the wide world of knowledge available to them, and not stifle their natural curiosity with barriers. In this sense ACAJM will celebrate academic excellence, but perhaps not in the traditional sense of students simply striving for and being rewarded for high scores. Instead ACAJM will celebrate academic performance in terms of the quality of inquiry displayed. In this way, the classroom becomes more

equitable- those students who may not have felt celebrated for their intellect in the past will be honored and encouraged to reach harder and harder for their individual voice.

In all these ways, all students will be fully supported and treated as valued members of the classroom and school. As with other Tier II and Tier III supports, if adaptive physical or specialized emotional support is needed, ACAJM will access additional services from third-party specialists to meet the needs of all student populations. To provide the most supportive, and specialized services, ACAJM may contract with an entity that can provide the appropriately skilled and credentialed resources to further support the ACAJM staff in meeting the needs of all students enrolled at the school.

Sometimes behaviors reach the level of warranting more than what an RTI^2 model Tier I intervention can impact. If this is the case, Tier II, and in extreme cases Tier III interventions may need to be employed. The Individuals with Disabilities Act of 2004 (IDEA) and the 2006 regulations that implement IDEA govern the discipline of students with disabilities. The principal or the assistant principal may suspend a student only in accordance with the rules of the school board which comply with rules and regulations to provide additional safeguards for all students including all special populations. It is the belief at ACAJM, that once students acclimate to the mission of the school, build relationships with peers and faculty, and experience the pride and sense of belonging in the environment of high expectations and mutual respect, less and less of what is considered typical discipline will be required.

(e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).

Student discipline is addressed in the draft Family Handbook included as **Attachment B**. The school will ensure its policies are in compliance with Tennessee rule and law, and will have annual training on discipline procedures so the principal, assistant principal and staff are confident in implementing the school's discipline requirements. The board will adopt fully compliant discipline policies and will establish processes by which the school will follow the board's policies well in advance of the school's opening.

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

- **Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;**
- **A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;**
- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;**

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

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

ACAJM's principal will be responsible for oversight of the school's discipline policies and processes. The school will operate within its approved policies to ensure compliance with rule and law. The assistant principal will be responsible for the implementation of the discipline processes including investigation of infractions and maintaining appropriate documentation.

The ACAJM student and discipline policies, included in the Family Handbook, will be made available to all students and families upon enrollment. ACAJM will conduct family orientation events during which student and parent expectations will be reviewed and discussed. Expectations regarding daily attendance, adherence to the mission and vision of the school, code of conduct and discipline policies, uniform policies and parent involvement will be reviewed with parents and families at these events.

1.11 Recruitment and Enrollment

a. Provide as Attachment D the proposed school's Enrollment Policy, which should include the following:

- **Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule;**
- **Nondiscriminatory admission policies, pursuant to T.C.A. 49-13-107;**
- **Any proposed articulation agreements, pursuant to T.C.A. 49-13-113;**
- **Identification of any pre-admission activities for students or parents; and**
- **Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.**

Admission to American Classical Academy Jackson-Madison (ACAJM) will be tuition free and open to any student in grades Kindergarten through 5. The school welcomes all and will not discriminate in its student admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, gender identity or appearance, disability, intellectual or athletic ability, measures of achievement or aptitude, or any other basis.

The Community Outreach and Engagement Plan below uses a layered approach to building community awareness starting with local leaders and organizations and progressing to gatherings, media and signage, door to door canvassing and resultant one-on-one conversations. Once the school is authorized and a location is finalized (Fall 2023), outreach plans will be adjusted to build from the school location outward.

Prior experience has shown that the classical model is attractive to students and families from all backgrounds. The school's outreach materials will ensure families understand the classical model, ACAJM's curriculum and school culture, and can decide whether it would be a good fit. The school's board will adopt enrollment and admission policies to align with JMCSS and the guidance of Tennessee State Board's authorized charter school policies.

While East Jackson does not have a publicly funded classical school, classical schools around the country have generated significant interest. For example, 22 BCSI affiliated schools have an average enrollment of 648 students and an average waitlist of 395 students–and the first schools opened in 2012, so these enrollments have grown quickly. The three newest BCSI affiliated schools, which opened in fall of 2021, all opened with more than 400 students and all reported waitlists shortly after opening**.** ACAJM is confident that the outreach and engagement plan will build on the interest generated and demonstrated through letters of support and board member recruitment. Enrollment goals are expected to be met by June 30, 2024.

T.C.A. 49-13-113- Enrollment

ACAJM's draft Enrollment Policy, included as **Attachment D – Enrollment Policy**, identifies the midyear enrollment period, enrollment deadline, and process and procedure required to conduct a lottery and maintain a waitlist if and when this may be required. ACAJM's lottery process will be conducted in compliance with statutory requirements and approved by the

Tennessee Department of Education.

b. Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?

Community support is key in developing a successful school. The school's board, American Classical Education (ACE), has and will continue to engage the members of the Jackson-Madison community in several important ways beginning in the planning year, continuing through the opening, and sustaining the relationship as the school grows. BCSI affiliated schools utilize a planned approach involving a representative group of interested and important local stakeholders referred to as ambassadors. Along with fostering important community relationships, the ambassadors help promote the school to the community and collaborate with ACE to ensure that initial school development plans recognize and honor unique local needs and desires.

Beginning in late 2021, ACE began work with its founding team members to determine the best locations for its first fully tuition-free classical academy in Tennessee. The founding Board began the process of gathering data from the first ACAJM survey distributed to residents of five local counties in Tennessee. The survey questions were written to accomplish four targeted goals:

1. gain insight into community interest in school choice;
2. measure specific interest of the respondents in the American Classical Education model;
3. identify possible ACAJM ambassadors; and
4. begin to create a contact list of parents and families in relation to recruitment purposes.

A survey was distributed to parents throughout the area to introduce the concept of the Classical Education model and gauge parent interest in enrolling their child(ren) in ACAJM. 110 responses were received with an overwhelming 81% of responses indicating support of a tuition free public Classical Education school in Jackson, and 25% of the responses indicating that they have children and would value learning more about the opportunity of a Classical Education model opening in the area. To further gauge support as of this year, ACAJM launched a social media campaign to Madison County residents in January 2023. This survey received more than 170 responses from Madison County residents (81 of whom are located in East Jackson) interested in seeing a free public classical education school established in Jackson and who have asked to be on ACAJM's mailing list.

More recently, a survey conducted by ACAJM in March 2023 specifically targeted parents and guardians of children in East Jackson and received 115 responses. Again, approximately 80% of parents and guardians indicate their interest in "an educational environment that promotes character development, moral values, and the pursuit of virtue" and that they "value a curriculum that focuses on the liberal arts, including subjects like literature, history, mathematics, science, and the arts". These hallmarks of classical education confirm the significant interest in the East Jackson Community in having ACAJM as an option.

Benefitting from the lessons of previously launched Barney Charter School Initiative (BCSI) schools, ACE has hired Ms. Alexandria Spry to become ACAJM's first Principal. Bringing Ms.

Spry on early in the planning year to spearhead a strong local outreach, marketing, and enrollment campaign has proven beneficial in establishing confident and committed relationships with families and community members. Ms. Spry's extensive experience as a teacher, instructional facilitator, assistant principal, and dean of students at both public and charter schools and especially with the demographics targeted by ACAJM will be exceptionally valuable in ACAJM's outreach and success.

This spring the ACAJM team canvassed the residential area near the Jackson Career and Technology Center in East Jackson to share ACAJM's vision for establishing a K-12 classical charter school, receiving feedback and letters of support from local residents.

Through our conversations, it became evident that parents and grandparents in the community yearn for more educational opportunities for their children. The prospect of a new school option coming to their neighborhood generated significant interest among residents. Notably, many of them were military veterans and former school employees who had firsthand observations on the decline in behavior and education among the local youth. They were acutely aware of the alarming 23% literacy rate in Jackson.

The escalating crime rates deeply concerned several residents who firmly believed that a good school could positively impact the behavior of young individuals. A compassionate convenience store clerk, who was also the guardian of three grandchildren, expressed her support for the establishment of the school due to her genuine concern for the neighborhood.

During our interactions, it was discovered that ninety-five percent of the individuals we spoke with had limited knowledge about charter schools. However, once we explained the concept of charters and the goals of ACAJM, they eagerly signed letters of support. The reception from the Boys and Girls Club and other civic organizations' leaders was warm and welcoming. However, there was a noticeable hesitation among many individuals to openly support the establishment of a classical charter school, as they feared potential repercussions from influential figures within the Madison County public school system.

Following our community engagement efforts, the ACAJM team firmly believed that the establishment of a school in the East Jackson area would bring tremendous benefits to its residents. It would serve as a beacon of hope and provide educational opportunities in an area grappling with numerous challenges and a prevailing sense of despair.

A marketing and community outreach campaign is currently underway to create relationships with local district and community members, parents, businesses and organizations to increase awareness of ACAJM's mission and vision. ACE's executive director is initially spearheading these efforts until they are assumed by the principal and an established local advisory committee.

Informational sessions and other events have been and will continue to be in Jackson to provide opportunities for members of the community to learn about ACAJM and the exemplary track record of the BCSI Classical Education model. Information about ACAJM's expectations of students and parents, and details about the school's classical academic program and planned extra-curricular activities and clubs will be provided in a number of

venues utilizing a variety of strategies. It will be critical that information is presented in a clear and compelling manner at local events and celebrations and ACAJM's principal will have resources available to him or her to ensure these events provide the community with a clear description and understanding of the BCSI Classical Education model. Bilingual materials (initially created in Spanish, and additionally in other languages as needed) will be available at all events or upon request and activities will vary in time and location in order to honor work or family confines of families.

Representatives from ACAJM have worked diligently to inform the community about the proposed school. ACAJM staff have sought out and appeared on local radio (96.5 with Chuck Walter, 96.5 with Julie Holt, Radio 96 Kix with Radio Rasheed, Talkshow Radio with Councilman Richard Donnell) and local news (*Jackson Post* and *Jackson Sun*) to explain the mission and vision for ACAJM. ACAJM staff have diligently attend JMCSS Board Meetings, Ad Hoc Charter Review Meetings, and working sessions and sought to connect with local organizations such as the NAACP and the T R White Sportxplex to engage local parents. Most importantly, as detailed above, ACAJM representatives have walked the streets of East Jackson - speaking with households one by one to explain how ACAJM will present a new educational choice in JMCSS.

Once the school is open, Ms. Spry, its board, and its local advisory committee will all play vital roles as the school grows and matures. The local advisory committee will consist of at least one teacher, one parent and local community members. One of the most important roles of the advisory committee will be assisting the school leader and Board in continuing to learn about, and meet the needs of the local communities and their families. Concerted time and effort will be spent to ensure all members of the Board and leadership teams understand the culture, needs, and concerns of the targeted community within East Jackson. This can only occur through honest, open, and respectful communication. To continue in this vein of collaboration and communication, one member of this advisory committee will represent the committee at each ACE school board meeting keeping the committee informed and strengthening the relationship with the principal. Through this symbiotic relationship, all stakeholders will take ownership of the school and stay grounded in the local issues, concerns, and successes.

There is currently significant interest in school choice in both Madison County and East Jackson. Because of the explosion of growth (as discussed in section 1.2 of this application) a trend is developing in families' preferences away from traditional district public schools in favor of private schools, public charter schools and homeschooling.

Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback – a hallmark of charter schools – and a majority want more options for their students during and beyond the COVID pandemic. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences in traditional K-12 public schools during the pandemic and that dissatisfaction motivated them to learn more about other educational options available. For many families, charter schools' unique qualities and ability to offer an educational experience not otherwise available to their children, make them the right public school of choice.

A report released by NAPCS in September 2021 shows a growing demand for charter schools nationwide. In the 42 states included in the analysis, charter school enrollment increased from the 2019-2020 school year to the 2020-2021 by 7%, while overall enrollment in public schools decreased by 3.3%. Although no data is available for Tennessee from this particular survey, charter school enrollment in surrounding states that allow for charter schools increased significantly:

1. Alabama charter school enrollment up 65.1%, district school enrollment down 1.4%;
2. Arkansas charters up 19.2%, district schools down 3%;
3. Georgia – charters up 9%, district schools down 2.8%;
4. Mississippi charters up 19.9%, district schools down 5.1%;
5. Missouri charters up 3.9%, district schools down 0.1%;
6. North Carolina charters up 8.5%, district schools down 1.9%; and,
7. Virginia charters up 4%, district schools down 3.5%.

According to a 2017 U.S. Department of Education report, *Homeschooling in the United States: 2012*, national homeschooling rates grew from 1.7% to 3.4% from 1999 to 2012. The report, which includes data from the Parent and Family Involvement in Education Survey, also captured characteristics of homeschooled students who were predominately White (83%), not poor (89%), and living in cities, as well as in suburban and rural areas.

According to the Census Bureau's Household Survey, the number of U.S. households that were homeschooling at the start of the 2020-2021 school year doubled compared to prior years, with COVID being the obvious factor driving such significant growth. In the second quarter of 2020 (April 23 to May 5), about 5.4% of U.S. households with school-aged children reported homeschooling. By the end of the third quarter and beginning of the fourth (September 30 to October 12), 11.1% of households with school-aged children reported homeschooling – an increase of 5.6 percentage points. During that period, homeschooling in Tennessee increased 7.8% -- even more than the national average -- from 5.4% to 13.2%

National Public Radio (NPR) recently reported on enrollment trends, showing steady growth in homeschooling, with an unsurprising spike during the COVID-19 pandemic. As is the case for charter schools, the increase in families choosing to homeschool their children may suggest dissatisfaction with their traditional public school, motivating them to learn more about other available education options. Messaging and marketing ACAJM to homeschooling families will be an important strategy in some outreach efforts. Consequently, ACAJM will work to reach home-schooling parents interested in choice through home-school publications, radio and billboard advertisements

Several factors support ACAJM's confidence that there is significant and currently unmet need for a Classical Education charter school to be established to meet the needs of East Jackson families:

1. Strong population growth;
2. The support for choice by the JMCSS Superintendent;
3. Consistent upward trend of families with K-12 students interested in education choice;
4. Lack of public charter school options within;

5. The feedback from parents and guardians in East Jackson seeking this option

c. Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Word of mouth is, for established schools, a highly effective recruitment strategy. Being new to the community, ACAJM will market itself without the benefit of support from existing students and their family members, but it will be able to use compelling performance data from existing schools in neighboring states and from across the country to show the overall effectiveness of the American Classical Education - K-12 Curriculum, teaching strategies, level of expertise of the teachers, and overall qualities of a Classical Education model.

Initial efforts will focus on building relationships within the community ACAJM will serve. ACAJM's Board has already engaged with supporters throughout the Jackson-Madison area and East Jackson community and interest is rising in the early stages of the charter application process. Local media coverage has increased interest and community discussions about the school's development. Additionally, ACAJM has already reached out to Mike Schmidt, Director of Education Initiatives for the Ford Motor Fund, the Boys and Girls Club of Jackson, Keep My Hood Good Youth Org, RIFA Food Bank, Bernard Thomas, Little League Coach, as well as members of local business community to ensure all efforts are being made to inform parents and others about ACAJM and its unique educational model. ACAJM has also spent time canvassing the East Jackson community, developing a great foundation of support as we share the Classical Education model with families and students. As mentioned previously, the ACAJM team was interviewed about the proposed school on local radio station KIX 96, and will appear on the influential "Community Connections Call-In" talk show with Councilman Richard Donnell on June 11, 2023 at 9am.

During the planning year, the ACE Board, executive director, Ms. Spry and founding ambassadors will identify opportunities to reach potential students and families through local pre-schools, as well as summer camps and community resource programs. ACAJM will take advantage of every opportunity to speak and distribute school promotional materials at various community events. Just as important, those associated with the school will begin to engage as good community members in a sincere and honest manner by being present, helping out where and when needed, and listening to families and students as they interact. ACAJM's list of possible community outreach and engagement activities is included below:

PRE-OPENING MARKETING AND COMMUNITY OUTREACH AND ENGAGEMENT PLAN			
Task	Purpose	Date	Team
Meet with Key Community and District Leaders	Introduce ACAJM to leaders and create contacts, support and partnerships	Jan-Dec 2023	ACE Dir Schools, Local Founding Board members, and Local Ambassadors
Attend Local Community Meetings/Events	Introduce ACAJM at community meetings and engage with surrounding communities	Feb-Dec 2023	ACE Dir Schools, Local Founding Board members, and Local Ambassadors
Visit Community Child Care and Resource Centers	Create a partnership with local centers that can provide resources for ACAJM families and can generate prospective students	Feb-Dec 2023	ACE Dir Schools, Local Founding Board members, and Local Ambassadors
Round Table-Key Leaders	Meet with key leaders to discuss how ACAJM can serve the community	Feb-Dec 2023	ACE Dir Schools, Local Founding Board members, and Local Ambassadors
Meet with Local Businesses	Introduce ACAJM and create partnership for future opportunities	Feb-Dec 2023	ACE Dir Schools, Local Founding Board members, and Local Ambassadors
Visit Local Churches	Introduce ACAJM to all local religious communities and create a partnerships / collaborations to provide awareness to the congregations	Feb-Dec 2023	ACE Dir Schools, Local Founding Board members, and Local Ambassadors
Community Talks/Radio/Presentations/Social Media Campaign	Conduct interviews and talk with local radio and influencers to further educate and engage the community about ACAJM	Jan 2024-July 2024	Founding Board, Principal and Local Ambassadors
Community Events	Conduct community meetings and events to show community engagement	Jan 2024-July 2024	Founding Board, Principal and Local Ambassadors
Hold Monthly Open Houses	Invite key leaders	Jan-May 2024	Founding Board, Principal and Local Ambassadors
Conduct Parent Information Nights/Enrollment Orientations	Host monthly orientations for prospective families	Jan-July 2024	Founding Board, Principal and Local Ambassadors

Conduct Neighborhood Canvassing	ACAJM Leadership Team travels door-to-door in key neighborhoods to share school information and enroll students	April-July 2024 1 day per week, every week	ACAJM Leadership Team
Invitation Day for all Interested Enrollment/Families	Local community centers and programs are invited to the school to meet teachers and staff, and learn more about the school and education model	May 2024	Founding Board & ACAJM Leadership Team/Teacher/ Staff
Schedule Community Fun Day	Host a community celebration to announce the opening of ACAJM	June 2024	ACAJM Leadership Team
School Pre-Opening Family Walk-Throughs	ACAJM is open for school walk-through	July 2024	Founding Board & ACAJM Leadership Team

ACAJM's recruitment plan will use traditional strategies including signage (both yard signs and billboards) placed throughout the community, paid advertising (both online and in various local print publications), earned media (spreading positive news as it becomes available), participation in various community activities and meetings, door-to-door canvassing and, once a facility is secured, open house/building tours.

A strong Internet and social media presence (Facebook, Instagram, Twitter, and LinkedIn) will be essential, highlighting the benefits and successes of BCSI affiliated schools and promoting the benefits of the Classical Education model. The school's website and social media presence will be featured in all print and online materials where members of the community can learn more about the school -- especially its mission and vision -- and how to enroll. ACAJM will report its progress to the community as it moves toward achievement of its enrollment targets.

ACAJM has already launched its website and developed general marketing materials about the school, its unique educational model, and its plans to serve the East Jackson community. The brochure and recruitment and marketing materials will be complete and ready for distribution in mid 2023. A sample postcard in English and Spanish is included below.





ACE has also already held multiple community information and parent information nights within the community, as well as held meetings with elected officials (including all state representatives and addressing the county commissioners twice), key community members, business leaders, and most importantly, parents. ACE has also developed a robust community awareness plan, the Parent Information Packet (PIP). The PIP is a whole-school multilingual

campaign that drives interest from families within a 30-minute drive of ACAJM's final location and connects with prospective families through Google Ads, social media ads, and various search engines. This initial campaign will be followed by Age-and-Stage campaigns to speak directly to the challenges families face in specific seasons of their children's growth and development. While digital venues will be the primary outreach investment, ACAJM also sees traditional advertising as a worthwhile investment in the early phases of rolling out a new school. Direct mail and billboards will be considered to raise brand and location awareness, especially among community members where access or familiarity with digital media is a concern.

The Board has hired an executive director and a director of school development to help lead the organizational effort to create and manage social media profiles and pages; establish a database of potential community partners and individuals/organizations that have expressed interest in ACAJM; and to create and distribute a regular newsletter. All are underway and early social media profiles have already identified more than 170 Madison County residents (81 of whom are located in East Jackson) who have expressed interest in ACAJM. The Board will ensure the planning year is most effectively used to gain support and interest in enrollment well in advance of the school's opening in the fall of 2024.

As mentioned earlier in this application, new Principal Alexandria Spry will join with members of the Board and ACE staff to continue building the network of support and responding to interest shown by the community. Ms. Spry will take the lead in managing the marketing campaign, coordinating monthly enrollment events, and (if not from the immediate area), settling into and getting to know the community - all activities in which she has extensive experience having previously successfully launched a BCSI affiliated school in Jacksonville targeting similar student populations.

Three of the most recent BCSI affiliated schools opened in 2021-2022 with enrollment exceeding 400 students. Enrollment targets for all new BCSI schools are aggressive and ACAJM will be no different. The principal will be responsible for achieving enrollment targets of 50% of capacity by March 2024 and 75% capacity by May 2024. ACE is confident that the enrollment goals will be met because the school has a strong recruitment and enrollment plan coupled with a community engagement timeline that builds the necessary awareness and support over time. These two plans working together help to ensure the school can meet enrollment goals.

Because of the rapid growth in population of the county, the need for additional student learning seats is apparent, but Jackson-Madison residents are not just looking for "any school," they want and deserve a school of the highest quality. JMCSS has a long history of delivering just that to its families. ACE believes the American Classical Academy Jackson-Madison will augment current choices and is committed to not only meeting, but exceeding, the expectations of all partners. The American Classical Education model will be new to East Jackson -- it will take time, genuine concern, and considerable resources to help educate the community about the philosophy, curriculum and rationale behind each choice ACAJM has made.

d. Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and

other students at risk of academic failure. If your school has a specific areas of focus, describe the plan to market that focus.

ACAJM will welcome all students and will not discriminate in its student admission policies in any way as stated in the school's revised draft handbook and enrollment policy. See **Attachment D – Enrollment Policy**. The Classical Educational model has broad appeal without limits to certain segments of the population – particularly to families seeking an alternative to a traditional public education, private schools or homeschooling. ACAJM will provide recruitment materials translated into multiple languages and will seek out general community service organizations – like the RIFA Food Bank or local Boys and Girls Club – to increase awareness of its unique approach to K-12 public education and will work with the Madison County Commissioners, such as Cyndi Bryant, and its authorizer, Jackson-Madison County Schools to identify a comprehensive list of potential strong community partners.

East Jackson's sub-populations of students align with ACAJM's goal to serve a diverse student body representative of the rapidly changing community. ACAJM plans to serve an East Jackson community that currently enrolls 3,215 students across ten schools, with a 91% African-American/Hispanic/Native American population, 50% student population from economically disadvantaged families, and 15% of students with disabilities. Evidence from 22 BCSI affiliated schools across the country shows that the classical model is appropriate and successful with all student demographics and student populations. Here once again note the nearby school sub-populations:

	Alexander (E)	Andrew Jackson (E)	Arlington (E)	JCT (E)	Lincoln (E)	Jackson Central Merry (M)	North Parkway (M)	Jackson Central Early College (H)	Jackson Central Merry (H)
Enrollment	323	421	502	382	365	343	366	239	277
Black/Hispanic/Native American	93%	90%	89%	94%	95%	92%	95%	77%	94%
Economically Disadvantaged	37%	38%	38%	60%	42%	53%	62%	21%	45%
Disabilities	12%	14%	22%	14%	19%	14%	14%	5%	14%
Achievement	2.8/4	1.6/4	2.6/4	2.3/4	.9/4	No Data	1.9/4	2.4/4	No Data
Growth	3.5/4	2.9/4	1.9/4	3.9/4	1/4	.3/4	3.7/4	2.8/4	.3/4
Absenteeism	3.7/4	2.3/4	.3/4	.3/4	.5/4	No Data	1.9/4	3.8/4	No Data
ELP	No Data	4/4	1/4	No Data	No Data	.2/4	No Data	No Data	0.0/4
Grad. Rate	NA	NA	NA		NA	NA	NA	4/4	No Data
Grad. Prof.	NA	NA	NA		NA	NA	NA	4/4	No Data

Outreach to various local organizations dedicated to providing support to economically- and other disadvantaged members of the community will be important: food banks; support agencies; and, youth groups (including the local Boys and Girls Club and local sports leagues) will all be the focus of the information campaign. Erroneously, some may feel that a school stressing a teacher-centered classroom reading the Great Books of Western culture and the words of the country's founding fathers might be too rigorous or confining for today's students - especially those from economically disadvantaged backgrounds or with a learning disability. ACAJM believes, and is eager to prove the opposite.

Additionally, research has shown just the opposite: A three-year pilot study was conducted in New York City from 2008-2011 to analyze the effects of the Core Knowledge Language Arts (CKLA) program on early literacy. The CKLA program was implemented in 10 low-income schools in NYC for students in grades K-2. Researchers compared student performance data in the 10 CKLA schools to a control group of 10 non-CKLA schools whose demographics matched the CKLA schools in terms of the number of English Language Learners, of students eligible for free/reduced lunch, and of black/Hispanic students, as well as school size. The researchers administered the same pre-test and post-test on literacy skills as well as the same end-of-year science and social studies tests to students attending both the CKLA schools and the control schools. Researchers also made frequent classroom observations and conducted teacher interviews to ensure that teachers were correctly implementing the CKLA program.

Researchers found that "Spring grades for 2nd grade CKLA students were greater than that of comparison students on all tests." Moreover, Kindergarten and First grade students in CKLA schools scored higher than comparison students on their TerraNova Reading tests in both their first year of the CKLA program and in year 3 of the study (2010-2011). Based on pre-test and post-test data, researchers also found that initial low-performing students benefited most from the CKLA program: "CKLA intervention had an impact for all students, regardless of their incoming fall reading scores, but the effects were strongest for students with lower incoming scores." Qualitative data was also collected by conducting CKLA teacher and administrator surveys. The survey results showed that teachers and administrators had "high levels of satisfaction with the CKLA Program and a preference for the program over other 2nd grade reading curricula." The state of Tennessee's vision is "We will set all students on a path to success." JMCSS endeavors "to provide equitable options and opportunities in a safe, caring environment to maximize student potential ". American Classical Academy Jackson-Madison leadership fervently believes that students, when given the tools to do so, and the safe environment in which to explore, want to learn, rise up to meet high expectations, and yearn to prove their worth to the world.

e. Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for sponsors of existing schools, please identify how this will differ from current enrollment strategies.

For many established charter schools, word of mouth and referrals to family and friends by satisfied students and parents are the most effective recruitment strategies. As students achieve success, they are eager to share their experiences with others who may be seeking an alternative to the traditional K-12 educational experience. Encouraging and providing opportunities for students and family members to promote ACAJM, particularly through social

media, will be effective. This has been the case experienced by other BCSI affiliated schools across the country. The enrolled students and families become a community and word spreads of the high-quality education, the mission, vision and virtuous efforts of the school. By focusing on student core knowledge and personal growth the students themselves become the advertisement for the school.

Early messaging will focus on data as evidence of the success and popularity of other BCSI affiliated schools. Once ACAJM is well-established with robust enrollment, the school will be well-positioned to focus its messaging locally – on ACAJM's academic achievement including state report card ratings and student growth, as well as civic engagement and anecdotal evidence of a school where respect is expected, given and reciprocated. Promotional and recruitment materials will be translated and can be made more impactful by featuring local student and family testimonies and indicators of satisfaction gathered through regular feedback collection and annual parent surveys. Opportunities for earned media will also increase as ACAJM shares its students' unique experiences, accomplishments, and commitment to community and civic service.

ACAJM will pivot and adjust as needed over time to ensure that it is reaching a representative sample of its neighborhood and Madison County more broadly. ACAJM strives to make its Classical Education model available to all families from every race, class, and location, with a focus on those families who live nearest the school.

Continued growth at 22 BCSI affiliated schools around the country have been evidenced by waitlists - sometimes as large as a grade band's full capacity - and scheduled expansions of those schools. ACAJM expects that its annual growth will be similar, but reflective of community needs and interest.

1.12 Parent and Community Engagement and Support

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

Community support is paramount to the successful opening of the American Classical Academy Jackson-Madison (ACAJM). The trust of families and community stakeholders is vital in introducing a new school model. ACAJM's Classical Education model will be a different academic program than has been previously available to community members and families. The sponsor is applying for a charter contract to open for the 2024-2025 school year, so the planning year will be critical to ensure success. Pre-authorization marketing and community outreach is always difficult as parents understandably want to know where the school will be located and want to meet with the principal who will be leading the school and are cautious that the school may not be authorized.

ACAJM has worked hard, however, to create relationships, share the mission and vision of the school, solicit parental support leading to the achievement of enrollment goals, and recruit high-quality leadership. American Classical Education (ACE), as the school's sponsoring board, and its executive director have spearheaded these efforts by meeting with potential parents, leaders at educational agencies, local government officials, organizations, foundations, and local companies in advance of the school principal being hired. Ms. Spry will spend an entire year before opening the school in continuation of these efforts.

ACAJM has actively worked across the community to raise awareness of the proposed school. ACAJM has met with key business leaders in the community, elected officials at the state and local levels, local academics, and most importantly, parents, to listen to the needs and concerns of community members and ensure a strong fit for the proposed academic model. ACAJM has organized and will continue to offer public community awareness events and parent information nights, providing an opportunity for community members to hear more about the school and ask questions from ACAJM administrators and school leaders. The strong attendance at each of these events supports the conclusion drawn by the many letters of support submitted by ACAJM – which include letters from community leaders, business owners, and most importantly, parents from East Jackson and the Madison community who have expressed interest in their children attending the proposed school - that the community is supportive of this proposed school. Letters of support from parents interested in enrolling their children in the school are attached in **Attachment E - Letters of Support**.

To further gauge support as of this year, ACAJM launched a social media campaign to Madison County residents in January 2023. This survey received more than 170 responses from Madison County residents (81 of whom are located in East Jackson) interested in seeing a free public classical education school established in Madison County and who have asked to be on ACAJM's mailing list. This builds on an initial survey conducted by ACE in early 2022 that was sent to 1711 residents of five Tennessee counties to gauge interest in the opening of a Classical Educational model school in their respective school districts, and possible willingness to enroll their child(ren) into a tuition-free classical school. 110 responses were received from

Montgomery, Rutherford, Madison, Williamson and Davidson counties. Of those responding, 89% believe the classical model to be important to K-12 education, 81% support the establishment of a tuition-free classical school, with 25% having children they would like to enroll in a classical model K-12 school. Most recently, a survey conducted by ACAJM in March 2023 specifically targeted parents and guardians of children in East Jackson and received 115 responses. Again, approximately 80% of parents and guardians indicate their interest in "an educational environment that promotes character development, moral values, and the pursuit of virtue" and that they "value a curriculum that focuses on the liberal arts, including subjects like literature, history, mathematics, science, and the arts". These hallmarks of classical education confirm the significant interest in the East Jackson Community in having ACAJM as an option.

Cumulatively, ACAJM is confident that based on the multiple quantitative efforts to solicit feedback that have been conducted, the strong qualitative feedback captured in countless meetings with multiple stakeholders across the county, and the detailed feedback contained in the letters of support from community members, presents a validated perspective on the community's support for ACAJM and instills confidence in the projected opening enrollment of 340 students.

(b) Describe how you will engage parents and community members from the time that the proposed school is approved by this authorizer through the school's opening.

ACAJM has the benefit of an outstanding sponsor consisting of experts in the field of education who believe in the Classical Education model and have a commitment to improving student achievement in Tennessee. ACAJM continues efforts to engage community stakeholders and identify organizations that can offer beneficial wrap-around services and extracurricular programming. ACAJM believes the school location and direct community connection is critical to the school's success in closing the achievement gap and for increasing performance for all students -- especially those not being fully engaged through the county public schools. Informational sessions, open houses, parent orientations, and other events have been and will continue to be scheduled to give the community the opportunity to learn about ACAJM and the track record of the Barney Charter School Inirtiative Classical Education model.

It will be important, and is an authentic goal, that members of the board, the principal and any others associated with the school -- if they are not already from the area -- integrate into the communities. For this reason, ACAJM is pleased to have local representation on its board via Madison County Commissioner Joey Hale. ACAJM believes that its efforts to integrate into the community are being recognized and appreciated by the school stakeholders, community business partners, families, and most importantly the students of East Jackson. Just as ACAJM expects its students to serve as community leaders, so too must the leadership team of ACAJM.

Monthly town hall meetings will be held in communities where families can provide input and feedback to inform the school's development. Beginning in early 2022, ACAJM has and will continue to offer information sessions throughout the 2023-2024 planning years allowing parents and students to learn and ask questions about the school's mission, vision, and philosophy, the benefits of the Classical Education model offered, and learn of successes experienced at other BCSI affiliated schools across the country. Families will have the opportunity to learn about expectations of students and parents, details about the school's

classical academic program, planned extra-curricular activities and clubs, and visit the facility once it is secured. The inclusion of local board representation and the deep knowledge of ACAJM supporters in the Jackson-Madison Community have been invaluable in determining where to go to meet with families - from local churches, youth activity centers, summer fairs or gatherings at the library. Through these relationships and the subsequent communications, ACE and ACAJM's leaders will be able to exhibit the virtues upon which the school is formed.

(c) Provide, as Attachment E, any of the following: letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

Additional community support and engagement efforts will continue throughout the planning year. **Attachment E - Letters of Support** includes evidence of the community survey results that have been received to date.

(d) Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).

ACAJM seeks to partner with like-minded individuals and organizations that have the drive to empower community members, families, and children through access to quality educational programs and services. ACAJM will emphasize the importance of volunteering and will partner with organizations allowing students to offer support at non-profit fundraising walks, community clean-ups, and food pantry/shelters. ACE board members, its executive director, director of school development, the school principal and the school's ambassadors will work to establish partnerships with community organizations that can provide in-kind, wrap-around services, behavior and mental health programs, enrichment programs, food service, and mentoring opportunities. Included **in Attachment E - Letters of Support** are letters from parents and the leaders of community organizations.

Parent involvement is critical to student recruitment and retention. ACAJM will adopt a parent engagement policy and implement a number of parent engagement strategies as are in place at many other BCSI affiliated schools across the country. BCSI affiliated schools have extensive involvement and support from parents, which, beyond recruitment, is proven to be beneficial for the students and their continued success. Some offerings at ACAJM to encourage continued parent involvement will be coffee with the principal, an open door policy for parents to engage with school leadership and teachers, parent teacher conferences, a PTO, parent tutoring, and parent volunteer programs..

A permanent Local Advisory Committee will be established to ensure local oversight and communication with parents and stakeholders. This advisory committee will be composed of no less than five members, including a parent and members of the local community. The advisory committee will be established to ensure the ACE Board is informed of local issues and perspectives when making critical decisions. The Local Advisory Committee will provide guidance and insight into operations and oversight of the school and will help to ensure board decisions are made based on local awareness, guidance and recommendations. A representative from the local advisory committee will be invited to participate in each of the school's governing authority meetings.

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

In addition to enrollment, parent involvement is critical to student engagement and maintaining student retention. ACAJM will address parent expectations in the family handbook, adopt a parent engagement policy, and implement a number of BSCI recommended parent engagement strategies as are in place at other BCSI affiliated schools. Many of the BCSI schools have extensive involvement and support from parents, which is an expectation of ACAJM. Depending on the student body, concerted efforts will be made to address the needs or limitations of parents including, but in no way limited to: securing translation services; providing alternate times and/or settings for parent meetings; using technology when appropriate and welcomed; etc. Parent expectations are stated in the policy and in enrollment documentation so clear lines of expectations for student performance and parent/guardian participation are communicated from the time of enrollment. Teachers will communicate regularly with parents on student performance, upcoming events, and invitations to presentations and activities. Parent involvement is a critical piece of the ACAJM model.

(f) If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.

ACAJM will establish a PTO in the very first year. Across the country, BCSI affiliated schools experience active parent-teacher organizations and the school, as well as the students, benefit. The time and talents of the parents and families will be valued and respected. ACAJM expects a similar experience in an engaged and active parent teacher organization. ACAJM's PTO, once established, will implement programs to benefit the school, its students, its families, and by extension the greater community. Parent PTOs in other BCSI affiliated schools have conducted various programs including clothing drives, food drives, Singapore Math and Literacy information nights, etc. All of these programs further support the school's mission and vision.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

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

Essential to school success is effective and ethical leadership from a strong board of directors that is fully committed to the school's mission and vision. Beyond fulfilling their statutory responsibilities, not-for-profit charter school boards serve as guardians of the public trust. Composed of individuals with diverse knowledge and expertise, governing boards help ensure that policies and programs bring their mission to life. Boards are responsible for oversight of school academic performance, compliance with state and federal laws, school finances, human resources, strategic direction, public relations and advocacy.

American Classical Academy Jackson-Madison (ACAJM) is sponsored by American Classical Education (ACE), an independent nonprofit organization developed to govern ACE classical schools in Tennessee. ACE will serve as the governing authority for American Classical Academy Jackson-Madison (ACAJM). It will be initially comprised of six members with considerable expertise in board operations, community relations and development, finance, compliance, public relations, marketing, organizational structure and process, education, curriculum, pedagogy, grant writing and fundraising.

The individuals who will initially serve on the ACE Board bring a wealth of relevant experience to their positions. All members are very knowledgeable of the American Classical Education *K-12 Program Guide* and the Barney Charter School Initiative (BCSI) working to expand the Classical Education model in cities across the country. The Board includes the following members, who bring local knowledge and experience in the areas referenced herein. See below chart of ACE Board of Directors names, employment and expertise. Additionally, individual skills and expertise of all founding board members are included in biographies attached as **Attachment F6 - Board Biographies**:

FULL NAME	CURRENT JOB & EMPLOYER	FOCUS/EXPERTISE
Dolores Gresham	Retired State Senator, Chair Education Committee	Governance, Education Policy, and Management
Michelle Garcia	Director of Finance, Men of Valor	Finance, Compliance, Grant Writing
Joey Hale	Principal, Town and Country Real Estate; County Commissioner, Madison County	Real Estate, Construction, Finance
Dennis Pearson	Professor, Austin Peay University	Education, Curriculum, Pedagogy, Marketing
Tricia Stickel	Election Commissioner, Maury County	Governance, Board Operations, Community Outreach, Involvement
Darrell Woodard	County Commissioner, Robertson County	Business Operations, and Community Outreach, Involvement
Open		

The Board lists an open position since the goal is to have a seven-member board prior to the school's opening. Currently listed board members are working to recruit a seventh local member with charter school board experience.

The Board has engaged Rich Haglund to serve as legal counsel and assist the Board with secretarial duties. Attorney Haglund has spent nearly two decades assisting state, district, and school organizations to overcome legal and systemic barriers to providing great public education to all students. He served as counsel and secretary to the Tennessee State Board of Education for almost seven years and as COO and secretary to the nonprofit Board of the Illinois Network of Charter Schools. He now serves as an independent attorney and consultant, working with charter schools and authorizers across the country. He has trained hundreds of local school board members and dozens of charter school board members in education law issues and strong governance.

The ACE Board will be responsible for oversight, ongoing monitoring and evaluation of the school, and for ensuring accountability for academic, operational and fiscal results. The Board will be responsible for setting organizational direction: supporting the school's mission, vision and philosophy; developing and supporting long-term goals and strategic planning; and, setting board and school policy. The Board's oversight responsibilities include: adherence with the requirements outlined in ACAJM's charter contract; providing legal and ethical accountability; and, verifying compliance with local, state and federal reporting requirements.

In order to ensure effective governance and meaningful oversight, the ACE Board bylaws, **Attachment F3 - Bylaws**, details that the Board officers will consist of a chair, vice chair, secretary and treasurer. The ACE executive director will work to coordinate meetings with the Board and leadership. He will work with the Board chair to develop meeting agendas, and will follow parliamentary procedures in leading board meetings.

The board chair will lead the board meetings and will serve as the chief officer and spokesperson for the board. The board vice chair will act in such capacity when the chair is unavailable. The board secretary will work with school leadership to ensure accuracy and retention of board documentation, reviewing draft minutes to be submitted to the full board for review and approval, and performing other duties as assigned by the board.

The board treasurer will work with school leadership to ensure accuracy of financial documents, review budgets and financial reporting to be submitted to the full Board for review and approval, and perform other duties as assigned by the Board. Legal counsel, Rich Haglund, will serve as Board secretary and ACE's executive director, Joel Schellhammer, will assist and support the chair and other officers in fulfilling their roles.

There will be four standing board committees:

1. The Executive/Governance Committee will initially consist of the board chair, board secretary, and executive director once hired. The committee will provide leadership support to the Board in the recruitment and orientation of new members and in communicating the roles, responsibilities and expectations of individual members. It will also be involved in assessing board effectiveness and will work with school leadership to encourage board development, training and self-assessment.

2. The Finance/Audit Committee will initially consist of the board chair, board treasurer, the school's contracted fiscal officer, and the school principal once hired. The committee will be responsible for reviewing and providing input on budget preparation and financial reporting requirements. This committee will also help ensure compliance with financial reporting requirements at the local, state and federal levels, and will work with school leadership to ensure that all board members understand the school's financial reports and overall financial picture.

3. The Education Committee will initially consist of the board chair, board secretary, school leaders and representatives from the School Accountability Committee (SAC). This committee will work to help ensure that all board members fully understand the school's educational model and progress made toward the school's academic goals. Committee members must have knowledge of technology, supplemental enhancements which can benefit the school, and assessment literacy. This committee will review and communicate testing results and student achievement including TVAAS, NAEP, and other reports made available to the school.

4. A permanent Local Advisory Committee will be established to ensure local oversight and communication with parents and stakeholders. This advisory committee will be composed of no fewer than five members, including the school leader, a teacher, a parent and two members of the local community. The advisory committee will be

established upon determination and selection of the facility, and as the school is closer to opening. The key benefit of this entity is to ensure the ACE Board is informed of local issues and perspectives when making critical decisions. The Local Advisory Committee will provide guidance and insight into operations and oversight of the school and will help to ensure board decisions are made based on local awareness, guidance and recommendations. A representative from the local advisory committee will be invited to participate in each of the school's governing authority meetings.

Additional committees may be established for communications, advocacy, and various special projects as the Board deems appropriate.

Each board member has reviewed its Articles of Incorporation, Bylaws, Conflict of Interest Policy, and confirmed that they have no conflicts of interest in terms of their service, but understand that if any arise they will be required to disclose any potential conflict of interest and will abstain from any related discussions, decisions or actions related to the conflict, in compliance with the Board's conflict of interest policy. Board decisions will be made in alignment with existing and future adopted board policies with the goal of optimizing successful teaching and learning experiences. Student academic achievement, school sustainability and operational integrity will serve as the foundation for board developed and approved practices, policies and procedures. **See Attachment F1 - F7 - Governance Documents** to see all documents referenced in this section.

ACE may conduct board meetings by electronic means as permitted by T.C.A. § 49-13-111(h). In those cases, ACAJM will provide space at the school for public in-person participation, in addition to login information for electronic participation by community members.

ACE is pursuing exemption from federal taxation pursuant to section 501c3 of the Internal Revenue Code. ACE has applied for exemption under Section 501c3 in 2023 in order to have that exemption on hand by the end of the calendar year. Tennessee law requires that the exemption be in place before school opens in the fall of 2024.

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

In addition to state report card metrics addressing school performance, board members will receive, review and discuss monthly reports to monitor student academic achievement, school compliance with local, state and federal requirements, and school finances. The Board's executive director will utilize Tennessee's Educator Acceleration Model (TEAM) Administrator Evaluation tool to assess the school leader's performance on at least an annual basis. Performance expectations will be clearly outlined using TEAM. The assessment is based on 4 key standards:

1. Instructional Leadership for Continuous Improvement (capacity building, data analysis and use, interventions and progress monitoring)
2. Culture for Teaching and Learning (leveraging educator strengths, environment, family involvement, ownership, and recognition and celebration)
3. Professional Learning and Growth (evaluation, differentiated professional learning, induction, support, retention and growth, teacher leaders and self-practice)

4. Resource Management (community resources, diversity and employees, and fiscal management)

The principal will participate in many professional development programs, including Barney Charter School Initiative (BCSI) K-12 Education training for new school leaders and its annual teacher training conference. The school's board, and executive director will closely monitor all aspects of the principal's performance including management of the challenging start-up process during the planning and initial years of operations. Any problems will be quickly addressed, improvement plans developed and implemented, and ongoing performance closely monitored.

In the event that the principal's performance does not meet expectations, or after addressing shortcomings, adequately improve, the Board may choose to engage an executive coach who may recommend changes to the improvement plan and suggest or require further development opportunities. The principal's role is critical to the success of the school and the board and its executive director will ensure expectations are clearly communicated and progress is closely monitored and discussed. In the rare case in which termination is ultimately necessary, the process will be thoroughly investigated, thoughtfully considered, and ultimately determined by the Board.

To ensure consistency and compliance with teacher and leader evaluation processes, the school will use TEAM for the teacher evaluation process as well.

The Board will schedule and conduct an annual meeting wherein school and Board performance is reviewed and discussed. This annual meeting will review academic and operational data of the school as well as consideration of additional training opportunities and further development of the Board.

As required by T.C.A. § 49-13-111, the Board will participate in annual board trainings. The Board will annually conduct a self-evaluation and, during its annual meeting, will discuss annual training topics, self-evaluation results, consideration of further development activities, and the need or desire for additional committees and work groups to address any identified deficiencies and/or areas of focus for continued improvement.

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

Currently, the ACE Board consists of six members with one additional membership position open and highly skilled individuals actively being considered. The Board will strive to maintain seven to nine members at all times to ensure it maintains the diverse skills and talents necessary to open, operate and oversee a high-performing Classical charter school. A full complement of board members is beneficial to the school to encourage regular communication and fulfill the various roles needed to be filled. Efforts will be made to ensure that a quorum is present at each meeting. Recognizing that transparent and accessible board meeting activity and engagement is necessary for all stakeholders to thoroughly discuss, debate and resolve issues with the intent to foster a positive and growth mindset toward

ACAJM, the school will ensure compliance with open meetings laws. These are essential for strong and effective governance.

The Board will strive to secure members who represent diverse backgrounds and expertise and bring local knowledge to the table and will address any such gaps when considering new members. In considering candidates for service, the Board will review professional and personal experiences and expertise with consideration given to: non-profit governance; education; finance; operations; legal; human capital; community involvement; and, parental point of view. Strong candidates may include: individuals with charter school and/or non-profit board experience; individuals with organizational leadership experience; banking associates; certified public accountants; school treasurers; tax preparers; corporate or non-profit treasurers or fiscal officers; teachers and leadership in higher education institutions; current or retired school leadership; educational consultants; and, special education providers.

Recruitment for new board members may be done through professional contacts or referrals of current board members, leadership of the school and/or local business and personal contacts. Physical and electronic postings may also be made when searching for members, and social media – LinkedIn, Twitter, Facebook and Instagram - may be used for recruitment and to obtain information and gauge interest of potential board candidates.

Prospective board members will receive an overview of the school and the charter contract, as well as financial and academic performance information. Candidates will also receive a statement of expectations, a conflict of interest policy and disclosure statement, a board meeting schedule and informational references to help them determine if they can make the required commitment to the board.

If the candidate wishes to be considered to serve, he or she will provide a resume, biography or CV including current contact information (phone, email and address), and verify that there are no conflicts by completing a conflict of interest annual disclosure statement. The candidate will meet with existing Board members to discuss background and experience, expectations and any other relevant issues. If a candidate is not deemed suitable to serve at the present time, a letter will be sent to him or her expressing thanks for their interest but declining board membership.

If it is determined that a candidate does have the skills, expertise and time to commit to board service, he or she will be invited to tour the school and attend an upcoming board meeting to observe, ask questions and answer any inquiries board members may have. Candidates will also meet with the school's leader. The candidate will be provided with materials for reference and review and will be asked to complete a state and federal background check.

At the next scheduled meeting, the Board will discuss and put to a vote the candidate's application. If a majority of the Board votes in favor of the candidate, he or she will be notified and accepted to serve. Upon formal Board approval, the new member will sign a Commitment Statement and Code of Ethics/Conflict of Interest Policy.

New board members will receive documents essential to performing board duties: a board member roster with contact information; a copy of the school's contract with the authorizer including all attachments (education plan, accountability plan, budget, organizational chart,

etc.); a copy of the Board's organizational documents including bylaws and meetings schedule; a copy of all adopted governance policies; reference sheets for roles, responsibilities and meeting conduct; required training information and schedule; promotional/informational school brochure(s); a school handbook; a school and event calendar; and, the current year budget and related financial information.

The initial Board is established as a six/seven-member body with three-year staggering terms so that membership will always consist of experienced members and those who are in the process of developing. The Board recognizes that there will be changes in membership due to relocations, health issues and changes in employment, so board members will constantly work to ensure that new potential members are identified prior to the time they are needed to serve.

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

ACE Board members will engage in professional development in compliance with state laws and as needed to fulfill its oversight role. The Tennessee Charter School Center (TCSC) must certify all board trainings, so the ACE Board will seek out certified training through the TCSC to meet the six-hour Tennessee charter school board training requirement (T.C.A. § 49-13-111 and the Tennessee State Board rule 0520-14-01-07) for all new board members. New board members will annually participate in two credit hours of training from Table 1 and a minimum of four credit hours of training from Table 2. Experienced board members shall complete a minimum of four hours of training. Evidence of training will be provided to the authorizer annually. The board will work to attain training information through TCSC on an annual basis to determine service providers, courses and topics necessary to meet the requirements for any given year.

TENNESSEE STATE BOARD OF EDUCATION	
CHARTER SCHOOL GOVERNING BODY TRAINING	6.112

Table 1. Trainings Approved for New Governing Body Members

Course	Training Entity	Length of Course
Charter Board Fundamentals	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
KIPP Nashville: New Board Member Training	KIPP Nashville Board of Directors	2.0 hours

Table 2. Trainings Approved for New Governing Body Members and Experienced Governing Body Members

Course	Training Entity	Length of Course
Strategically Recruiting Your Sustainable Governance Team	BoardOnTrack	1.0 hour
Developing and Supporting Your Board – CEO Partnership	BoardOnTrack	1.0 hour
Structuring Your Board for Success	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
Governing for Growth	BoardOnTrack	1.0 hour
LEAN Six Sigma Principles	The Henson Consortium	8.0 hours
KIPP Nashville: Annual Board Member Training	KIPP Foundation	6.0 hours

Board orientation is an essential process used to ensure continuous and consistent board performance. The ACE Board will ensure that each new member participates in required training and receives and reviews materials about the Board and the school and obtains access to required certified training and information to encourage knowledgeable and active participation from the beginning of their service and throughout their full terms.

Preparation and orientation of each member is critical to any board's long-term effectiveness. The Board will support new members in understanding the functions of the board, its role and their roles as individual members. Once board members have served for one full year, development will continue through participation in selected training options consisting of four hours annually. As board members' terms are staggered, individuals will be well informed in year one of their service and will continually add to their knowledge base to ensure that the board is always composed of trained and informed membership.

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

Teacher Evaluation Grievances

Consistent with T.C.A. § 49-1-302 and State Board of Education rule 0520-02-01 and State Board of Education Teacher and Administrator Evaluation Policy 5.201, ACAJM will implement grievance procedures to provide a means for teachers and principals to challenge the accuracy

of the data used in their evaluations and adherence to evaluation policies adopted by the State Board of Education. Grievances must be filed at the end of each of the three components of the evaluation model: the qualitative appraisal, or the final average observation score; the student growth measures; and, other measures of student achievement. Grievances must be filed no later than 15 days from the date teachers and principals receive the results for each component, and decisions must be clearly communicated in writing within 15 days of receipt of the complaint. It is unlikely – but possible – that teacher evaluation grievances would reach the Board level if the complaint is related to adherence to evaluation policies. These will be handled in a manner consistent with the procedures for other grievances as described below.

All Other Grievances

All meetings of the Board will be open to the public with the meetings schedule, including dates, times and locations published on the school's website as required by Tennessee law (T.C.A. § 8-44-103). Issues relating to school operations will be handled by the principal before being brought to the Board. The Board has adopted employee and family handbooks addressing complaint processes. Expectations are that the school leadership will address complaints as directly and as effectively as possible. It is expected that efforts to resolve complaints should first occur at the lowest level. When coming from within the school community, complaints should be addressed directly with staff members in a professional manner. If a complaint cannot be resolved at the lowest level, it should be raised to the next supervisor level, or the principal, for resolution. If there is no resolution at this level, the staff member or parent may submit a letter of complaint to the Board.

Complaints will be summarized in writing and referred to the Board for its information and consideration. If an issue has risen to the level of board consideration, the Board will document receipt of the complaint and will investigate and respond to the complaint in writing. Requests from complainants to meet with the Board must include names of individuals to appear before the Board, their spokesperson, and the nature of the complaint. If not included on the Board's meeting agenda, those who wish to address the Board must submit a request to speak in advance of the meeting start time. Individuals speaking to the Board will address remarks to the chair and may direct questions to individual board members or staff only upon approval of the chair. The Board will follow its public meeting participation policy and each person speaking will be limited to three minutes with no more than three people speaking on any one issue. Individuals may not make personal attacks on board members or staff, and are prohibited from making obscene, profane and vulgar remarks, or engaging in disruptive actions.

ACE Board members will consider all relevant evidence and perspectives and may or may not respond to the issues at the meeting. The Board may choose to further investigate or consult with legal counsel before making a determination which will be communicated to the complainant(s) in compliance with the school's policy. If deemed appropriate, the board may schedule a time to communicate the decision to the complainant(s) during a face-to-face meeting or phone call.

Beginning on page 59 of the Family Handbook grievances regarding the school are addressed. See **Attachment B,C - Family Handbook**:

Grievance Related to the Classroom

ACE Board members firmly believe that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
2. Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the principal after first making an appointment to meet in person, or on the phone.
3. Board: If the grievance cannot be resolved with the principal, the parent should refer the matter to the board, in writing.

Grievance Related to Administration

For grievances regarding an administrator who reports to the principal, the grievance should be directed to the individual first, then to the principal. If necessary, grievances left unresolved by the principal should be submitted in writing to the Board. Grievances regarding the principal should be directed to the individual first, then in writing to the Board.

All governance related attachments are included as follows:

Attachments:	**F.1**	**Articles of Incorporation**
	F.2	**Proof of non-profit and tax-exempt status**
	F.3	**Bylaws**
	F.4	**Code of Conduct**
	F.5	**Conflict of Interest Policy**
	F.6	**Board member resumes**
	F.7	**Board policies**

2.2 Start-Up Plan

(a) Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. The Year 0 Budget should reflect the final year of the school's operation in the ASD and include any additional costs associated with transitioning the school to the proposed home district.

American Classical Academy Jackson-Madison (ACAJM) will meet all requirements and complete all tasks as expected by the school's authorizer and the American Classical Education (ACE) Board of Directors as a new Barney Charter School Initiative (BCSI) affiliated school. The school has developed the following 24-month school founding board checklist (below). BCSI works with its affiliated schools to ensure that many of the startup school tasks and responsibilities are addressed early in the planning year. The 24-month checklist has been developed taking into account the target Fall 2024 open date and related tasks and responsibilities that have already been initiated and will continue throughout the planning period. While much is being developed by the founding governing board as volunteers, other related expenses and associated compensation for individuals referenced in the table below is as indicated in the planning and budget worksheet.

With the startup of a new charter school, there are many moving parts to be addressed, initiated, implemented and managed throughout the 24-month planning period. These various tasks, responsibilities and roles will be conducted by either the founding governing board members, its executive director, director of school development, a consultant, or subject matter experts secured by the Board. When the principal is hired, many of the startup tasks will be his or her primary responsibility with Board oversight and consultant support. When the operations/business manager is hired, the Board and principal will have access to expertise in this role, which will be of great assistance in implementing many of the processes and procedures that have been developed over the previous 24-months.

With so many requirements, various tasks are started early in the process and continue for months, so while each of the following tasks must be addressed, the checklist is fluid and flexible. The following table itemizes tasks, and assigns primary responsibilities, with an associated timeframe for each of the given tasks. It is noted that the responsibility identified may not be a sole responsibility, but a primary oversight responsibility with additional help and assistance coming from consultants, board members, or other individuals.

ACAJM Start-Up Plan **Individual Assigned:** **B = Board / ACE Staff** **P = Principal** **O = Operations/School Development Support** **C = Consultant/Subject Matter Expert** **TOPIC/TASK**	**Primary Responsibility Assigned**	**August 2023-February 2024**	**March 2024-August 2024**	**August 2023-August 2024**

INITIAL PLANNING				
Review authorizer requirements	B	X		
Identify resources (i.e. Tennessee Charter School Center)	B	X		
Recruit like-minded people to join the project	B	X	X	
Research local laws, rules, regulations	B	X	X	
Visit BCSI-supported schools	B	X		
Establish project timeline	B	X		
Research local market	B	X		
Identify target population	B	X		
GOVERNANCE				
Establish non-profit organization	B	X		
Write bylaws	B	X		
Establish a bank account	B		X	
Develop basic financial plan to cover year-zero, start-up and building/remodeling costs	B	X		
Develop 5-yr budget, financial plan and fundraising budget	B	X		
Investigate insurance requirements	B, C	X		
File IRS Form 1023 for federal nonprofit status as a 501c3	B	X		
Hold weekly/monthly planning meetings	B, E	X	X	X
Establish committees and assigned responsibilities	B	X	X	X
APPLICATION COMPLETION				
Secure application resources	B	X		
Develop application for charter	B, C	X		
Submit application	B	X		
Continue application process	B, C	X	X	
Anticipate and prepare to respond to authorizer questions & feedback	B, C	X	X	
Prepare for capacity interview	B, C		X	

Enter into authorizer contract	B		X	X
POLICIES & PROCEDURES				
Prepare 1st draft of Student/Family Handbook	B	X		
Create initial board policies including conflict of interest	B	X		
Determine lottery/enrollment process specifics	B	X		
Prepare Head of School job description	B	X		
Prepare any templates or policies required for authorizer application	B	X		
Head of School makes any necessary changes and finalizes Student/Family Handbook	P			X
Head of School finalizes Faculty/Staff handbook	P			X
Head of School develops management-level policies and procedures	P			X
Board to approve handbooks and policies	B, P			X
Board attends board training	B			X
BUSINESS PLAN/OPERATIONS				
Determine & approve school opening size & growth plan	B, C	X		
Obtain bids and engage service providers named in the charter application	B, C	X	X	X
Engage local legal counsel	B	X		
Update financial and fundraising plans	B	X		
Finalize Year Zero funding plan	B, C		X	
Update budget & cash flow projections through 1st year of operations based on reasonable enrollment projections	B, P			X
Finalize school location, building plan and financing	B		X	
Create & assign all required reporting accounts (sponsor, TN Dept. of Education, etc.)	P, O			X
Create inventory management system	O			X
Investigate/determine food service vendor	P, O		X	X
Investigate/determine technology services provider	P, O		X	X

Investigate/determine payroll provider	O		X	X
Create accounts receivable/payable system	O		X	X
Create federal grants database	O		X	X
Create & publish all enrollment applications/materials	P, O			X
Create system for on-site enrollment records	P, O			X
Create system for sending/receiving student records requests	O			X
Develop employment system/identify vendor	P, O			X
Establish payroll system/identify vendor	O			X
Develop employment paperwork/contract template	O			X
Investigate and recommend insurance carriers/coverage (for school & staff benefits)	B, C			X
Create paid time off tracking & reporting system	P, O			X
Establish unemployment, workers' compensation & pension plans	B, P			X
Develop school safety plan including staff training	P, O			X
Prepare CSP grant applications	B, O, C		X	X
Meet necessary fundraising goals to begin funding year-zero	B, O, C		X	X
PUBLIC RELATIONS/MARKETING TASKS				
Determine school name, mission statement & virtues	B	X		
Assign PR and marketing responsibilities	B		X	
Create a school logo	B, C	X		
Create general brochure(s)	B, C	X	X	
Create and further develop website	B, C	X	X	
Create and manage a Facebook page (can be private for now)	B, C		X	
Start a system for gathering email addresses and building an interest list	B,C		X	
Create a newsletter template	B, C		X	
Begin building a network of support & interest through social networks & community events	B, C		X	

Meet with authorizer representatives, relevant political officers and others to build support for school's charter	B, P	X	X	X
Finalize marketing/enrollment plan/PIP	B, P		X	X
Begin monthly community and enrollment events	P		X	X
Begin enrollment marketing campaign	P		X	X
Begin open enrollment	P			X
Reach 50% of enrollment capacity in at least 2 sections for each opening grade – by March	P			X
Reach 75% of enrollment capacity in at least 2 sections for each opening grade – by May	P			X
FACILITY				
Identify at least one viable school site in the proposed area, including expected development costs, timeline and contractors (not to exceed 18% of anticipated revenue)	B, C	X		
Identify other viable school sites and compare to original site in terms of size, cost, growth, amenities & financing options	B		X	
Execute financing and begin school construction	B		X	
Finalize facility arrangements, including any necessary leases -- by Feb 1	B		X	X
File building lease/purchase paperwork with state and authorizer	B			X
Schedule & secure inspections: fire, fire extinguishers, food, health & safety, occupancy & boiler	P, O			X
Select and engage service providers including contractors, technology, etc.	O		X	X
STAFFING				
Begin executive search process for principal	B	X	X	
Hire Head of School who begins full time by Sept.	B	X		
Head of School finalizes staffing plan	P		X	
Head of School posts job openings for faculty & staff positions	P		X	
Head of School hires faculty & staff	P			X
Head of School attends BCSI training for new school leaders	P			X

Head of School attends BCSI teacher training conferences – by end of June	P			X
Head of School attends BCSI Classical School Job Fair	P			X
Hiring at 90% of staffing plan – by end of June	P			X
ACADEMICS				
Prepare education plan	B	X		
Establish measurable goals	B	X	X	X
Establish plan to support special student populations	B	X		
Prepare curricular alignment documents	B	X		
Finalize BCSI agreement for curriculum support	B	X		
Head of School learns BCSI curriculum, including Program Guide and other resources	P			X
Head of School visits BCSI-supported schools	P			X
Finalize class schedule	P			X
Finalize course catalog and submit to board for review & approval	P			X
Establish plan for curriculum ordering & supplies vendors, amounts and finances	P, O			X
Place curriculum order	P, O			X
Teachers receive curricular resources for planning purposes – by end of June	P			X
Approval of teachers' classroom management systems – by end of July	P			X

BCSI affiliated schools professional development Timeline for Years 1 and 2

For any Professional Development Plan to be effective in positively affecting a school, it must be meaningful (relevant), on-going, and personalized to the school and staff involved. Understanding this, ACAJM staff, teaching faculty and administration will employ a three pronged approach for the first two years:

ACAJM will receive free professional development and support from BCSI as it grows toward maturity. While the Barney Charter School Initiative (BCSI) expects to provide this support wherever possible and desirable, it is particularly attentive to the training needs of schools as

they develop and mature. In keeping with good practices for governance, leadership, and professional development, BCSI will also provide the following:

Planning Year/Opening Year 1

- November
    - New school principal attends training at leadership conference
- June
    - Teachers and administrators attend summer training
- August
    - Board training and development
- September/October
    - Observations conducted and Curriculum and Instruction Team meet for feedback on teaching, leadership, and school culture
- January/February
    - Observations conducted/reviewed and Curriculum and Instruction Team meet for 2nd-semester feedback on teaching, leadership and school culture
    - Principal attends leadership conference
- June
    - Teachers and administrators attend summer training

Opening Year 2

- August
    - Board training including long-range plan/succession planning
- January/February
    - Begin implementation of board succession plan
    - Principal attends Leadership Conference
- June
    - Teachers and administrators attend summer training

In addition to professional development offered to ACAJM from BCSI as indicated above, ACAJM staff, teachers, and administrators will participate in additional learning opportunities during the year. These will include four planned days of PD, with topics chosen by the administration and staff to extend topics addressed during the intensive summer trainings or to learn more about the district, statewide or federal education programs or requirements. While it is best for these topics to be determined as the year progresses- to truly address the needs of the teachers as they implement the K-12 Curriculum, supplemental resources, and intentional teaching strategies, some likely topics for Year One and Year Two may include the following:

1. Utilizing the American Classical Education *K-12 Program Guide* (separate sessions for different content area or disciplines)
2. Socratic Seminar (and its components) for all Students
3. Assessment Literacy, State Standards, and ACAJM Curriculum: how do they all align?
4. Meeting the Needs of all Students
5. Our Mission Statement- How do we manifest it schoolwide?

6. Developing Parent and Community Outreach Strategies
7. Using Singapore Math- How to ensure fidelity?

Monthly staff meetings may be utilized for informational dissemination and will also include the small "bursts" of relevant professional development for faculty and staff. It is best practice that these be developed by the administration, SAC with faculty input. To be effective, these "bursts" must also follow the guiding principles of effective PD in that they are: meaningful (relevant), on-going, and personalized to the school and staff involved. For this reason, Professional Development "bursts" during Year One and Year Two may include the following:

1. Claim It/Explain It- an administrator "captures" an excellent example of a staff member or faculty member engaged in a teaching moment that exemplifies the mission or vision of the school. As a way to reinforce the positive and serve as an example for replication, the staff/faculty member explains the process and outcomes to their peers.
2. Extension of topics from the summer conference or one of four full day PD sessions- this works well when teachers are challenged to try a particular strategy or engage students in challenging subject content and then are asked to reflect upon the experience and share insights with their peers.
3. On-going discussion regarding "Big Ideas" within the school community. This may include faculty utilizing an instructional strategy (such as Socratic Circles) to discuss school issues or decisions. For example, maybe an administrator serves as the facilitator to pose the opening question: "Whose responsibility is it to develop a stronger work ethic in our students next semester?"
4. Topics of the moment- sometimes professional development looks like training. This type of PD is just as important because it typically has to do with the efficient running of the school or school program. For example, an hour in February may be spent on the topic: "Acclimating yourself with the testing portal for TCAPs" Or an hour in September may be spent on "Understanding the item analysis and other reports from TDOE to inform your classroom teaching decisions."

(b) Describe what you anticipate will be the challenges of starting a new school or transitioning to your home LEA, as applicable, and how you expect to address these challenges.

Establishing and opening a new school is a significant undertaking. Currently there are misgivings and misinformation regarding the mission, vision and practices of Classical Academies. The principal of ACAJM will need to take on the burden of having potentially negative media and community attention placed on the school and be willing to combat that in the most transparent and honorable manner. The principal of ACAJM will need to exhibit grace and character beyond what might previously have been expected from a school leader. The Board, its executive director, director of school development, and principal will address many challenges in preparation for the school's opening, including:

1. Hiring the best school leader and teachers possible;
2. Securing an optimal facility with opportunity for growth; and,

3. Achieving student recruitment/enrollment goals.

School Leader and Teacher Search

Arguably the most important characteristic of any successful school is a dynamic and effective school leader. He or she will be responsible and accountable for all aspects of school performance including student academic success, fiscal management, culture and operational compliance. The school leader must fully understand and embrace the school's mission and vision as established by the board of directors. The ideal candidate must have a track record of demonstrated success in leadership and management, strategic decision making based on insightful data analysis, student academics, finance, governance and communications. He or she must be an effective leader, problem-solver and motivator, and determined to pursue and achieve excellence – even when facing significant challenges.

BCSI provides strong support and leverages its significant experience in interviewing and vetting all candidates for its member schools' leadership position and will do so for ACAJM. BCSI provides support on principal selection and evaluation to ACAJM in two important ways. First, as a national network with a significant presence in the world of Classical Education, principal candidates will approach BCSI in search of leadership positions. Where possible, BCSI schools will share these connections with ACAJM. Second, and more importantly, BCSI will use its considerable experience of 22 existing BCSI affiliated schools and dozens of principal candidate evaluations to help evaluate potential candidates for ACAJM.

The BCSI evaluation process includes two steps. The first step is a one-hour phone interview involving three members of the BCSI team who represent experience in both leadership and the areas of classical curriculum and instruction. Assuming success in the first step, candidates will be interviewed by two panels of the BCSI teams with 4-6 members on each panel. The first panel focuses on leadership questions, including operations, budgets and boards; the second panel focuses on questions of curriculum and pedagogy, including a candidate's understanding of and support of teachers in a Classical school context. Following this process, BCSI will issue a formal opinion of the principal candidate to the ACAJM board and, at that point, it is up to the ACAJM board to make a decision on the principal selection for the school. The Board, having had time to work with community partners and JMCSS, the authorizer, to get to know the specific needs of the families and students targeted for enrollment will use this knowledge to choose the best candidate for the school.

Like other BCSI affiliated schools, ACAJM will seek the best teachers who are masters of their subject matter, enthusiastic, and eager to serve K-12 students in East Jackson. New teachers are often recent college graduates with sound learning in the liberal arts, adult professionals making a midlife career change, and those already working in public schools who embrace Classical Education. The Board will encourage all candidates to show their knowledge of the unique aspects of Madison County, the current educational options available to the county's students, and the specific needs of the community through the interview process. It will be important for the selection committee to give precedence to applicants who exhibit a strong connection and good fit to the targeted student body of the school. Teaching specialists and special education teachers will likewise be recruited and chosen not only for their professional

attributes and abilities, but also for the likelihood of a best fit for the students, families and location of the school.

Securing Optimal Facilities

ACAJM understands the challenges of creating a suitable facility and its impact on the viability of the start-up plan, and the school in general. To meet this challenge, in July of 2022, ACAJM engaged Bouma USA Management (Bouma USA) to develop the ACAJM facility in East Jackson. Bouma USA is a national developer of charter school facilities and licensed in the State of Tennessee. They bring the following services to ACAJM: development leadership, real estate coordination, entitlements, permitting, civil design, design-build construction, and procurement (furniture, furnishings, & equipment). Their passion, and niche, is creating facility solutions for charter schools that receive minimal funding for their facilities while meeting the goals for design, program, schedule, quality, & budget. Bouma USA's combined experience of completing over 200 charter school projects across the country is the expertise needed to assist ACAJM in developing an optimal facility in Madison County.

ACAJM seeks a facility that will provide an outstanding learning environment to support student success. In addition to facility basics required by all schools, ACAJM seeks a facility with additional classroom space for specials, gym, library, auditorium, and desires the appropriate property that will allow for parking, designated transportation lines, outdoor recreational space, growth, and that will accommodate the necessary jurisdictional requirements.

According to a survey conducted by the Tennessee Charter School Center, Tennessee charters face significant facilities challenges: 61% do not have adequate space for full enrollment, 22% do not have adequate space for their current enrollment, and facilities costs represent on average 13.5% of schools' operating budgets. Securing a suitable site is a high priority in order to allow adequate time for building and/or renovations and improvements that will be necessary to open the school on day one.

ACAJM Board Member and Jackson resident, Joey Hale, is principal and owner of a real estate firm and has significant experience in real estate. He will play an important role in the challenging tasks of identifying potential facilities, assessing viability, determining costs associated with renovations and other needed improvements, and negotiating terms for purchase or lease.

Achieving Initial Enrollment Goals

Student enrollment will be another important priority with challenges. Word of mouth is, for established schools, a highly effective recruitment strategy. Being new to the community, ACAJM will market itself without the benefit of support from existing students and their family members, but will be able to promote the Classical Education model and its academic and enrollment successes in other markets. Initial efforts will focus on following the school's plan to increase awareness and build relationships within the community ACAJM will serve. In this challenge, ACAJM and ACE will work to establish positive relationships with JMCSS and community members to gain insight and advice on viable areas of need.

A strong social media presence will be essential, highlighting the benefits and successes of BCSI affiliated Classical Academies and promoting the benefits of the Classical Education model in student achievement and growth. ACAJM will follow a strong marketing and recruitment plan using traditional strategies including signage (both yard signs and billboards), paid advertising, earned media, participation in various community activities and meetings, and door-to-door canvassing by ACE staff. Once a final (or temporary) site has been selected, ACAJM will implement a robust community awareness plan: the Parent Info Packet (PIP). The PIP is a whole-school multilingual and intergenerational campaign that drives interest from families within a 30-minute drive of ACAJM's final location and connects with prospective families through Google Ads, social media ads, and the use of various search engines. This initial campaign will be followed by Age-and-Stage campaigns to speak directly to the challenges families face during specific seasons of their children's growth and development. While digital venues will be the primary outreach investment, ACAJM also sees traditional advertising as a worthwhile investment in the early phases of rolling out a new school. Direct mail and billboards will be considered to raise brand and location awareness.

First-year recruitment will be the biggest challenge as enrollment drives funding. Essential to success is maximizing efficiencies by ensuring that teacher to student ratios are on target with a full complement of teachers to meet students' needs at the beginning of the first school year.

Student transportation is extremely important to families in choosing a school, so it is essential that ACAJM's location is easily accessible to appeal to families interested in enrollment. As potential facilities are considered, location of families, convenience of transportation and need of transportation are all considered in an effort to ensure that the location of the facility is convenient for families to access.

In addition to the ACAJM Startup Plan, the school's board knows that a community engagement and awareness campaign must begin immediately. The board has identified East Jackson as an ideal location to open a classical charter school and the board will further assess need and viability in specific neighborhoods as they consider optional facilities identified. The community outreach and engagement plan as included in Section 1.11 identifies the various community members, local businesses, nonprofits, and churches that the founding board will contact in the coming months. It further identifies the timeline for canvassing the neighborhoods, holding informational nights, community open houses and more.

2.3 Facilities

(a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnastics and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

Securing a facility is critical to generating local community support, generating adequate enrollment, and building effective partnerships with local organizations to support the school. The ACE Board recognizes the importance of providing the school's staff and students with a physical environment conducive to effective teaching and learning.

A report published by the 21st Century School Fund, *For Generations to Come: A Leadership Guide to Renewing Public School Buildings*, identifies the negative impacts of inadequate school buildings, including: alienated students; low staff morale; high rates of teacher attrition; inability to provide specialized curricula; reduced learning time; distractions from learning; reduced ability to meet special needs; lack of technological proficiency; health problems for staff and students; safety hazards; and, less supervision of students' behavior. The board understands that better school buildings support increased student learning potential, and is committed to building or renovating a facility that will initially serve its K-5 students well, and as the school grows will ultimately meet students' needs throughout their high school years. Ideally, ACAJM will ultimately serve all K-12 students in facilities built-out and located on one property.

Initially, with projected enrollment of 340 students, ACAJM is planning for 3 classrooms per grade levels K-3, and 2 classrooms per grade levels 4-5. The facility is planned at this time to be two stories with approximately 50,000 square feet developed over two phases. The first phase is planned with approximately 30,000 square feet, and phase two is planned with an additional 20,000 square feet. Phase one is planned to accommodate the initial K-5 students with the goal of creating enough space to allow for two additional grade levels. A phase two goal is planned to complete the remaining facility to serve all grade levels. Bouma USA has successfully developed a number of two-phased charter school development projects. The primary grade classrooms will be located on the lower level and the middle and secondary classes on the second level. Consistent with other BCSI affiliated schools, and many other charter schools that Bouma USA has designed, included is approximately 700 square feet per classroom at this time. Classrooms for kindergarten students will feature conveniently located restrooms and handwashing stations, within the classrooms. In phase one, there is planned multi-purpose space, with adjacent food warming capabilities, which will serve as a cafeteria, an auditorium, and a gymnasium on the first level in phase two.

ACAJM will ensure ample space is available for the growth of classroom space and offices as the school's enrollment grows. Additionally, there will be an adequate number of restrooms throughout the building for all other grades and staff. The upper level will be serviced by an

ADA (Americans with Disabilities Act) compliant elevator. A playground and recreation field will be included in the site plan. An emphasis on safety will be included in facilities design including a “single point of entry” and perimeter fencing. Outdoor green space is also desired with ample room for parking, transportation pick-up and drop-off lines, and recreational areas for use by younger students for recess activities and by older students for basketball and other organized sports activities.

Program Goals – The following represents phase one and phase two planning at this time:

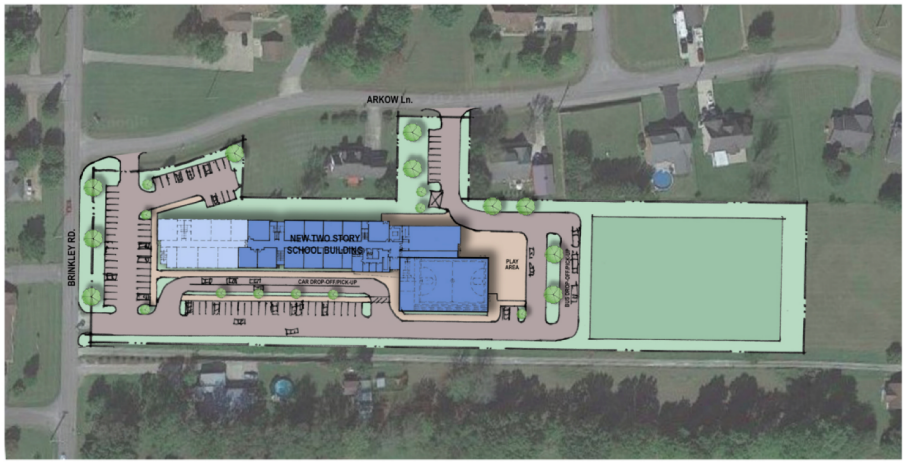
Room Type	Room SF (approx.)	Phase One Rooms	Phase Two Rooms
Kindergarten	700	3	0
First	700	3	0
Second	700	3	0
Third	700	3	0
Fourth	700	2	0
Fifth	700	2	0
Sixth	700	2	0
Seventh	700	2	0
Eight	700	0	2
Ninth	700	0	2
Tenth	700	0	2
Eleventh	700	0	2
Twelfth	700	0	2
Art Room	860	1	1
Music Room	860	1	1
Science Room	860	0	1
Student Services	400	2	2
Cafeteria/Multi Purpose	3100	1	0
Gymnasium	9500	0	1
Rest Rooms	300	4	2
Administration – Including Reception, Offices, Staff Lounge, Teacher WorkRoom, Staff Rest Room, Supplies/Storage, etc	3000	1	0
Common/Circulation	6000	NA	NA
Square Footage	NA	30,000 sf	20,000 sf

ACAJM Proposed Facility Initial Rendering









(a) Explain how the above-described facility needs to tie to the related items in the proposed budget.

ACAJM will allocate 18% of total revenue for facilities in the year-one budget, and 15% of annual revenue thereafter for facilities costs and expenses. In initial cost estimating for the proposed facility, ACAJM feels confident that these estimates are in line with expected costs for financing the acquisition and construction of this planned facility. See **Attachment IN – Planning and Budget Worksheet**.

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

ACAJM has the benefit of real estate expertise on the board, through local Madison County rsident Joey Hale, and charter school development experience at ACE, through Phillip Schwenk and Joel Schellhammer. ACE Board members recognize that every location has different strengths and weaknesses and that knowledge of the local area is key in finding the "just right" facility for the school within the school district. The board has a list of key criteria, as previously described, for a perfect facility and knows that potential facilities are not always listed on the MLS for sale at the time of search. Oftentimes, existing facilities are successfully acquired or leased when found through local contacts. Bouma USA provides great value in this area. Bouma USA provides services from owners' representation, real estate coordination, entitlements, civil design, design-build, and procurement. The board will leverage Bouma USA's expertise to secure the ideal location for ACAJM.

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

Bouma USA has conducted the programming process that drives the ACAJM property and facility search. They are also coordinating the real estate search and selection process at the direction of the board. The following represents Bouma USA's process for programming, and real estate coordination:

Bouma USA Level One – Discovery & Solution Development
Bouma USA Level Two – Real Estate & Due Diligence

1. Bouma USA submits a project request to the selected real estate agent to proceed
2. Bouma USA identifies with the local real estate partner the potential properties
3. Initial selection of properties by Bouma USA & real estate partner utilizing the criteria developed in USA Level One.
4. ACAJM & Bouma USA meet to select sites to create a Level One Report
5. Bouma USA presents the Level One Reports to ACAJM for input
6. Visit sites & meet with the Board for approval to proceed with the selected site
7. ACAJM & Bouma USA determine final property(s) project discovery
8. Bi-weekly team meetings
9. Master plan solution(s) and a preliminary project solution developed to meet ACAJM's goals & objectives
10. Report – Issued to ACAJM
11. Authorization by ACAJM to election
12. The selected property is then placed under contract
13. Due Diligence is performed on the selected properties
14. Bouma USA meets with ACAJM to present the due diligence for input
15. ACAJM meets with the board for approval to proceed with the selected project
16. Proto-type updating process
17. ACAJM approves the request to design & construction leader to proceed with pre-construction

The Bouma USA team has evaluated approximately 3 greenfield sites and 1 existing facility within East Jackson, and continues to actively pursue additional locations for consideration. Bouma USA has established a relationship with Mr. Eden Smith of Coldwell Banker Barnes. Coldwell Banker Barnes is a wonderful real estate company with a significant presence in the Madison County area. Eden Smith has represented Coldwell Banker in Madison County for the last 30 years and has a a strong commercial presence in the Jackson area with many relationships throughout the County with developers, government officials, investors, and landlords. The Bouma USA team has also met with Stan Pilant the Director of Planning for the City of Jackson and the Building and Codes Department, both of whom have been extremely helpful in guiding ACAJM through the planning process that will be required for this facility.

ACAJM has also reached out to local friends and supporters of classical education, and local businesses and organizations to investigate additional sources for facilities that may not yet be on the market but may become available during the application approval process. In particular, this has yielded 3 potential locations in East Jackson that ACAJM is currently in the process of conducting due diligence on to ascertain their suitability for ACAJM's planned facility. ACAJM will continue to communicate with the authorizer on potential properties under consideration.

(d) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. 49-13-107. Include associated costs in budget details.

ACAJM is committed to providing equal opportunities for all students, including those with any physical disabilities that may require building features to aid in their mobility and access to restrooms, classrooms, common areas, and equipment. Working with Bouma USA, the board

will ensure that ACAJM meets all ADA and state/local requirements regardless of whether its facilities are a new build or renovation of an existing building(s).

(e) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshall and health inspections, and occupation.

The following represents Bouma USA's abbreviated schedule

Bouma USA Level One

1. Discovery & Solution Development (programming) – Completed February 2023
2. Pre-development meeting with jurisdiction – Completed February 2023

Bouma USA Level Two

1. Real estate final selection & contract – Completion goal beginning of mid-August 2023
2. Real estate due diligence – Completion goal of (property dependent)
3. Planning/zoning process – Begin August of 2023

Bouma USA Level Three

1. Planning continues TBD (property dependent)
2. Construction documents – August of 2023 to October of 2023
3. Permitting – August of 2023 through TBD (dependent on the jurisdiction)

Bouma USA Level Four

1. Construction – Fall of 2023 through mid-July 2024
2. Jurisdictional approvals like Health Department, Fire Marshall, etc. – By end of June of 2024

Bouma USA Level Five

1. Occupancy – June 2024
2. Close out process TBD (close out paperwork, etc.)

(f) Broadly describe a contingency plan, should your facility fall through.

The ACE Board would like to find its ideal location prior to year one; however, board members are aware that it may not be possible to find a parcel of 5-7 acres with all of the square footage needed to serve the final planned K-12 facility. The board is confident in its ability to renovate an existing building suitable to meet its needs in serving K-5 in year one. The board is prepared to enter a lease or purchase to serve the school's needs as it grows, and is searching to determine what options may be available in East Jackson at this time. In a tough real estate market, it is essential to have a back-up plan. In the unlikely event that ACAJM is unable to secure a suitable site to meet its needs to serve K-5 in year one, and therefore, ACAJM is prepared to secure a temporary site for year one if possible, or if determined to be in the best interest of the school, delay its first year of operations from fall 2024 to fall 2025.

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

The following represents four properties that are under consideration in East Jackson. ACAJM is currently looking 3 potential green field sites and 1 existing facility. Due to sensitivities around ongoing discussions and negotiations related to these properties, ACE has redacted

property-specific identifying information but is comfortable sharing this information with the authorizer if requested.

Property A:

- Location: East Jackson, TN 38301
- Land Area: ~10 Acres
- Zoning: Currently zoned residential
- Utilities: City water/sewer
- Description: This property offers 10 acres of land with the potential for egress from two streets. It is currently zoned residential and has access to city water and sewer utilities.

Property B:

- Location: East Jackson, TN 38301
- Land Area: ~5 Acres
- Zoning: Zoned industrial
- Visibility: High visibility site with potential for multiple egress points
- Utilities: City water/sewer
- Description: Situated on 10 acres of land, this property is zoned for industrial use. It boasts high visibility, is equipped with city water and sewer utilities, and offers a flat terrain, indicating minimal site work will be required.

Property C:

- Location: East Jackson, TN 38301
- Land Area: 6.3 Acres
- Zoning: Currently zoned residential
- Utilities: Utilities available, specific details to be determined.

Property D:

- Location: East Jackson, TN 38301
- Land Area: 16 Acres
- Zoning: Zoned industrial
- Existing Buildings: Property contains existing buildings that could be rehabbed or torn down and rebuilt (40,000+ Sqft) to accommodate ACAJM's planned facility
- Utilities: Utilities available, specific details to be determined.

2.4 Personnel/Human Capital

a. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

American Classical Education (ACE) will enter into a contract with the school's authorizer to open and operate the American Classical Academy Jackson-Madison (ACAJM). As the governing board, ACE will be responsible for the school and will report to the school's authorizer, JMCSS Schools. Because ACE is applying to have multiple charter schools approved throughout the state of Tennessee, the Board has hired an executive director for the organization and will engage with the school's accountant and auditor directly while also directing the school principal. The principal will report directly to the Board once hired. The principal will be the leader of the school and the following positions will directly report to him or her:

- assistant principal
- office manager/registrar
- operations/ business manager
- classroom teachers
- Special education teachers and specials teachers
- student services director
- student special and health services staff

While the ACE executive director will help with facility acquisition and development for the Board, all contracted services and employee relationships will be handled by the school independently. Facilities services will report to the operations/business manager at the school; special education teachers and student services will report to the student services director; and instructional aides will report to classroom teachers.

A copy of the organizational charts and school job descriptions are included in **Attachment G – School Organizational Chart.**

(b) Give a thorough description of the process and timeline to hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by the State Board Rule 0520-02-01 and State Board Policy 5.201.

ACAJM will be an equal opportunity employer and will not discriminate against candidates or employees on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability or any other protected class in accordance with all applicable laws. All employment will be at-will which will be communicated during the interview process and prior to offers of employment.

With input regarding the unique needs of ACAJM's students, the targeted geographic location of East Jackson, and other important information about Madison County, representatives of the ACE Board sought not only the most qualified, but also the "best fit" candidate to be the principal of ACAJM. With these considerations in mind, the Board has hired Ms. Alexandria Spry. Consistent with BCSI's philosophy, it is critically important that the principal be hired a full year prior to a school's opening- consequently, ACAJM's principal will assume his or her full-time position by Sept 1, 2023. Ms. Spry most recently was principal of Jacksonville Classical Academy East (JXCE) is located in the Arlington area of Jacksonville, Florida. JXCE is a tuition-free public charter school serving approximately 250 scholars from kindergarten through fifth grade. Jacksonville Classical Academy East has 48.1% White students, 48.9% African American students, 0.8% Indian students, and 2% Asian students. According to Florida State Standards, 85% of students in grades 3rd through 5th were below grade level in math at the start of the school year. By the end of the school year, 48% of students were below grade level in math. 13% of students in grades 3rd through 5th were at or below grade level in reading at the beginning of the school year; however, at the end of the school year, that number increased to 31%. At JXCE, scholars, students, teachers, and parents work together continually to offer scholars an outstanding classical education. Jacksonville Classical Academy East was designed to create a joyful and wonder-filled environment that promotes and builds community.

Ms. Spry has knowledge of how to analyze student and adult behavior in order to create a positive learning environment as a result of her teaching and leadership experiences. She is most proud of her ability to create authentic relationships with scholars and teachers based on mutual respect, trust, and understanding. She is currently pursuing a doctoral degree in higher education and leadership. Education is Mrs.Spry's passion, and she is ready to equip scholars with the tools they need to face the world, expand their knowledge, and develop their character.

Members of the school's founding team are well-positioned to help support ACAJM's school leader. Dolores Gresham has many connections across the Tennessee Education community from her long service as Chair of the Senate Education Committee, and has been interested in the national classical charter school movement and expanding Classical Education opportunities for Tennessee students. Phillip Schwenk, ACE's director for school development is a previous founding principal of a BCSI affiliated school and with BCSI additional support, ACE is well-positioned to support Ms. Spry in her role as principal.

Ms Spry is already scheduled to attend BCSI's Classical School Job Fair, the annual Teacher Conference in June 2023, and BCSI's training for new school leaders.

The role of any school principal is important. As the first classical charter school in East Jackson and the leader of the only tuition-free Classical Academy available to all students, without restrictions or barriers for enrollment, ACAJM's principal will take on an even greater role. This principal will need to serve as steward of the charter school movement in Tennessee and as an exemplar of what Classical Education can offer American students. The principal of ACAJM will need to take on the burden of having potentially negative media and community attention placed on the school and be willing to combat that in the most transparent and honorable manner. In some ways, the principal of ACAJM will be fighting an unfair fight from the

beginning and will need to exhibit grace and character beyond what might have previously been expected from a school leader. The other more typical, and yet no less important responsibilities of ACAJM's principal will be entrusted with the education and well-being of students and the overall reputation of the school, its constituency, and its surrounding community. He or she will be charged with considerable fiduciary duties in managing the daily operations of the school and staying in compliance with the ACE approved budget for the school. ACE and BCSI will invest concerted effort, time and financial resources to find the best fit for ACAJM's principal for both groups recognize that the principal is the single most impactful and important figure in a school and its surrounding community - the guardian of a learning tradition that must characterize the school and influence its mission.

General characteristics of a good candidate include:

1. Prudent leadership and the ability to discern the ends that fulfill the nature and purpose of Classical Education, and the ability to chart a course to reach those ends.
2. The ability to instruct and inspire people to follow, to commit, assume responsibility, and perform with others in an effective manner.
3. The ability to develop self-governing leaders within the school.
4. The leader of an academic institution demonstrates a love of learning by the ongoing personal pursuit of knowledge for its own sake and the desire to share that knowledge with others.
5. A commitment to school reform, motivated by courage and governed with discretion.
6. High moral character with leadership skills that generate trust and hold the confidence of others. Unwavering personal integrity, honesty, decisiveness, and empathy.
7. Well-organized, able to delegate with clear direction, and confidence to assume responsibility for all aspects of school performance and operations.

Knowledge and aptitude required for the position:

1. A broad understanding of the classical liberal arts, its roots in the Western tradition, and its historical presence in American education prior to the 20th century.
2. Knowledge of the craft of the educator, and the ability to teach well.
3. The ability to communicate effectively in both oral and written forms.
4. The facility to maintain a high degree of energy and personal productivity, and to effectively manage others. The ability to prioritize and get things done.
5. A general understanding of personnel management principles, including recruiting, hiring, supervising, evaluating, and promoting individual and organizational development.
6. The intellectual and emotional strength to have difficult conversations, when necessary, and the prudence to know when to do so.
7. A general understanding of financial management principles including planning a budget throughout a school year; he or she understands the needs and expectations of regular audits and a proven system of sound fiscal controls and processes.
8. An understanding of the school's state accountability and accreditation systems for public charter schools, and laws and administrative rules.
9. The fortitude to act with fidelity to the scope and sequence of the American Classical Education - K-12 Curriculum.
10. The insight to understand and achieve local, state, and federal compliance.

11. An aptitude for the business and operational aspects of school leadership and the ability to prioritize and multitask.
12. The ability to build an effective administrative team that clearly understands and supports the school's mission.
13. An awareness of his or her own strengths and weaknesses, and a willingness to hire individuals with strengths and weaknesses that offset their own.
14. Has a clarity of focus yet open to others' ideas.
15. Pleasant, engaging, personable, and empathetic—important traits as he or she interacts in a positive manner with parents, benefactors, community members, teachers, students, and others.
16. Knows how to build trust through excellent communication, including strong listening skills; consistent with expectations and follow-through. Firm and kind, prudent and just.
17. Understands and communicates with the broader classical movement to promote education that is elevating and high-minded. Aptitude and capacity to engage young men and women in discussion of the nation of our world and humanity, and our ability to evolve into a better society and more noble human beings. Public-spirited, ambitious about the school and its effect on the wider community, state, and, ultimately, the nation. Committed to the local community as an active participant, an enthusiastic advocate for Classical Education, and a belief that a Classical Education model is good for all learners of every background.
18. Interacts with children in a positive manner and believes that Classical Education is on the path to true happiness.

Duties and responsibilities of the position:

1. Provides general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
2. Observes and effectively coaches teachers at defined intervals; documents results and provides feedback as mentor and supervisor.
3. Reports at regular school board meetings on the status of the school and plans for upcoming activities.
4. Represents the school as the senior executive leader in interactions with the public, school constituencies, authorizer, and other government agencies.

Evaluation

ACAJM will utilize the Tennessee Educator Acceleration Model (TEAM) to assess principal performance, considering 4 key standards:

1. Instructional Leadership for Continuous Improvement (capacity building, data analysis and use, interventions and progress monitoring)
2. Culture for Teaching and Learning (leveraging educator strengths, environment, family involvement, ownership and recognition and celebration)
3. Professional Learning and Growth (evaluation, differentiated professional learning, induction, support, retention and growth, teacher leaders and self-practice)
4. Resource Management (community resources, diversity and employee and fiscal management)

The board's executive director will be trained in the TEAM evaluation system in order to evaluate the principal. The evaluation process includes observations, input of staff, and review of student data. The executive director will conduct observations of the principal's leadership and will collect data aligned with the TEAM rubric.

(c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.

ACAJM understands the challenges all schools are facing, including in Tennessee, to recruit and retain educators. Based on the experience of other BCSI schools, ACAJM expects to find success recruiting from three groups of candidates, all of whom are generally attracted by the Classical Education model: educators new to the profession from teacher training programs; individuals changing careers after significant professional experience; and retired or nearly retired educators.

ACAJM will ensure all teachers meet applicable licensure standards and participate in the state retirement system. Non-teaching staff will be offered a separate defined contribution retirement plan, and teachers may choose to participate in that in addition to the state retirement system.

All teachers and staff at ACAJM will be employees of the school, which is an independent nonprofit organization. They will not be employees of BCSI or its affiliates.

Teacher quality is fundamental to student success. In addition to strong fundamental teaching skills, those hired to teach at ACAJM must have firmly held beliefs that:

1. All students can and will learn;
2. All students must read at or above grade level by the end of the third grade to be positioned for academic success through graduation;
3. Assessment data are essential to identifying and addressing individual and class-wide weaknesses in achievement; and,
4. Strong partnerships between home and school enhances student success.

Like other BCSI affiliated schools, ACAJM will seek the best teachers who are masters of their subject matter, enthusiastic, and eager to serve K-12 students. All teacher candidates should have a broad understanding of the classical liberal arts, its roots in the Western tradition, and its historical presence in American education prior to the 20th century.

Job openings will be posted broadly: on career and education websites, at schools of education, and shared with individuals and groups via email. ACAJM will also attend local college career fairs, and utilize social media. Candidates will be instructed to submit a resume and cover letter for consideration. Those who appear to best meet the established criteria and, through a review of application materials, show they would be a "good fit" in East Jackson working with the targeted population of ACAJM, will be invited to participate in a brief initial interview by phone. Those who seem to be well-suited to teaching positions will be asked to

provide a sample lesson plan for review by the principal. In-person interviews will be scheduled for the top candidates. Before an offer of at-will employment is made, previous employment, verification of credentials, state and federal background checks, and reference checks will occur.

The principal will post job openings for faculty and staff positions beginning no later than January 2024, offering positions to strong candidates in the following weeks and months. The start date for teachers will be June 2024. Candidates for other key positions that provide needed support to the principal in the months leading up to the school opening – office manager/registrar, operations/business manager and facilities services - may have earlier start dates as deemed appropriate by the principal and approved by the board.

In anticipation of difficulty of hiring teachers, ACE has already begun quietly assessing interest in ACAJM positions through a targeted trial posting on Linkedin. In February 2023, ACE posted an Elementary School Teacher (K-5) position seeking licensed and experience teachers interested in working in a classical school environment. Results of this posting, which was closed after 3 weeks, are below:

Job Posting: Elementary Classical School Teacher (K-5)

Number of Applicants: 35
Number of Resumes Received: 28
Average Years of Experience: 5.2 years
Minimum Qualifications Met: 26 applicants (74%)
Advanced Degree Holders: 12 applicants (34%)
Minority Candidates: 8 applicants (23%)

The American Classical Education *K-12 Program Guide* that will be used at ACAJM is used at all BSCI affiliated schools with numerous scholars and practitioners using it daily. **Attachment H – Student Achievement Data** provides a look at the results of this curriculum, teaching strategies, and professional development opportunities in Florida schools all affiliated with BSCI. These schools have been chosen for this application for three important reasons: 1. In order to show the effect of multiple schools of the Classical Education model in one state (Florida currently has the largest number of BSCI affiliated schools), 2. Because Florida has the most complete and up to date state testing data available at the time of this writing, and 3. Because the student enrollment in the BCSI affiliated schools is varied and includes all of the sub-populations of students ACAJM hopes to attract and enroll from East Jackson.

To summarize the data: Although a number of the Florida BCSI schools enroll larger numbers of students from sub-populations than their traditional public schools in the same district, the BCSI schools outperform them on standardized test measures. ACAJM will be using the same rigorous curriculum, the same research-based and time proven instructional strategies, and will have the benefit of the same extensive professional development opportunities for its teachers and administrators. The mission statement and school vision of ACAJM will be similar to the Florida schools and, as part of the BCSI affiliated group of schools adheres to the same philosophies as the Florida schools. ACAJM also intends to target, attract, and enroll a higher percentage of sub-populations of students than that of the averages in East Jackson. ACAJM

expects to see similar results in respect to student achievement as the Florida schools represented in Attachment H.

(d) How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community.

ACAJM will cast a wide net to identify the best candidates for employment and membership in the school's leadership team. As an equal opportunity employer, ACAJM will not discriminate against candidates or employees on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability or any other protected class in accordance with all applicable laws.

Strategies for developing a pipeline of teachers will include local, state, and national recruitment efforts including participation in local college career fairs, outreach to Teach For America, paid advertising (primarily online, but may also include various print publications), postings on ACAJM's website, postings on various career and education websites, postings to local schools of education, and sharing via email with individuals and groups who show interest or an affinity toward Classical Education. Social media postings on Facebook, Instagram, Twitter and LinkedIn will also be utilized to communicate open positions and announcements regarding recruitment events and activities.

(e) How will you ensure that teachers are licensed and endorsed in their content areas?

ACAJM leadership will pursue appropriately licensed and credentialed teaching staff. Throughout the interview process, license and credentialing requirements will be communicated with all applicants. Before any offer of at-will employment is made, ACE will confirm previous employment, verification of licensure, state and federal background checks, and reference checks of selected candidates.

In addition to requesting proof of required credentials, a condition of employment will include verification and a review of each individual's credentials as posted on the Tennessee Department of Education's website.

(f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

ACAJM will utilize the Tennessee Educator Acceleration Model (TEAM) to assess teacher performance, considering:

1. Planning (instructional plans, student work, assessment, expectations, managing student behavior, environment, and respectful culture)

2. Instruction (standards and objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem-solving)

The principal and assistant principal will be trained in the TEAM evaluation system requirements and will be responsible for evaluating teachers. The Classical Education model encourages regular teacher observations and feedback to stress the importance of continuous improvement in instructional delivery. The principal and assistant principal will observe classes frequently and promptly provide teachers with positive feedback and recommendations for additional improvement. Teachers can expect a formal observation to happen in the middle of the year and, if needed, close to the end of the year. These observations will be part of a teacher's annual evaluation.

Each spring teachers will be asked to complete a self-evaluation form, which uses the same format as used by the principal and assistant principal. These will be combined as an annual evaluation and performance review. The primary reason for performance reviews is to develop better teachers, but they also serve to document and make teachers aware of how their performance compares to the goals and job description. The annual evaluation is also a good time to discuss interests and future goals.

The principal and assistant principal will look for opportunities to share teachers' best practices – celebrating successes in all aspects of their performance including student academic achievement, attendance, classroom behaviors, school culture and engagement with parents. A recognition program will be developed with criteria for various awards, with outstanding accomplishments recognized during staff meetings, in newsletters, and student assemblies.

(g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

The principal will participate in many professional development programs, including the Barney Charter School Initiative (BCSI) new school leaders and teacher training conference held annually. The ACE Board's executive director will closely monitor all aspects of the principal's performance including management of the challenging start-up process. Any problems will be quickly addressed, improvement plans developed and implemented, and ongoing performance closely monitored.

In the event that the principal's performance does not adequately improve, the ACE Board may choose to engage a consultant or an executive coach who may recommend changes to the improvement plan. The principal's progress will be very closely monitored. In the rare case in which termination is ultimately necessary, the process will be initiated by the Board chair. The assistant principal will serve as the interim principal with consideration given to making the position permanent.

All teachers will participate in annual professional development which includes three main types: the annual BSCI Summer Conference; regularly scheduled school-wide PD days; and monthly PD "spurts" led by instructional leaders or the principal during faculty meetings. Professional development is a required obligation of all teachers who must commit to participation not only to fulfill licensure/credentials requirements, but also to continuously improve in their content knowledge and skill in the use of teaching strategies.

Teachers must also participate in regular one-on-one meetings with the principal, assistant principal and/or teacher mentors. For those new to the teaching profession or early in their teaching careers, these meetings must occur on a weekly basis. Teachers also participate in weekly meetings to review student data and make recommendations for student progress strategies. In addition to the weekly data reviews, more in depth analysis happens each quarter.

During one-on-one meetings, any unsatisfactory aspect of teacher performance is identified and discussed. Corrective action plans are developed and progress is then monitored. If significant improvement is not achieved, the teacher and principal/assistant principal will work to design a customized professional development plan including a detailed timeline. Expectations will be made very clear. If adequate ongoing progress does not occur, the teacher will be subject to termination.

Terminations will be initiated by the principal. As is the case for termination of the principal, the following will occur: verification that termination complies with state employment law; notice of termination will be created; an exit interview and close-out meeting will be scheduled with the terminated employee; the principal or designee will ensure that all school property is returned; final pay, benefits termination, and COBRA (if applicable) will be settled; status of payroll deductions (if applicable)will be determined; an exit interview form will be completed; and an address to which correspondence is to be sent (e.g. W-2 form) will be recorded. With these steps concluded, all benefits will be terminated.

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

ACAJM's compensation structure is based on a salary scale that acknowledges level of education and years of service for instructional staff. ACAJM will strive to be competitive with the local district and in addition to salary ranges, the school will provide teachers with the state retirement system benefits or better if the authorizing district offers a superior retirement plan. Compensation packages include medical, dental, and vision coverage plan options that are also competitive with local district options.

High-performing teachers will receive regular increases in financial compensation and may be asked to assume additional responsibilities in areas of individual interest providing variety and a higher level of autonomy and feedback. ACAJM will strive to retain high-performing teachers and staff, so top performers will receive special recognition for accomplishing goals. Teachers will be eligible for performance bonuses and there will be continued and future opportunities for advancement and development.

While salaries will be indexed by market, considerations for compensation will be as competitive as the TISAF rates will allow when considering the demands of academic programming. Financial plans call for a school-wide teacher salary average of $50,761 in Year 1, with specialized services staff earning higher pay commensurate with duties. Signing bonuses will be considered for exceptional new hire candidates in order to offer an additional competitive incentive. Increased enrollment and considerations such as Title I and other funding will provide additional opportunities for teachers providing related services.

(i) Explain whether the employees will be at-will or whether the school will use employment contracts.

The relationship between the school -an employer- and its employees will be at-will and may be terminated for any legal reason by either party. The school intends to participate in the state retirement system to provide benefits to its teachers. ACAJM intends to provide comparable salaries, insurance, and benefits to its teachers and staff to ensure that it is competitive and can hire and retain high-quality employees. Employment contracts will be used and will serve to outline the position, title, job duties and salary, and will be signed by the employee.

(j) Include a copy of the school's employee manual and personnel policies as Attachment I.

See **Attachment I: Employee handbook**

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

POSITION	START-UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal		1	1	1	1	1
Dean(s)						
Student Services Director		1	1	1	1	1
Special Education Teachers		3	3	4	4	5
Classroom Teachers- core content		16	18	20	22	24
Classroom Teachers (e.g. music, art, PE, ELL, foreign language, etc.)		3	3	4	5	6
Student Support Positions (e.g. social workers, psychologist, etc.)		1	1	1	1	1
Operations/Business Manager		1	1	1	1	1
Office Manager / Registrar		1	1	1	1	1
Registrar				1	1	1
Teaching Aides or Assistants		6	7	8	9	10
Additional Staff as Contracted						

2.5 Professional Development

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

Professional development is an essential component of the school's success and it is understood that for professional development to be effective it must be relevant, on-going and personalized. Professional development will occur for two weeks before the opening of the school. Four additional times per year, there is an all-day formal Professional Development for key topics of interest and a review of data, curriculum, differentiation, and subject matter work. Monthly staff meetings will serve as more than informational by providing professional development "bursts" as explained below. Weekly planning and data review sessions will also occur and include some level of professional/teacher development. This is inclusive of modeling and the professional practice of instructional execution.

Prior to the first-year of operation, the Barney Charter School Initiative (BCSI) leadership will host an intensive professional development session for all teachers and school leaders. A previous BCSI new school summer training agenda is provided below and is indicative of the topics covered. The school will utilize professional development at regularly scheduled times throughout the year to assure performance and accountability targets are met. Staff development will focus on meeting school accountability goals and the review and analysis of student performance throughout the year.

Professional development is an area of great strength for BCSI affiliated schools. Comprehensive annual training is provided free of charge. School leadership provides training, guidance, and oversight of teachers hired mid-year. While those teachers hired mid-year will receive comprehensive training the following year, a mentor teacher is assigned to help the new-hire navigate through questions or concerns.

Professional Development Outline

The following activities will be included in the school calendar and daily schedule resulting in each faculty member receiving a minimum of 125 hours of professional development per year. The summer conference could add an additional 50 hours, and if teachers are pursuing higher degrees or additional certifications, individual coursework would add to those totals.

7-10 days (50 hours) of new school training - including content related to curriculum, teaching strategies, meeting the needs of the special population, and pedagogy.

4 days (28 hours) of stand alone professional development days - built into the school schedule without students present. Content will be extensions of the new school and summer conferences or content specifically identified by the administration and teachers as of importance and immediate relevance. Sample topics are explained later

in this section.

Monthly staff meetings (5 hours total) - will be led by the principal or instructional leadership. Although meetings may be informational in nature, at least 30 minutes per meeting will be used for pd "bursts" to reinforce best practices and recognize faculty for exemplary applications. Examples are listed and explained below.

Weekly common planning and data analysis time (40 hours total) - with grade or subject peers. This will allow mentoring and collaboration by the more experienced teachers. Each teacher is expected to be scheduled for five out of eight periods. One of the available periods is dedicated to common planning.

7-10 day (50 hours) Summer Professional Development Conference - This is an intensive two week conference hosted by BCSI each summer and made available to teachers and administrators without cost. This conference attracts BCSI affiliate faculty from across the country as well as nationally recognized experts in content, pedagogy and Classical Education practices and philosophy. While not mandatory, faculty are encouraged to attend. The conference and its topics are described in more detail later in this section.

Individual pursuit of advanced degrees or additional certifications and professional licenses. - As is true with all schools, individual teachers and staff members will be engaged in additional coursework to fulfill personal, professional further education. Days and hours are variable and are not added into totals listed above, but should be acknowledged on a per individual basis.

(b) Identify the person or position responsible for professional development.

The principal is primarily responsible for creating, managing, and overseeing a professional development plan and all professional development activities for staff and faculty. The school benefits from the direction and assistance of BCSI professional development and the school operations/business manager works to assist in coordinating professional development activities. Additionally, the operations/business manager is responsible for creating, managing, and overseeing professional and technical development activities for administrative and student enrollment personnel.

Topics and agendas for BSCI hosted events are determined through a review of best practices and experience in operating successful Classical Education schools. The four stand alone days, monthly and weekly in-house professional development content will be determined by the principal with input from, the SAC, the authorizer, the State, and local community leaders. When possible, in-house or local experts will be used to guide the pd, however there are times when regional, state or national experts will be used.

(c) Describe the core components of your professional development plan and how those components will support the effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including

implementation of individualized educational plans (IEPs), the discipline of students with disabilities, and communication with ELL families.

The Core Components of ACAJM's Professional Development Plan

ACAJM's Professional Development Plan is designed with two guiding principles:

1. Quality teachers are vital to the overall health of a school and directly affect a student's chance for academic and social-emotional success.
2. Effective professional development for teachers must be relevant, ongoing, and personalized to the school and the students it serves.

For these reasons, significant financial, human, and material resources are allocated to this practice. The school principal will have access to information and resources and will engage additional service providers and experts to provide professional development as needed to ensure each component of the curriculum and educational model is met. The principal will use teacher feedback to determine other areas of professional development to be provided during regular sessions throughout the year and the effectiveness of each component made available. As discussed in various other parts of this application, the core components of ACAJM's professional development plan included the following:

BCSI Professional Development

Focuses on research-based, scholarly, and practical applications of topics specific to Classical Education. This PD is provided without cost to all BCSI affiliated schools and is offered to new schools (7-10 days prior to a school's opening), though-out the year on an as-needed basis, during evaluations of the school, and during an optional Summer Conference (7-10 days). Summer Conference topics offered to attendees include everything from grade level instruction and data discussions to leadership sessions, special education, art, music, physical education, foreign language and much more.

In-house stand alone Professional Development days

These will include four planned days of PD, with topics chosen by the administration and staff to extend topics addressed during the intensive summer trainings or to learn more about district, statewide or federal education programs or requirements. While it is best for these topics to be determined as the year progresses- to truly address the needs of the teachers as they implement the K-12 Curriculum, supplemental resources, and intentional teaching strategies, some likely topics for Year One and Year Two may include the following:

1. Utilizing the American Classical Education *K-12 Program Guide* (separate sessions for different content area or disciplines)
2. Socratic Seminar (and its components) for all Students
3. Assessment Literacy, State Standards, and ACAJM Curriculum: how do they all align?
4. Meeting the Needs of all Students
5. Our Mission Statement- how do we manifest it schoolwide
6. Developing Parent and Community Outreach Strategies

7. Using Singapore Math- how to ensure fidelity?

Monthly staff meetings

Will be utilized for information dissemination will also include small "bursts" of relevant professional development for faculty and staff. It is best practice that these be developed by the administration and SAC with faculty input. To be effective, these "bursts" must also follow the guiding principles of effective PD listed above. For this reason, Professional Development "bursts" may include the following:

1. Claim It/Explain It- an administrator "captures" an excellent example of a staff member or faculty member engaged in a teaching moment that exemplifies the mission or vision of the school. As a way to reinforce the positive and serve as an example for replication, the staff/faculty member explains the process and outcomes to their peers.
2. Extension of topics from the summer conference or one of four full day PD sessions- this works well when teachers are challenged to try a particular strategy or engage students in challenging subject content and then are asked to reflect upon the experience and share insights with their peers.
3. On-going discussion regarding "Big Ideas" within the school community. This may include faculty utilizing an instructional strategy (such as Socratic Circles) to discuss school issues or decisions. For example, maybe an administrator serves as the facilitator to pose the opening question: "Whose responsibility is it to develop a stronger work ethic in our students next semester?"
4. Topics of the moment- sometimes professional development looks like training. This type of PD is just as important because it typically has to do with the efficient running of the school or school program. For example, an hour in February may be spent on the topic: "Acclimating yourself with the testing portal for TCAPs" or an hour in September may be spent, "Understanding the item analysis and other reports from TDOE to inform your classroom teaching decisions."

Weekly Collaboration Time

Built into each teacher's schedule is time for common planning and data analysis. It is a major component of ACAJM to allow each student to reach his or her potential. In order to achieve this, all students will be assessed prior to or when the school year begins to gauge base-line data regarding literacy and numeracy. Weekly, teacher teams will analyze new data to determine the best fit for that student regarding grouping, need for tutoring, MTSS, and progress. The time engaged in this work is considered professional development since it is expected that faculty and staff will be constantly learning from each other and utilizing resources to hone their content knowledge and skills. By working collaboratively, veteran and novice teachers will work in tandem to find the most effective and successful paths for students to move forward in their intellectual, social, and emotional growth.

Advanced Learning Opportunities:

Some faculty and staff will choose to engage in pursuing advanced degrees or additional certifications and licenses. Although these typically are individual endeavors, ACAJM will encourage these members to share new knowledge with their peers. Also encouraged will be using ACAJM and Classical Education as exemplars in assignments and research opportunities. In this way, those faculty interacting with other professional educators may use the platforms open to them to spread the positive news about ACAJM, charter schools, and Classical Education models.

Using the format identified above, the following list identifies major content to be included in professional development sessions. It is worth repeating that for PD to be effective, ACAJM will strive to provide sessions and topics that are relevant, on-going, and personalized. For this reason, this list is not exhaustive- it is critical that topics may evolve or come to light as ACAJM is established in Madison County with students unique to that region.

Meeting the Needs of Sub-Populations of Students

All staff, faculty and administration will receive overarching and deeper dives into special education. Some of the topics will include: policies/law (ESSA, Child Find, IDEA, FAPE), procedures (MTSS, RTI^2), practices (communication with parents, discipline, differentiation), and documents (IEPs, 504 Plans, EL plans, communication logs). Content and practical applications will address the needs of students with disabilities, English learners, at-risk students, and students identified as gifted. It is understood and a priority of the school that all faculty and staff be knowledgeable regarding this information and that all members of the school community are responsible for the learning of all students. For example, while specific members of the faculty may be responsible for actually writing an IEP, all teachers need to be aware of the legal and practical importance of actually following it. ACAJM's engagement with Rich Haglund as the school's attorney will assist in ensuring comprehensive policies are developed and adopted. Professional development will be obtained to ensure teachers and leaders are aware of all requirements.

Assessment and Data Literacy

All administrators, faculty and staff will need to understand the important aspects of Tennessee's testing and data collection systems. While ACAJM does not adhere to the policy of "teaching to the test" it is nonetheless critical that all faculty and staff understand the connection among the curriculum, its alignment to Tennessee's state standards and the manner in which the state assessments measure a students ability to give evidence of their knowledge. Included in PD under this topic will be in depth looks at the alignment of the curriculum and a thorough understanding of the data provided by TDOE via TVASS reports. A teacher's ability to interpret an item analysis- both at the school and class level is vital to informing that teacher's instructional practices.

American Classical Education K-12 Program Guide / Core Knowledge Sequence Training

All staff and K-5 teachers will receive BCSI and Core Knowledge (CK) professional development during the school's first year. All staff members will participate in the "Getting Started with the Sequence" program for Grades K-8. The school administration and teachers will participate in CK Coordinator and Leadership Institute workshops, which can be scheduled during the

school's allotted professional development days throughout the school year. The first three days of this training will occur prior to the school's opening.

Literacy Training

Consultants/trainers from Literacy Essentials may be used, and the school will develop in-house expertise in order to conduct ongoing internal training. BCSI support and instruction will also take place in school-wide and grade-specific training. Professional development opportunities may occur on-site or by attending local, state and/or national conferences.

Singapore Mathematics Training

The school will provide ongoing training to build staff expertise in Singapore Mathematics to increase capacity and provide models that will utilize the curriculum resources effectively. Singapore Math contains various elements which comprise daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with the conceptual and skill-building framework to teach math. This framework presents a logical sequence addressing lesson content, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate such for students.

Barney Charter School Initiative

The school will benefit from an intense 10-day new school start-up training for all teachers and administrators in Year 1 and will benefit from teacher and leader training during the Summer Conference annually thereafter.

Socratic Seminar Training

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of just answers. Students read a text item and are then asked open-ended questions. BCSI will provide training on the Socratic Seminar Training will cover the following: Formulating questions to encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence. Also included in this topic are group norms and the ability to train students to take active participation in the Socratic Seminar discussions.

Virtue Instruction Training

The school will provide training to staff in virtue instruction to include:

1. Pillars of virtue
2. Discipline and classroom management
3. Mediation and conflict resolution
4. Bullying prevention
5. Effective communication
6. Integrating character education into the curriculum

7. Discussion techniques to teach ethical reasoning
8. Student culture and inclusion

School Culture and a Student's Social-Emotional Health

While also included in Virtue Training, faculty and staff will look carefully at the connection of school culture and a student's overall ability to be successful in school. Sub-topics here might include elements of the "CASEL wheel": Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skill, and Social Awareness. While these are large sub-topics, day-to-day manifestations of each can be explored.

(d) Provide a schedule and overview of professional development that will take place prior to the school's opening.

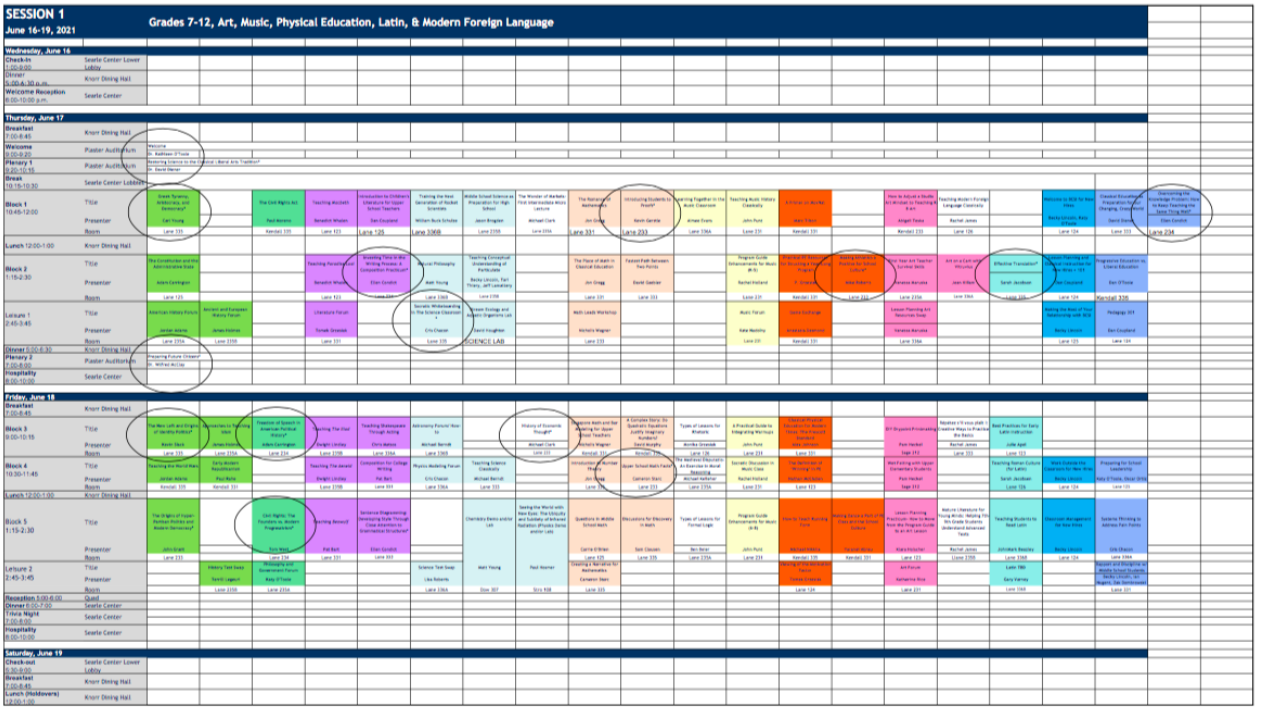
The Barney Charter School Initiative (BCSI) summer training program is comprehensive and addresses required topics and topics of interest for new and returning school leaders, board members and teachers. The following is the agenda from last year's training and session/subject matter:

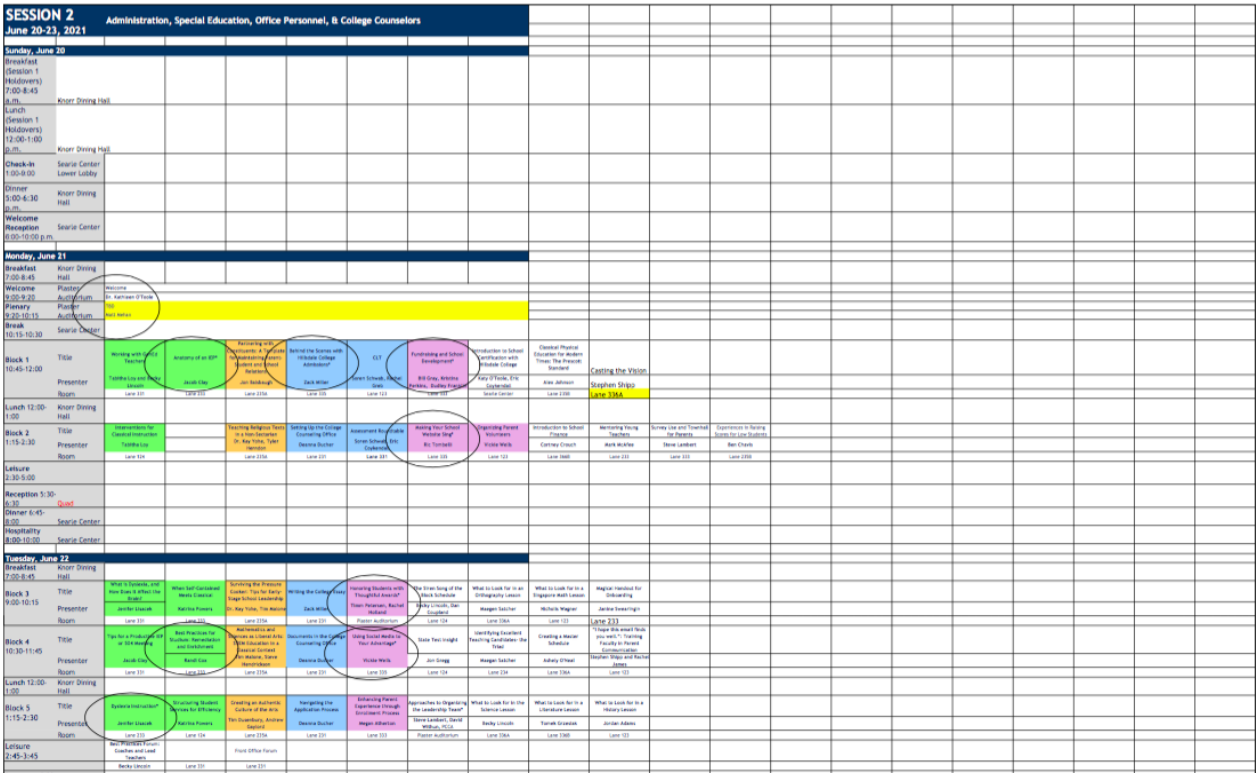
BCSI New School Training Agenda 2022

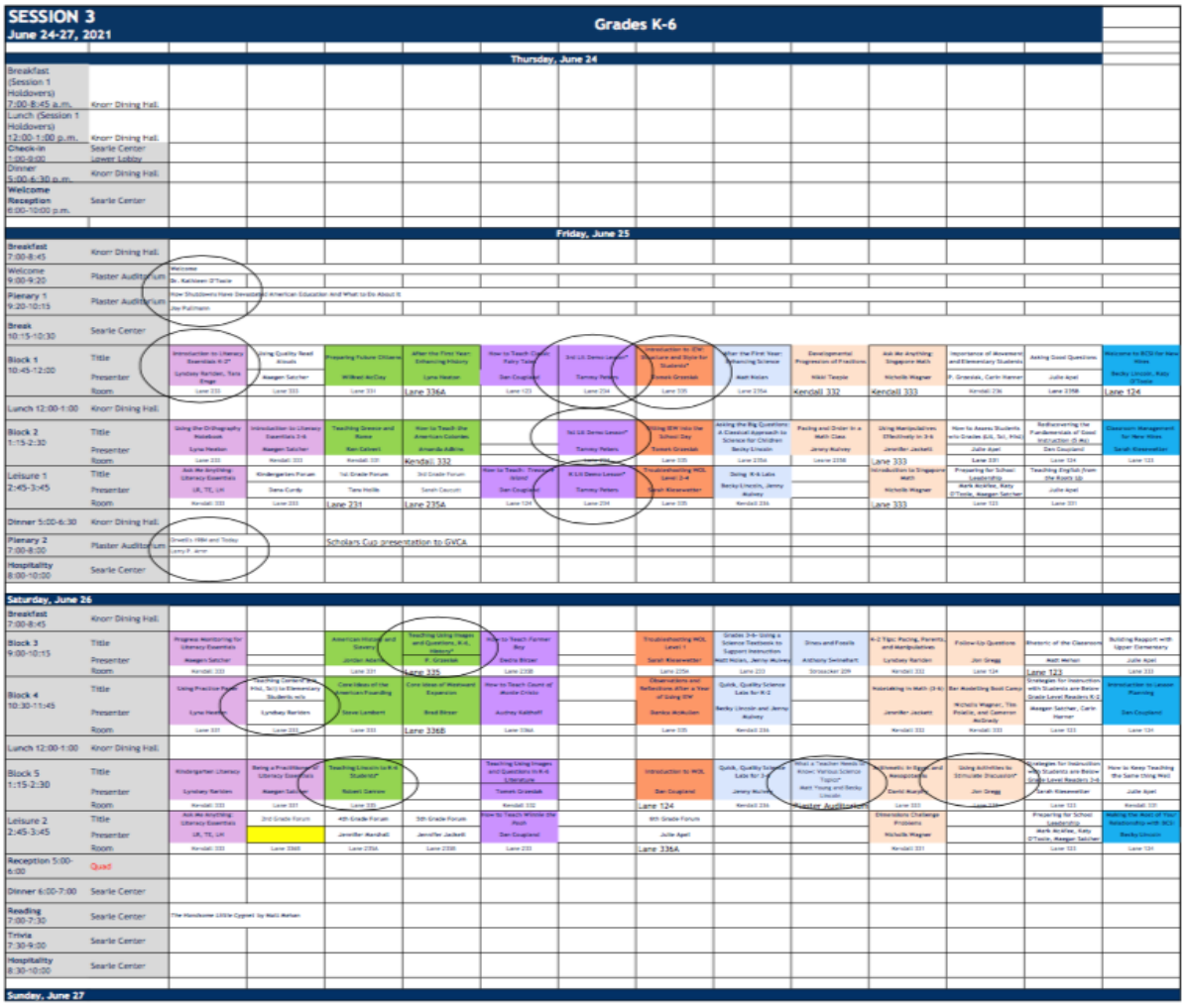
Location: Cincinnati Classical Academy (170 Siebenthaler Avenue Cincinnati, Ohio 43215)

Date/Time	Topic	Details
Day 1 - August 16, 2022 8:30-3:30 – All teachers and special education staff	**Philosophy of American Classical Education** (Presenter: Dr. Katheleen O'Tolle)	*Read Chapter 1 of Abolition of Man prior* • Charter Schools and American Classical Education Mission • Hillsdale College's Work with Affiliated Schools
Day 2 - August 17, 2022 8:30-3:30 – All teachers and special education staff 3:30-4:30 – 3rd-6th grade teachers	**Literacy Essentials** (Presenter: Maegen Satcher)	• Intro to Logic on English • Handwriting Philosophy • Prewriting Instructions • Lowercase and Uppercase Letters • Consonants and Vowels (Beginning Orthography) • Cursive Handwriting
Day 3 - August 18, 2022 8:30-3:30 – All teachers and special education staff 3:30-4:30 – 3rd-6th grade teachers	**Literacy Essentials** (Presenter: Maegen Satcher)	• Review of Phonograms • Multi-Letter Phonograms • Spelling Rules and Markings • Suffixes: Rules for Adding Suffixes • Teaching Code of English
Day 4 - August 19, 2022 8:30-3:30 – All teachers and special education staff 3:30-4:30 – 3rd-6th grade teachers	**Literacy Essentials** (Presenters: Maegen Satcher, Becky Lincoln, Gabrielle Lewis, and Julie Apel)	• Intro to BCSI Team, • K-6 Literature • Physical Education • K-6 History • Student Information Systems • 3-6 Well-Ordered Language Composition (IEW) • Latin
Day 5 - August 22, 2022 8:30-9:30 – K-6 Science teachers and special education staff 9:45-11:45 – All teachers 1:15-2:15 – New teachers 2:30-3:30 – All teachers	**Classroom Management** (Presenters: Becky Lincoln and Gabrielle Lewis)	• The Role of Classroom Management in Classical Education • Procedures Practicum
Day 6 - August 23, 2022 8:30-3:30 – All teachers and special education staff	**Singapore Math** (Presenters: Carrie O'Brien and Gwendolyn Yarbrough)	• Philosophy on Elementary Math • Why Singapore Math • Number Bonds • Mental Math Strategies • Place Value and Manipulatives • Bar Modeling
Day 7 - August 24, 2022 8:30-3:30 – All teachers and special education staff	**Singapore Math** (Presenters: Carrie O'Brien and Gwendolyn Yarbrough)	• Dimensions Curriculum • Bar Modeling Practice • Math Facts/Number Talks • Ability Grouping • Q & A

Below are samples of the options available to teachers during the **summer conference.** As can be seen, options for grade band and content specific sessions are listed. Teachers and leaders attending the summer conference have dozens of session options available to them provided by experts and practitioners in the field.


SESSION 1
June 16-19, 2021
Grades 7-12, Art, Music, Physical Education, Latin, & Modern Foreign Language
Wednesday, June 16
Thursday, June 17
Friday, June 18
Saturday, June 19


SESSION 2
June 20-23, 2021
Administration, Special Education, Office Personnel, & College Counselors
Sunday, June 20
Monday, June 21
Tuesday, June 22



(e) Describe the training that will be provided to all staff on the topics of diverse, inclusive, and culturally relevant pedagogies.

ACAJM understands that respecting the culture and experiences of students, staff and families is essential to meeting academic and social needs within the school community. The school leadership believes this should not be a separate priority, but instead a consistent focus woven into day-to-day instruction and professional development.

It is embedded in how the school teachers and staff interact, speak to, and encourage students, staff and families. Training that strengthens this practice will include the development and internalization of lessons that include activating prior knowledge, making learning contextual, strategically setting up classrooms, and strategically building authentic relationships between students and teachers.

The daily focus and discussion surrounding the school's mission, vision, and virtues including courage, moderation, justice, responsibility, friendship, prudence and wisdom keeps these

important topics in the forefront of all faculty and staff. It is what the school culture is built upon. ACAJM is also committed to soliciting and using feedback from all stakeholders to inform the diversity, inclusivity, and cultural practices of the school.

(f) Describe the plan to cultivate future leadership capacity.

ACAJM benefits from the affiliation with BCSI schools and its mission to develop future leaders to teach and lead in Classical Academies. The affiliation with BCSI begins a full year in advance of the school opening and begins with new school leader training. This comprehensive training includes a comprehensive review of Classical Education and implementation of such. BCSI provides the school with access to continued professional development and key resources annually to continually develop leaders trained in the classical model, which is necessary to successfully grow the school and meet the needs of students during such growth.

(g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

All teachers and administrators will undergo group professional development in order to ensure a uniform understanding of core components and alignment with the school's mission, vision and standards. As teachers become highly skilled in the core components of the school's curriculum, accommodations will be made to allow for more tailored and personalized professional development plans. As with students, differentiation of learning is important with adult learners as well. By offering options and choices for professional development teachers will stay more engaged and will take ownership of their personal learning goals. This structure will also serve as a recruitment tool as teachers will have budget allocations to participate in professional development within a range of acceptable topics.

ACAJM will also benefit from professional development accessed through the Tennessee Department of Education Best for All Central Online Academic Tool for Families and Educators (Best For All Central-Tennessee Online Professional Development Tool). Beginning in January, 2023 new programs will be available to Tennessee's teachers regarding the teacher occupation apprenticeship models. ACAJM fully intends to collaborate with JMCSS Schools, as its authorizer to explore these and other options available under Tennessee's Grow Your Own initiative.

On an ongoing basis, individualized professional development will address the needs of new staff, and gaps, or deficiencies identified throughout the year. The table below identifies which training will be conducted uniformly or individualized.

Training	Uniform	Individualized
Core Knowledge Sequence Training	Annual Summer Training	New teachers and as needed and beneficial
Literacy Essentials Training	Annual Summer Training	New teachers and as needed and beneficial

Singapore Mathematics Training	Annual Summer Training	New teachers and as needed and beneficial
Socratic Seminar Training	Annual Summer Training	New teachers and as needed and beneficial
Virtue Instruction Training	Annual Summer Training	New teachers and as needed and beneficial
Special Needs Training	Annual Summer Training	Monthly focused staff training
Exceptional student education	Annual Summer Training	Monthly focused staff training
Trauma-Informed Teaching and Learning	Annual Summer Training	Monthly focused staff training
Culturally Responsive Pedagogy	Annual Summer Training	Monthly focused staff training
Safety Training (CPR, Heimlich, Anti-bullying, Child Abuse Identification, Violence Prevention, Blood Borne Pathogens, Restraint and Seclusion, etc.)	Annual PDs	All staff annually

(h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.

ACAJM will work diligently to ensure appropriately credentialed and skilled teaching staff is hired prior to the start of the school year and staff recruitment will be a focus while enrollment is building during the planning year. Teachers hired prior to the start of the year will have the benefit of attending the BCSI intense training in the summer.

There are times, however, when teachers will need to be hired mid-year. When this is necessary, the same diligence in the hiring process will take place to ensure appropriately credentialed, vetted and skilled teaching staff are hired. ACAJM wants to ensure that mid-year hires are as successful as those attending summer professional development and experiencing the numerous learning opportunities in-house throughout the year. So while teachers who are brought on after the summer training will wait until the following year for this intensive experience, these mid-year hires will begin by first being fully acclimated to the physical campus of the school to ensure their physical and student safety. A mentor teacher will immediately be assigned to assist with the phase-in of the new teacher and as such, these two will share collaboration time. This mentor teacher will work with other teachers and the new-hire to provide the following opportunities: time to observe classroom instruction with peers to learn classroom management systems; observe same content and grade band

classrooms; meet with administrators to discuss school culture, discipline, and family outreach systems; familiarize themselves with the mission, vision and focus on virtues; meet with special ed supervisor and staff; and have opportunities to get to know students and families in an informal setting prior to meeting in the classroom.

As time allows, new-hires will be encouraged to experience past professional development topics and presentations through archived versions if available. The most important goal for a new-hire is to understand the priorities of the school and its practices while allowing families and students to begin to form important open communications.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment J, please provide the following:

(a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.

American Classical Academy Jackson-Madison (ACAJM) will secure the required insurance, through Alliant Insurance Services, Inc. at all levels required by the school's charter contract with its authorizer. Alliant Insurance Services is a local service provider ensuring insurance requirements are met for other charter schools in Tennessee. **Attachment J - Insurance Coverage** provides evidence of coverage.

(b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Alliant Insurance Services, Inc. is an insurance provider working with charter schools, organizations and other business entities across the country. Alliant Insurance Services has consulted with ACAJM and has provided a letter confirming the school will secure the appropriate insurance in the required types, levels of coverage, and assurance that the Department of Education within ten (10) days of any cancellation as attached and as required in **Attachment J – Insurance Coverage**.

2.7 Transportation

(a) How will you daily transport the students to and from your proposed school, if applicable?

American Classical Academy Jackson-Madison (ACAJM) does not currently plan to provide transportation for all students in year one. While parents are responsible for transporting their students to and from the building, the American Classical Education (ACE) Board will ensure that transportation is not a barrier to students obtaining a quality education and during the planning year ACAJM will communicate with parents about transportation needs.

If transportation proves to be a needed service, the board will investigate options and pursue a contract for services with a transportation provider. Once the facility is determined, the school will have a better understanding of the neighborhoods in which students reside and the proximity of the facility to family homes and neighborhoods. The need will be assessed regularly during the planning year as each potential location is fully evaluated and considered.

Following the example of other BCSI affiliated schools like Atlanta Classical Academy (Atlanta, GA) and Treasure Valley Classical Academy (Fruitland, ID), ACAJM leadership will consider providing transportation insofar as it is affordable and significantly increases access to economically disadvantaged families. Atlanta Classical Academy, for example, currently has two buses and coordinates with families qualifying for the Free and Reduced Lunch program around several pickup and drop-off points throughout the city of Atlanta. Atlanta Classical Academy serves approximately 10% of its student population with bus transportation. Treasure Valley Classical Academy serves approximately half of its student population with busing services, reaching students in its rural location up to 18 miles away from the school along five pick-up and eight drop off routes, with at least one coordinated pickup and drop off point outside of the 18-mile radius. Given Treasure Valley's dispersed rural population, bus transportation is essential to providing access to many of its students.

ACAJM leadership will be especially interested in collaborating with JMCSS Schools to ensure transportation is available to its students. ACAJM leadership will also facilitate sharing of contact information so families can work together to organize carpooling and other independent transportation opportunities. ACAJM will ensure that community outreach and recruitment materials make clear that while standard transportation is not provided, the school will work with families to ensure transportation is not a barrier to attendance.

ACAJM will also evaluate enrollment trends to understand whether the lack of uniformly available standard transportation appears to be a barrier to attendance. The board will review this data quarterly during Year 0 and three months after the start of school in each successive year. Based on that analysis, the Board may implement a comprehensive transportation plan as described below.

If transportation is not determined to be a barrier for ACAJM enrollment, families will be responsible for transporting their students to and from the school. If the Board determines that this is a challenge for students' families, they will develop a Request For Proposal and will solicit competitive bids for a contract for transportation services during the planning year. If

the Board chooses to move forward with a transportation contract, the Board will select the best service provider for bus transportation and the school principal will work with the selected transportation provider to establish policies and processes to meet State requirements. To ensure this is possible, ACAJM's budget includes a specific line item for transportation as listed in **Attachment N - Planning and Budget Worksheet**.

(b) How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.

ACAJM will establish a relationship with an experienced transportation provider, like First Student, Grayline Tennessee, or another reputable busing company that provides local transportation services, to contract with for field trips or special activities as determined on a case-by-case basis. Extracurricular activities such as clubs, tutoring or after school programming will call for parent or guardian transportation. The impact of transportation on the overall budget is included in the assumptions listed in **Attachment N - Planning and Budget Worksheet**.

(c) If applicable, outline your proposed transportation plan as follows:

- **Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.**
- **Describe how the school will transport students with special transportation needs and how that will impact your budget.**
- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.**
- **Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116**

If the ACAJM Board decides to contract for transportation services, the school's operations/business manager will oversee transportation needs, serve as the transportation supervisor for the school, and will work with the transportation provider to ensure all requirements are met and all procedures comply with rule and law. The operations/business manager will work with the school's principal and the Board to ensure that appropriate policies are adopted and that processes are established to comply with State Board policy 3400.

Any student with an IEP designating transportation will be provided with appropriate transportation in compliance with IEP requirements. ACAJM is committed to meeting students' special needs and will work with a reputable transportation service to provide required transportation. The school will ensure that appropriate accommodations are made and that related expenses are accounted for in the school's budget.

If ACAJM determines that transportation services are needed to assist students in regularly attending school, the Board will develop a Request For Proposal and will enter into a contract for transportation during the planning year. The operations/business manager will obtain the

required management training and any additionally required annual training and ensure that school policies are adopted and followed in compliance with the State Board requirements, T.C.A. 49-6-2116 and any additional contractual requirements.

Whether transportation is provided for individual field trips, special needs and special activities only, or if the Board determines that regular transportation is to be offered to all students, the Board will adopt policies and procedures to comply with rule, law and contract compliance if transportation services are provided. ACAJM will ensure that the operations/business manager will participate in the supervisory management training and will follow board adopted policies and procedures in compliance with rule and law and the Tennessee State Board of Education's Authorized Charter School Transportation Procedures accessible here.

(d) If you are not providing transportation, describe how students will get to and from your school.

Parents are responsible to transport students to and from the building Year 1. If ACAJM's Board and school principal determine that transportation services are not needed going forward, the school will work with the Parent Teacher Organization to seek parent permission to circulate names and contact information of those interested in providing volunteer parent drivers and carpooling options to ease the burden of transportation throughout all grade levels. The school will work with the parent organization to accommodate needs and ensure communication of transportation options are available to students and their families. Depending on the location of the physical school and the students enrolled, there may be opportunities for students to walk or bike to school.

2.8 Food Service

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

(a) A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.

ACAJM will, as described below, solicit competitive bids for food service. Purchasing food service from the local school district could be an ideal solution, providing extra food service revenue to the district (to meet increased staffing needs), and building on the existing infrastructure. ACAJM will also consult with districts and public charter schools across Tennessee for recommendations based on their experience.

ACAJM has actively explored partnerships with both local and national providers of food service solutions, in the event that purchasing from the JMCSS Schools is not an option. These include Sage Dining Services and Sodexo -- both of which have extensive experience serving a variety of schools in Tennessee, as well as smaller local providers.

During the planning year, American Classical Education (ACE) will establish a Request For Proposal and will solicit competitive bids for the American Classical Academy Jackson-Madison (ACAJM) contract for food services. ACE will work to secure a food service vendor to provide meals for all ACAJM enrolled students ensuring that all state, district and federal guidelines and regulations are followed.

ACAJM will offer a breakfast and lunch program at all grade levels from Year 1 and beyond. ACE board members believe that nutrition is important to feed the brains and the minds of students so that they may focus on learning. The school will collect income verification forms during the student enrollment process, and such documentation will be retained and submitted as required for Free and Reduced Lunch program eligibility.

Ideally, ACAJM will contract with JMCSS for the school's food service program; however, regardless of which food service provider is used, all federal nutritional requirements will be met. The school will contract for food service meals (breakfast, lunch and snack) to be provided for all students Monday – Friday. The contracted food service provider will ensure meals meet nutritional requirements and all documentation and reimbursement requests and records will be submitted and retained in compliance with federal, state and contractual food service program guidelines.

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

ACAJM will be a public school and will have a diverse student population. The facility has not yet been selected, therefore, as a charter school applicant, ACAJM is gathering and assessing demographic information for the entire district.

The school will collect income verification forms during the student enrollment process (and request/require annually as new figures are determined) to ensure accurate free and reduced income eligibility documentation is retained for federal reimbursement purposes. ACAJM will communicate to parents the importance of this information since many parents are initially hesitant to provide this type of personal information. The school will use this information to determine the National School Lunch Program free and reduced program eligibility to connect families with lower income levels to access additional support and wrap-around services.

Depending on student demographics in the first year of operation expected in East Jackson, ACAJM is likely to apply to become a National School Lunch Program community eligibility provision (CEP) school which will assist the school in budgeting and providing for future food service cost projections.

CEP designation is not an option in Year 1. The school will collect the income verification forms along with enrollment paperwork for each student. ACAJM will work to determine if CEP is an option after year 1, and if so, the application will be submitted for Year 2 of school operations. If the free and reduced percentage of students does not warrant a CEP application, the school will continue to collect student meal fees at an appropriate reduced rate for eligible students and families. Participation in the free and reduced program will be anonymous thereby eliminating discrimination or stigma against participating students.

(c) Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house

The school will identify and assess local food service providers as the school's board believes this service is better outsourced during initial years of operations. ACAJM's facility will be equipped with a kitchen with coolers and warming units so that when the meals are delivered by the vendor, they are appropriately maintained until served.

The school would prefer to partner with JMCSS Schools for meals and food services. However, if this is not possible, the Board will create a Request For Proposal to receive competitive bids and will work to select a qualified and experienced local food service provider within the timeframe needed. The ACE Board will ensure that all requirements are met at the facility level and that a contract is entered into including, but not limited to, the following to ensure all students' needs are met Year 1 and beyond:

A food service contract will address:

1. Price per meal, milk, condiments, packaging and transport
2. Compliance with process for delivery
3. Maintenance of warming, cooling equipment and associated fees
4. Maintaining compliance with National School Lunch Program regulations
5. Maintaining compliance with USDA requirements
6. Management of TN Department of Health Inspection
7. Development of age appropriate menus
8. Maintenance of daily food production records
9. Maintenance of daily food meal service and reporting process
10. Managing food allergy and/or special needs documentation and compliance

11. Any additional school/authorizer requirements

The school operations/business manager will oversee food service operations. The budget will include estimated expenses related to the food service program as to be reimbursed by the National School Lunch Program.

2.9 Additional Operations

(a) Technology:

List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

Classical Education is designed to develop the whole student, and one of the main goals is to teach students to learn how to learn. The American Classical Academy Jackson-Madison (ACAJM) believes that technology is an end – not a means – of education, one of many ends that can be successfully pursued with a well-rounded liberal arts foundation. ACAJM focuses on developing the whole person, which includes, especially in younger grades, interactions with physical books and physical handwriting. Classical Education at its core believes that books, not screens, lead to better reading and comprehension.

By building on the time-tested fundamentals of the school's Classical Education model, ACAJM will enable students to use technology to become active producers rather than passive consumers. Beginning with test preparation and typing curriculum, students will learn the basics of keyboarding skills that will prepare them for necessary skills needed in upper grades. ACAJM's upper school will utilize Google Classroom, preparing students for the world of work using the same tools as Fortune 500 companies.

ACAJM is also excited to integrate Tennessee's new K-12 Computer Science directive throughout its curriculum, with a required course in computer science at the high-school level, and general encouragement to instructors throughout its curriculum to tie core knowledge over the ages to the application of technology in the pursuit of contemporary human flourishing.

The school will employ FIT Technologies as its technology service provider to ensure it is equipped with a safe and secure infrastructure necessary to support future growth. ACAJM will have a computer lab with wireless internet capabilities to allow for testing at all grade levels.

ACAJM has partnered with FIT Technologies (FITtechnologies.com) to provide managed IT services. FIT has more than 20 years of experience in education and a strong history of working with charter schools. FIT offers strong partnerships with the world's leading software and hardware companies and has achieved Microsoft Gold Partner, AT&T Platinum Partner, Cisco Premier Partnership, VMware Professional Partner, and Microsoft Authorized Education Partner status.

FIT will provide:

1. Help Desk and Technical Support Services including training on technology required for mandated state online assessments
2. Infrastructure and Support Services, including E-rate compliance, digital asset management to ensure student information is protected according to federal and state

student record laws and infrastructure required to create a sound and safe and reliable network for testing

3. Cybersecurity Services including Antivirus/Anti-malware Software and Support, Intrusion Detection System (IDS) Review, Annual Security Awareness Training, Multi-factor authentication, Mobile Device Management (MDM), Disk encryption/protection, Data loss prevention and Email Advanced Threat Protection (ATP).

FIT will ensure access to and compliance with State Student Information Systems requirements and local district recommendations on student information systems. All teaching staff and administration will have access to Infinite Campus, or other student information system if used by the local district, and the school's information system will report to the State's Information Management System. All teaching staff will be equipped with a laptop for convenience in inputting and reviewing student data.

Classrooms will have projectors for teacher instructional use. Some staff members may receive speakers and assistive technology, such as white boards, as needed. Administrators will have laptop computers and the main office will house copy machines, printers, and a laminator to be used by the faculty and staff.

- **Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.**

All state assessments will be delivered to students online using secure technology tools and resources. ACAJM will have a computer lab with sufficient laptop computers for all students to access mandated state testing. These computers will be set up to accommodate student privacy as required in state testing technical documentation.

The school will contract with a reputable technology service provider that is experienced in working with schools and educational institutions to install cable, internet, phones, and the network infrastructure to ensure that the school is equipped with the necessary resources to meet its technology needs. The school will not use technology to drive instruction, however, the infrastructure will be in place for the school as needed to support instruction and for testing purposes.

(b) Student information management:

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

ACAJM must maintain a student information system (SIS) to house student information, and the ACE Board is committed to only collecting, maintaining and using personal information that is necessary and relevant to carrying out effective operation. All personal information maintained in the student information system will be used in a lawful manner for legitimate purposes.

The school will not release personally identifiable information or data to any third party entity. Reasonable precautions will be taken to protect personal information maintained in the student information system from unauthorized modification, destruction, use or disclosure. The school will annually review all third party data sharing agreements to ensure compliance with FERPA regulations.

ACAJM will not tolerate unauthorized use or release of personal information and will eliminate personal information from the student information system when it is no longer necessary or relevant.

The school will annually notify all parents and families of their rights relating to student records under FERPA including the right to review, request amendments to education records, and to have control over the disclosure of personally identifiable information included in their student's education records.

The school will annually notify faculty and staff of the requirements and prohibitions of FERPA in relation to retention and sharing of student records.

(c) School health and nursing services:

- **Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.**

- **Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.**

ACAJM will operate in compliance with the Coordinated School Health approach to promoting student health. The school's Classical Education model incorporates physical activity, ensuring a healthy environment, and provides health education, and access to counseling and student health services.

The ACAJM principal will be responsible for oversight of compliance with the school's health program. Direct student health at the school will be provided by contract with a registered nurse, overseen by the student services director, who will develop Individualized Health Plans, manage immunization records compliance, maintain essential medical information, and manage and oversee any medication administration for the students enrolled. The nurse will manage records for vision and hearing screening requirements, and additional student needs. He or she will also provide first aid training to all staff, and will address the medical needs and required documentation for students on an as-needed basis.

(d) Safety and security:

- **Describe your plan for ensuring the safety and security of students, staff, guests, a ndproperty. Identify the person or position responsible for school safety operations.**

ACAJM takes the safety of our students, staff, and faculty seriously, and has and will take all necessary steps to ensure a safe and secure learning environment. **Attachment B – Family Handbook** and **Attachment I – Employee Manual** detail ACE's plans for ensuring the safety and security of students, staff, guests, and property. These policies include the following elements:

1. Behavioral expectations for all persons at the school, including social media conduct policies against harassment and the use of drugs, alcohol, and tobacco;
2. Requirements for background checks for staff, visitors, and volunteers;
3. Safe practices for any school-provided transportation of students;
4. Requirements that dictate how all persons at schools are to use and move about the facility to ensure safety; and,
5. Procedures to protect student records.

These proposed policies will be formally adopted by the ACAJM Board of Directors during the planning year. Policies related to a safe and secure physical environment and use of technology will be reviewed annually by the board.

As the school's primary 'safety officer,' the ACAJM principal will be responsible for creating a sense of security for all students, staff and guests of the school. The principal will ensure the school's safety by implementing the policies and procedures outlined in the handbooks, and ensuring that students, teachers and parents are acting in accordance with day-to-day safety practices. The principal will set the expectations and oversee implementation of the procedures and processes that keep the school secure.

ACAJM is committed to providing a safe learning environment and is developing its Emergency, Safety, and Crisis Management Plan using the TDOE Emergency Operations Plan (EOP) template as is required for all schools in Tennessee. The principal will be responsible for finalizing and implementing the EOP once the facility is determined. As a building has not yet been secured, the specifics contained in the Plan cannot yet be finalized; however, safety discussions have been and continue to be underway while considering each potential facility. The Plan will be created addressing all items outlined in the EOP, including, but not limited to severe weather, natural disasters, chemical accidents, medical emergencies, school violence, and terrorist threats. The Plan will include drills, lock-down procedures, timelines and roles and responsibilities in carrying out such activities and coordinating with local and state agencies in the effect an emergency occurs.

Given the critical nature of safety in the current environment, ACAJM has ensured that additional details concerning safety are included across our application:

- Family Handbook and Employee Manual which detail the plans for safety of students, staff, guests, and property, (*Attachments B and I*)
- Training plans for all staff included in annual professional development, (p. 140)
- An emphasis on safety in facility design (p. 149)
- Job descriptions with safety responsibilities for the principal, assistant principal, teachers, and instructional aides, (*Attachment G*)

- Safety responsibilities during the start-up year

Additionally, as noted in our application, one of our board members and a Jackson-Madison resident, Joey Hale, has significant and specific experience in school safety (*resume on page 339*), having served as Assistant Director of Safety and Security for Union University for three years with prior experience as a law enforcement officer.

School safety is a critical priority for ACAJM. In light of recent tragic events in Nashville, ACAJM have been proactively working to ensure safety at ACAJM meets the gold standard in Tennessee. This includes the following activities:

1. ACAJM has established a relationship with Joffe Emergency Services (which works with 100s of schools across the nation and TN) to help ACAJM create high-quality safety, security, and health programs that protect and support their students and staff.
2. We have established of a Safety Advisory Council chaired by Joey Hale which also includes Bill Reynolds (*Ph.D. Criminal Justice and Director, Tennessee School Resource Officer Association and Madison County resident*) and Jeff Hicks (*Tennessee School Safety Mentor and former President of the Tennessee School Resource Officers Association*) to assist the Board in ensuring that ACAJM will have a gold standard of safety in our school (*see attached bios in Attachment G*).
3. We have confirmed enrollment of ACAJM's proposed principal in Tennessee's Virtual School Safety Summit in May where both Dr. Reynolds and Jeff Hicks are presenting https://safeandsound.swoogo.com/tennessee-virtual-school-safety-summit-2023/sessions).
4. We are committed to using our line of credit funds to support up to three SROs if Joffe Emergency Services and our Safety Advisory Council recommend this level of safety support once the school safety plan is developed.
5. We are exploring how we can use the STOPit! Anti Bullying app at ACAJM (https://www.rcschools.net/apps/pages/index.jsp?uREC_ID=526076&type=d&pREC_ID=1713118).

In conclusion, the American Classical Academy Jackson-Madison takes school safety extremely seriously. The Board has taken and will continue to take all necessary steps to ensure a safe and secure learning environment for our students, staff, and faculty.

- **What will be the process and timeline for creating a school crisis plan?**

The ACAJM principal will work with school administration and Safety Advisory Council detailed above to finalize the school's EOP during the planning year. The Plan will be finalized once the facility is determined, and well before the school's opening. The Plan will be developed in conjunction with classified and certified school personnel, a member of the governing board, Joffe Services, and community partners, as is optimal to ensure a comprehensive plan for addressing any safety related issue or drill. Together, these individuals will form the emergency response team, in which each member will have a role and responsibilities (as delineated in the EOP) if and when an emergency may occur at the school.

The emergency response team will begin by conducting a risk assessment and then follow-up with details to include: maps and site plans (floor plans and areas surrounding the school); equipment and materials (i.e., flashlights, first aid, etc.); roles and responsibilities; safety policies and procedures; and, intervention and prevention strategies. The development, oversight and ongoing management of the school's EOP is a critical part of the school's overall safety measures, helping to ensure that staff, students and families have a plan and protocols in place for emergencies including evacuation, lockdown, severe weather, shelter-in-place, and reunification procedures. The principal will ensure that the EOP follows state and district guidelines, is reviewed with staff annually, that staff obtains associated training, and that annual drills are completed as required so that all parties - students, parents, staff and local authorities - are aware of protocols and how each emergency situation will be addressed. This collaborative approach is important to ensure all parties are aware of the school, its location, and its occupants in the event of an emergency.

The principal will be responsible for working with local authorities to ensure ongoing compliance with the EOP's development and any future revisions. The principal will obtain approval and the required signatures and will file the EOP as is required with local authorities well before the school's opening. In addition to ensuring the ACAJM meets state and federal requirements with the school's Plan, the principal will ensure effective EOP implementation by ensuring all staff is informed and trained on the safety policies and the process and protocols addressed in the EOP, including emergency management drills. The Plan will be reviewed by the board and staff annually, and will be revised and updated with authorities when appropriate. The principal will conduct emergency management tests each year as required and compliance with such will be reported to the board.

(e) School maintenance:

- **Discuss the plan for school maintenance, including maintenance staff or plans to co ntract for maintenance services.**

ACAJM will establish a Request For Proposals to accept bids for custodial and maintenance services for Year 1 of the school's operations. Bids will be evaluated and vendors will be selected on criteria including reputation, level of services, and fee structures. The selected vendor will be responsible for the facility cleanliness and workmanship and maintaining quality equipment, materials and supplies to carry out all requisite duties. ACAJM expects these providers scope to include maintenance services and/or to hire and manage vendors to provide both preventive maintenance and reactive services, including but not limited to electrical, groundskeeping, plumbing, HVAC, and structural supports.

Management of contractually required practices for cleaning and maintenance will be necessary with regard to sanitation, cleaning, chemical documentation, safety and health. The ACAJM operations/business manager will be responsible for overseeing all school custodial, maintenance staff and duties.

(f) Describe any additional operations, as applicable.

Additional operations or supplementary programs are not required for Year 1.

(g) For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there are no additional changes to operations, please respond with NA to this section.

N/A. ACE does not have any operating schools, and therefore, this question does not apply.

2.10 Charter Management Organization

N/A. ACE does not plan to contract with a CMO. And, ACE is not a sponsor of an existing school in the ASD.

2.11 Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission.

Please see all requested waivers below:

T.C.A. Citation or State BoE Rule	Description of Statute, Policy or Rule	Proposed replacement policy, practice, or rule	How will waiver of this statute or rule help student achievement?
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	American Classical Education (ACAJM) approves salaries during the annual budgeting process. ACAJM's payroll system will reflect appropriate use of public funds.	Compensation will reflect the ACAJM model approved pay scale which will help to retain high-quality teachers. With this waiver, ACAJM expects that we will continue to be able to use the ACAJM pay scale model outlined in the application and which we are confident will enable ACAJM to recruit and retain high quality teachers, especially in concert with the ability to provide additional performance compensation as necessary. Our ability to adjust our compensation programs as required to meet our budget constraints as well as unique staffing needs is critical to our ability to increase student achievement within our school environment.
T.C.A. § 8-23-206(a)	Longevity Pay	ACAJM approves salaries during the annual budgeting process. ACAJM's payroll system will reflect appropriate use of public funds. Compensation will reflect the ACAJM model approved pay scale.	Teachers may be provided with additional compensation for performance, which will help to retain high-quality teachers. With this waiver, ACAJM believes that we will be able to offer additional compensation to teachers for performance and that this will help us retain and recruit high

			quality teachers. We strongly believe that a compensation system which will help us retain high-quality teachers is critical to our success and that without this waiver, we will be at a disadvantage in attracting and retaining key roles in our organization and will compromise our ability to increase student achievement.
T.C.A. § 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506; SBE Rule 0520-02-02	Career Ladder	ACAJM approves salaries during the annual budgeting process.	ACAJM's current fiscal model does not have funding available to support Career Ladder Initiatives, however, should funding become available to ACAJM to support Career Ladder Initiatives, ACAJM would implement these initiatives at the school. Forcing ACAJM to fund this initiative would require taking valuable resources away from core components of our model that are focused on increasing student achievement.
T.C.A. § 49-5-5205; SBE Rule 0520-01-01-.01	General Requirements for Evaluation	ACAJM approves salaries and compensation plans during the annual budgeting process.	The classical model is unique and ACAJM must have the ability to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and philosophy to deliver a high-performing Classical Education model. With this waiver, ACAJM will be able to evaluate teachers and design benefit programs that reflect the school's mission and philosophy. Given our unique model and approach to pedagogy, our ability to design our hiring, compensation, promotion and evaluation processes is critical to our ability to increase student achievement within our school.

T.C.A. § 49-5-408-409; SBE Rule 0520-02-02-(2)	Evaluation Contracts and Termination of Contracts	ACAJM oversees performance evaluations and performance management.	It is important that ACAJM can design its hiring process, pay, benefits, and promotion, and that such are aligned with the model's mission and philosophy. Employees who attain the required levels of performance, as outlined in their performance management goals, will be offered a renewal contract. With this waiver, ACAJM will be able to manage ACAJM's staff using the detailed performance evaluations and performance management processes outlined in the application and ensuring we can operate the school in the Classical Education model and increase achievement for our students.
T.C.A. § 49-5-501-513	Tenure	ACAJM oversees performance evaluations and performance management of all its employees.	ACAJM employees are evaluated annually and will be at-will employees. With this waiver, ACAJM will be able to execute the detailed plans for annual evaluation and performance compensation outlined in our application, while ensuring flexibility and high standards in the teaching staff for continual achievement of student outcomes.
SBE Rule 0520-01-02-.03	Employment Standards	ACAJM will ensure that all school employees are qualified for their roles through its hiring and onboarding process.	ACAJM desires the flexibility needed to properly staff the school with the most qualified candidates to provide an effective Classical Education for its students. Given the classical model, ACAJM believes that flexibility will be required to properly staff the school with talent who can be effective at delivering the Classical Model and thereby increase student achievement, especially given the teacher shortage. Should TN Employment Standards change however to allow flexibility in employment standards, ACAJM would not require this waiver.

			Please note this is not a waiver for teacher licensure.
T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03 (6)	Licensed Principals	ACAJM will ensure that school leaders are qualified for their roles through its hiring, leadership training, and onboarding process.	ACAJM will recruit the most qualified principal experienced in Classical Education, regardless of administrative licensure status, to fulfill its mission. Should ACAJM determine that there are licensed principals available that meet ACAJM standards for school leadership, ACAJM expects that its principal would be licensed in TN. The reason for this waiver is primarily that ACAJM expects that we will have to recruit nationally for a principal candidate we are confident will yield strong student achievement and although this individual will likely be licensed in another state, they may not have current TN principal licensure.
SBE Rule 0520-01-02-.04	Leave for Teachers	ACAJM will adopt its own personnel policies including leave in compliance with all state and federal laws and approved by the Board.	ACAJM leave policies will be compliant with laws, meet the needs of teachers and minimize disruptions to student learning. With this waiver, ACAJM will have the flexibility to adopt our own personnel policies to ensure we are delivering our classical education model and increasing student achievement. ACAJM, however, will be fully compliant with all state and federal laws concerning employment leave.
SBE -01-03-.07	Library Information Center Personnel	ACAJM will provide students with access to libraries and maintain library personnel.	ACAJM does not anticipate hiring a full time librarian, however, we do plan to have a substantial library that will be managed and maintained by the school staff and believe this is the best way to manage both our budget and increase student achievement. If the school budget grows to support the addition of a full time librarian, ACAJM would be excited to hire one.

T.C.A. § 49-3-316	Local Fiscal Accounting	ACAJM approves the budget through the annual budgeting process. ACAJM will ensure that public dollars will be used properly, and financial processes and audits will comply with the requirements applicable to all Tennessee public charter schools.	With this waiver, ACAJM will ensure that public monies will be used properly, that all non-waived regulations will be met and that all operations will stand up to an annual financial audit that will be submitted to the State, however, critically, ACAJM's management systems will be able to reflect the school's mission and vision, including financial sustainability, and enable ACAJM to successfully increase student achievement through control of our financial management systems.
T.C.A. § 49-6-4012(b)	Formulation and Administration of Behavior and Discipline Codes	ACAJM reviews and approves the family handbooks and discipline policies annually to ensure compliance with applicable State and federal laws, including the protection of the rights of students with disabilities in disciplinary matters.	With this waiver, while parents and students will have access to due process, ACAJM will be able to ensure that the discipline practices of ACAJM provide a safe and effective learning environment for all students while in alignment with the Classical Education program. ACAJM believes that our discipline practices (as outlined in our Student and Family Handbook) are critical in establishing a safe and secure environment where student achievement can be increased.
T.C.A. § 49-6-2206	Use of Unapproved Textbooks	ACAJM approves use of curricular materials as detailed in this application.	ACAJM will use curricular materials as detailed in this application, aligned to the outcomes it seeks for its students. ACAJM's curriculum and instructional approaches are linked to the school's mission and philosophy and critical to all efforts to increase student achievement. As such, ACAJM will use both approved and non-approved textbooks, but if textbooks used by ACAJM are approved in TN and will allow ACAJM to deliver its model, ACAJM will no longer need this waiver. All curriculum materials -

			regardless of approved status - will be aligned to TN State Standards**.**
T.C.A. § 49-3-311	Capital Outlay	ACAJM contracts and leases its facilities.	With this waiver, ACAJM will have the flexibility needed to select a school site and use the facility funding as required to cost-effectively deliver an exceptional environment for student learning and outcomes. Securing a facility that fits our budget and enables ACAJM to devote resources to increased student achievement is critical.
SBE Rule 0520-01-03-.05	Health, Physical and Wellness Education Curriculum	ACAJM develops an annual calendar and school schedule including time for student health and physical activity. The principal will oversee these classes and ensure that the PE curriculum meets state content standards.	With this waiver students will be involved in physical education activities each week, but our School Leader will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel. ACAJM's ability to design our own physical education activities that comport with our Classical Education Model is critical to increasing student achievement within our school.
T.C.A. § 49-6-303; State Board School Counseling Model and Standards Policy 5.103	School Counseling	ACAJM will have access to student services in all needed areas through contracted or hired services.	With this waiver, ACAJM will have the flexibility to hire a qualified individual(s) to fulfill the responsibilities of a school counselor (academic development, social and emotional development, and college and career readiness) through multiple roles/duties within the school. Without this flexibility, ACAJM's ability to increase student achievement using the Classical Education Model will be made difficult.

2.12 Network Vision, Growth Plan & Capacity

a. Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

The network strategic vision of American Classical Education (ACE) is to open three to five public charter schools in Tennessee within the next five years. ACE has been approved to open a school in Rutherford County and has submitted an application in Maury County in 2023 for 2024-2025 school year opening. The desired impact is to reach this strategic vision, and provide over 3,000 students with the opportunity to attain a tuition-free rigorous, content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue.

In addition to American Classical Academy - Jackson-Madison (ACAJM), ACE applications were submitted in the following locations:

- American Classical Academy – Maury; (pending)
- American Classical Academy – Rutherford (approved by Rutherford County Board of Education)

Enrollment Forecast, ACAJM

Grade Level	24-25	25-26	26-27	27-28	28-29	31-32 (cap)
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9					50	50
10						50

11						**50**
12						**50**
Total	**340**	**390**	**440**	**490**	**540**	**690**

ANTICIPATED DEMOGRAPHICS OF ACAJM To Match or Exceed Student Sub-Populations of JMCSS Schools			
Black/Hispanic/ Native American	**Economically Disadvantaged**	**Students with Disabilities**	**English Learners**
91%	45%	15%	6%

STAFFING MODEL: AMERICAN CLASSICAL ACADEMIES						
POSITION	**START-UP**	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**
Principal/School Leader	1	1	1	1	1	1
Assistant Principal		1	1	1	1	1
Dean						
Student Services Director		1	1	1	1	1
Special Education Teachers		4	5	6	7	8
Classroom Teachers (core subjects)		16	18	20	22	24
Classroom Teachers (e.g. music, art, PE, ELL, world languages, etc.)		3	3	4	5	6
Student Support Positions (e.g. social worker, psychologists, etc.)		1	1	1	1	1
Operations/Business Manager		1	1	1	1	1
Office Manager/ Registrar		1	1	1	1	1
Registrar				1	1	1
Teaching Aides or Assistants		6	7	8	9	10
Additional Staff as Contracted						

ACE has a desire to provide a Classical Education to the students and families in each of these Tennessee communities. Each proposed school is based on the same Classical Education model, beginning Year 1 operations serving K-5 and adding one grade a year until the school serves all K-12 grade levels. As indicated in the charts above, the proposed enrollment and staffing model are the same across each school, and will be led by a principal reporting to the ACE Board of Directors. Each ACE Classical Academy will benefit through the support of an Executive Director and a School Development Director working to support the ACE Board and new school principal with school development and operations requirements.

ACE will further develop and use an independent local advisory committee for each independent school to guide the ACE Board in making decisions that are in the best interest of each individual community, their families, and their students.

The mission of each American Classical Education school is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue. East Jackson was selected as an ideal community for the addition of an ACE Classical Academy because there is no tuition-free Classical Education model available in JMCSS, the superintendent of Madison County has been a vocal and ardent proponent of school choice, and multiple and persistent outreach efforts by the ACE Board and staff confirmed that residents of East Jackson strongly support the opening of a tuition-free Classical Education model school.

b. Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

ACE staff is limited by design as each school will work independently to fulfill its mission and comply with the charter school agreement between the authorizer and the board. If multiple schools are approved this application cycle, the timelines for starting and supporting each school will be the same. Each school is intended to operate with limited network coordination as each school will operate independently yet be governed by the ACE Board of Directors.

ACE currently has two employees working to support the organization (**see Attachment M - Network Organizational Chart and Descriptions**). Joel Schellhammer is the ACE executive director working to support the ACE Board of Directors and school principals once they are hired. Phillip Schwenk, ACE director of school development, is an experienced public school leader and Classical Academy founder. Mr. Schwenk will additionally support the board and new school staff at ACE's first school and any additional schools approved in Tennessee. The qualifications of Mr. Schellhammer and Mr. Schwenk are detailed in **Attachment M - Network Organizational Chart and Descriptions** .

ACE staff will work with the board to hire school principals at least one year in advance of school openings to ensure principals are well-trained and involved in all aspects of the school development. ACE has already identified an outstanding candidate for ACAJM's principal, Alex Spry. Principal Spry will build her staff and operate the school to meet the needs of students and families from East Jackson. She, like ACE's other principals, will serve as the chief executive officer for the school and report to the Board directly.

The ACE Board, with support from its executive director and director of school development, is prepared to oversee the coordination of services to leverage efficiencies across schools in the network. However, day-to-day operations and finance functions will remain with each school. While the ACAJM will benefit from BCSI-led professional development annually, curricular supplies and support, including individual professional development opportunities, will be managed by each school, in coordination with their selected service providers contracted at the school level.

c. If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.

N/A. ACE has been approved for American Classical Academy Rutherford and is on track to open in FY 24-25.

d. Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.

N/A. ACE has not previously opened any schools.

e. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

As with opening individual schools, challenges for an organization aiming to open a group of schools are similar:

1. Hiring the best school leader and teachers possible;
2. Securing an optimal facility with opportunity for growth; and,
3. Achieving student recruitment/enrollment goals.

Leader and Teacher Search

As detailed in section 2.2b, securing the right leader for each school in the network is critical during the planning, opening, and operating stages. The benefit of operating several schools will be the ability to look at the best fit for the leader and the teaching faculty and staff for each unique county. A goal of the school will be to have applicants who are well trained in the various aspects of classical education. If a candidate is highly rated through the search and interview process but is not formally trained in the classical education model, that candidate will still be considered but only with the commitment to additional training about the model. Because of the intense and highly regarded School Leader Training and K-12 Summer Conference in Classical Education hosted by the BCSI, there would be an immediate opportunity to provide extra training free of charge to the candidate.

The school leader must fully understand and embrace the school's mission and vision as established by the board of directors. The ideal candidate must have a track record of demonstrated success in leadership and management, strategic decision making based on insightful data analysis, student academics, finance, governance, and communications. Equally important is the willingness of the candidate to learn about and become a member of the community in which the school will be located. He or she must be an effective leader, problem solver and motivator, and determined to pursue and achieve excellence – even when facing significant challenges. This leader must also take on an especially difficult task regarding serving as an ambassador for charter schools, the classical education model, and the BCSI as a network of schools.

ACAJM is excited to have found a diverse and experienced principal in Alex Spry to lead the school upon approval.

Like other BCSI affiliated schools, ACAJM will seek the best teachers who are masters of their subject matter, enthusiastic, and eager to serve K-12 students in East Jackson. New teachers are often recent college graduates with sound learning in the liberal arts, adult professionals making a midlife career change, and those already working in public schools who embrace Classical Education. The Board will encourage all candidates to show their knowledge of the unique aspects of Madison County, the current educational options available to the county's students, and the specific needs of the community through the interview process. It will be important for the selection committee to give precedence to applicants who exhibit a strong connection and good fit to the targeted student body of the school. Teaching specialists and special education teachers will likewise be recruited and chosen not only for their professional

attributes and abilities, but also for the likelihood of a best fit for the students, families and location of the school.

Securing Optimal Facilities

Section 2.2b describes in detail the risks and challenges related to finding optimal facilities in each of the counties of Tennessee in which there is an ACE school proposed. In some of these counties, schools are already overcrowded and the local school districts are looking to expand or use existing real estate. This, along with the enormous growth throughout the state of Tennessee, create challenges for finding suitable existing buildings or property.

Given the significant facilities funding gap between charter schools and traditional public schools, securing an optimal facility or property on which to build is a challenge for all new charters as will be the case for ACAJM. Knowing that the plan is to open each of the schools proposed for grades K-5 and then grow by adding additional grades later, ACE also must be looking toward the future. Consequently, ACE has been actively seeking facilities in East Jackson with adequate classroom space for core content areas as well as specials, a large gym, library, auditorium, and additional outdoor space for parking, designated transportation lines, outdoor recreational space, and potential room for expansion.

ACE expects that final sites will be identified during the summer of 2023 and that this timeline will allow ACE to pursue greenfield and/or adequate renovation site options.

Achieving Initial Enrollment Goals

Student enrollment will be another important priority with challenges. Word of mouth is, for established schools, a highly effective recruitment strategy. As a new educational option to the East Jackson community, ACE will market the school without the benefit of support from existing students and their family members, but will be able to promote the Classical Education model and its academic and enrollment successes in other markets. First-year recruitment will be the biggest challenge as enrollment drives funding. Essential to success is maximizing efficiencies by ensuring that teacher to student ratios are on target with a full complement of teachers to meet students' needs at the beginning of the first school year and continuing through the fifth year.

f. Provide, as Attachment L, the network's most recent annual report.

N/A. ACE does not currently operate any schools and thus has not submitted annual reports for any schools.

2.13 Network Management

a. Identify the network's leadership team and their specific roles and responsibilities.

American Classical Education (ACE) employs two individuals to support the ACE Board and its school development efforts. Each school will act as an independent entity led by a very capable school principal as the school's executive director. ACE will not provide extensive services to individual schools, and therefore, its staff includes an executive director with the primary responsibility of supporting the Board and a director of school development with the primary responsibility to support new schools in their development.

Joel Schellhammer, ACE Executive Director

The Executive Director will work to support the board and collaborate with school leaders on governance oversight requirements, school facility, and development needs. The Executive Director will perform the same functions for each school approved across the network. The Executive Director will lead the state's charter school authorization, renewal processes and the partner school effort, and will work to develop and deliver effective support and communication between charter schools, partner schools, and ACE itself.

The Executive Director is responsible for overseeing the administration, programs and strategic plan of the organization. The position reports directly to the Board of Directors.

General Responsibilities:

1. Board Governance: Works with the Board in order to fulfill the organization's mission.
    a. Responsible for leading ACE in a manner that supports and guides the organization's mission as defined by the Board of Directors.
    b. Responsible for communicating effectively with the Board and providing, in a timely and accurate manner, all information necessary for the Board to function properly and to make informed decisions.
2. Financial Performance and Viability: Develops resources sufficient to ensure the financial health of the organization.
    a. Responsible for fundraising and developing other revenues necessary to support ACE's mission.
    b. Responsible for the fiscal integrity of ACE, to include submission to the Board of a proposed annual budget and monthly financial statements, which accurately reflect the financial condition of the organization.
    c. Responsible for fiscal management that generally anticipates operating within the approved budget, ensures maximum resource utilization, and maintenance of the organization in a positive financial position.
3. Organization Mission and Strategy: Works with the Board and staff to ensure that the mission is fulfilled through programs, strategic planning, and community outreach.
    a. Responsible for implementation of ACE's programs that carry out the organization's mission.
    b. Responsible for strategic planning to ensure that ACE can successfully fulfill its mission into the future.

    c. Responsible for the enhancement of ACE's image by being active and visible in the community and by working closely with the authorizer and other professional, civic, and private organizations.
4. Organization Operations: Oversees and implements appropriate resources to ensure that the operations of the organization are appropriate.
    a. Responsible for the hiring and retention of competent, qualified staff.
    b. Responsible for the effective administration of ACE operations.
    c. Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.

Actual Job Responsibilities:

1. Report to and work closely with the Board of Directors to seek their involvement in policy decisions.
2. Strategic planning and implementation.
3. Fund development planning and operation of the annual budget.
4. Serve as ACE's primary spokesperson to the organization's constituents, the media, and the general public.
5. Establish and maintain relationships with various organizations and utilize those relationships to strategically enhance ACE's Mission.
6. Oversee marketing and other communications efforts.
7. Support organization's Board and committee meetings.
8. Other duties as assigned by the Board of Directors.

Phillip Schwenk, ACE School Development Director

The School Development Director works to support the development of the schools, reporting to the Executive Director.

General Responsibilities:

1. Supervise and collaborate with organization staff.
2. Establish employment and administrative policies.
3. Work with leadership to develop procedures for day-to-day operations.
4. Other duties as assigned by the Board of Directors.

ACE may add an additional operations/administration individual to assist with coordination. While the schools will act as independently operating schools, one to three staff members may be employed by ACE to support the ACE Board of Directors to ensure clear and effective communication between the Board, the advisory committees and the approved school leadership.

b. Provide, as Attachment M, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the

proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.

As detailed in **Attachment M**, the organizational charts are consistent for Year 1 and Year 3, since each school is designed to operate independently. If multiple schools are authorized, the Executive Director may be supported by one or two operations coordinators. Each school principal will report to the Board and each school will be responsible for staff and vendor service contracts.

c. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. How will the proposed school measure successful delivery of these services?

ACE will not provide centralized services to the schools. Rather, the schools will operate independently as individual schools governed by the ACE Board. Other than limited procurement of equipment and management of school-level and network-level audits, all support services will be procured by each school.

Using the table below, identify school- and network-level decision-making responsibilities as they relate to key functions.

FUNCTION	NETWORK DECISION MAKING	SCHOOL DECISION MAKING
Performance Goals	**X**	
Curriculum	**X**	
Professional Development		**X**
Data Management and Interim Assessments		**X**
Promotion Criteria		**X**
Culture		**X**
Budgeting, Finance, and Accounting		**X**
Student Recruitment		**X**
School Staff recruitment and Hiring		**X**
HR Services (payroll, benefits, etc.)		**X**
Development/Fundraising		**X**
Community Relations		**X**
Vendor Management/Procurements		**X**
Facilities Management		**X**
IT Management		**X**
Vendor Management/Procurement		**X**
Audit Oversite	**X**	

2.14 Network Governance

a. As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.

The governance structure of the American Classical Education (ACE) Board of Directors is detailed in Section 2.1 of this application. American Classical Academy Jackson-Madison (ACAJM) is sponsored by and will be governed by the American Classical Education (ACE), an independent nonprofit organization developed to govern schools providing the Classical Education Model in designated Tennessee counties. ACE will serve as the governing authority for American Classical Academy Jackson-Madison (ACAJM) and each authorized school as approved. It initially will comprise six members with considerable expertise in board operations, community relations and development, finance, compliance, public relations, marketing, organizational structure and process, education, curriculum, pedagogy, legal issues, program management, charter school development, grant writing and fundraising.

ACE employs an Executive Director and a Director of School Development to support the Board's operations. ACAJM will have a principal reporting to the Board and will establish an advisory school council to assist in the day-to-day and decision-making of that school. As schools are approved in the other Tennessee counties, a principal and advisory school council will be established there as well. In this way each principal will have an advisory council to assist the ACE Board in making decisions that are in the best interest for each school, its community, parents and students. More information on the governance structure is provided in the board bylaws, included as **Attachment F3 – Bylaws** and as detailed in Section 2.1 of this Application.

b. Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body or having advisory councils at each school.

As detailed in Section 2.1 and referenced throughout the application, ACE will establish a Local Advisory Committee at each school. The committee will meet statutory requirements, including local representation with at least one parent. This advisory committee will work to assist the ACE Board in making decisions that are best for each school, its community, parents and students.

c. Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

As is detailed in Section 2.1, ACE will serve as the governing authority for American Classical Academy Jackson-Madison (ACAJM) and each approved/authorized school. During the planning year, ACE will evaluate the long term composition needs and determine if additional members are needed. At present, the ACE Board of Directors consists of six members, with the intent to fill the seventh position during the planning year.

ACE has developed a founding board with representation across proposed service areas to ensure local representation for each school location. The Board consists of individuals with varied skills, talents, expertise and local representation by design. The Board's intent is to add at least one more member with charter school experience to bolster the well-equipped diverse membership already established. The Executive Director will be responsible for ensuring consistency in training and reporting at the Board level in the following areas:

1. Overseeing business and operating principles;
2. Ensuring leadership development and talent programs performance;
3. Aligning governance with operating and business principles;
4. Highlighting characteristics of risk culture;
5. Outlining leadership succession, assessment, and development responsibilities; and,
6. Aligning performance management, approach, measures and responsibilities to compensation and incentive plans.

d. Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.

As detailed in Section 2.1 and in **Attachment F3 – Bylaws**, the ACE Board will be responsible for oversight, ongoing monitoring and evaluation of the school(s), and ensuring accountability for academic, operational and fiscal results. The Board will be responsible for setting organizational direction for each school: supporting the school's mission, vision and philosophy; developing and supporting long-term goals and strategic planning; and, setting board and school policy. The Board's oversight responsibilities include: adherence with the requirements outlined in each school's charter contract; providing legal and ethical accountability; and, verifying compliance with local, state and federal reporting requirements.

Attachment F – Board Biographies, presents details of each member of the Board showing that it is composed of individuals with significant expertise and experience. Mrs. Gresham is a retired State Senator and will bring governance and education policy expertise to the Board. Ms. Garcia is currently a director of finance and has experience in underwriting, compliance and grant writing, bringing these skills to the Board. Mr. Hale is the principal and owner of a large realty firm as well as a county commissioner and brings significant safety and security expertise to the board as well as expertise in real estate, construction and finance. Mr. Pearson is a college professor and brings marketing experience to the Board as well as experience working in education, curriculum, and pedagogy. Ms. Stickel is an election commissioner and the Governor appointed education advocate for her county. She brings expertise in governance, board operations, and community outreach and involvement. Finally, Mr. Woodard is a county commissioner and business owner. Thus, he brings a wealth of experience in business management, operations and community outreach and involvement.

As outlined in the ACE Board bylaws, included as **Attachment F3 –Bylaws**, board officers will consist of a Chair, Vice Chair, Secretary and Treasurer. The ACE Executive Director will work to coordinate meetings with the Board and leadership. He will work with the Chair

to develop meeting agendas, and will follow parliamentary procedures in leading board meetings.

e. Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.

The full governance structure including composition is included in **Attachment F3 – Bylaws**.

With ACE using the board governance model, the Board will govern the school and provide oversight through adoption of policies, goals and setting standards for expectations. The Executive Director will work to support the Board and the principals who will have the autonomy to determine the method or process that will be implemented to achieve organizational goals and objectives.

To ensure success, the ACE Board and the school principal will act in clear and distinctly different roles. The Board's role will be to set the mission and vision of the school representing the interests and goals of the community through school board policy, and to oversee the principal and the performance of the school. With the ACE Board serving in this role through a true policy-based school board governance model, they take on the demanding responsibility of determining what goals should be set but allow the principal autonomy to lead the school toward achieving those goals. The principal will implement processes and practices that lead the staff to carry out the duties associated with achieving those goals.

As stated in Section 2.1 of this application, the school's board, and Executive Director, will closely monitor all aspects of the principal's performance including management of the challenging start-up process during the planning and initial years of operations. To ensure consistency and compliance with the principal's evaluation processes, the school will use TEAM for the evaluation process. Any concerns will be quickly addressed, improvement plans developed and implemented, and ongoing performance closely monitored.

In the event that the principal's performance does not adequately improve, the Board may choose to engage an executive coach who may recommend changes to the improvement plan and suggest further development opportunities. The principal's role is critical to the success of the school and the Board and its executive director will ensure expectations are clearly communicated and progress is closely monitored and discussed. In the rare case in which termination is ultimately necessary, the process will be thoroughly investigated, thoughtfully considered, and ultimately determined by the Board.

f. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

As stated throughout this application, each school will operate independently governed by the ACE Board. If ACAJM is approved, the ACE Board will rely on each school's principal and advisory school council to assist the ACE Board in making decisions that are best for each school, its enrollment and the school's community and all stakeholders.

g. Will the charter be held by the same existing non-profit board, or will a new board be formed?

- **If the existing board will also govern the proposed school:**

  Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).

  Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The charter for each approved/authorized school will be held by the American Classical Education (ACE) non-profit board.

The ACE bylaws are included in **Attachment F**. The organizational chart for each school that may be authorized is in **Attachment G** and the network organizational chart, if multiple schools are authorized, is included as **Attachment M**. Other than ongoing efforts to increase the Board's effectiveness through training and self-evaluation (discussed throughout Section 2.1), the Board does not plan any changes to its mission or bylaws if multiple schools are authorized. Schools will operate independently, while ACE will provide the necessary oversight and support.

• If a new board is formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the proposed school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.

N/A – the existing Board will hold the charter for authorized schools in Tennessee.

2.15 Personnel/Human Capital - Network-wide Staffing Projections

Complete the following table, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

These charts assume that three American Classical Education (ACE) schools are approved in 2023, to open in 2024-25, and two more are approved in the 2024 application cycle, to open in 2025. Each school begins with elementary grades, begins adding middle grades starting in Year 2, and begins adding high school grades starting with 9th in Year 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of schools with elementary grades	3 (340 elementary students per school)	4 (340 elementary students per school)	5 (340 elementary students per school)	5 (340 elementary students per school)	5 (340 elementary students per school)
Number of schools with middle school grades	0	3 (50 sixth graders per school)	4 (50 sixth graders per school; 50 seventh graders in the first three schools)	5 (100 sixth and seventh graders per school; 50 eighth graders in the first three schools)	5 (150 middle school students per school)
Number of schools with high school grades	0	0	0	0	3 (50 9th graders in the first three schools)
Total schools	3	4	5	5	5
Student enrollment	1,020	1,460	2,050	2,250	2,400

Management Organization Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1
Director of School Development	1	1	1	1	1
Total ACE FTEs	2	2	2	2	2

As indicated throughout this application, ACE schools will each develop into full K-12 buildings (starting with K-5 and growing one grade each year). Each American Classical Academy will serve the full K-12 student body in one facility on one campus (and not have a separate elementary, middle, or high school). As such, administrative staff, core teachers, specials teachers, and special education staff may be utilized internally within each individual school, and as appropriately licensed to educate across grades/subjects; specifically, as middle and high school grades are added.

School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	3	5	5	5	5
Assistant Principals	3	5	5	5	5
Student Services Director	3	5	5	5	5
Special Education Teachers	9	15	18	23	26
Classroom Teachers (Core Subjects)	48	76	96	106	116
Classroom Teachers (Specials) – Music, Art, PE	9	15	18	23	28
Student Support Position 1 [e.g., Social Worker]	3	5	5	5	5
Operations/Business Manager	3	5	5	5	5
Office Manager	3	5	5	5	5
Registrar			3	5	5
Teacher Aides and Assistants	18	33	38	43	48
Total FTE	102	172	202	229	252
Total Classrooms	48	54	60	66	72

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

See **Attachment N - Planning Budget Worksheet.**

3.2 Budget Narrative

See **Attachment O - Budget Narrative .**

3.3 Network Financial Plan (Attachment P)

a. **Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?**

N/A. ACE does not currently operate any schools.

b. **Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.**

Each ACE Classical Academy is designed to operate on the local, state, and federal education funds generated for the education of the students that attend the school. Each school will apply for a federal charter school program (CSP) subgrant as available for Tennessee charter schools. Additional grant funding opportunities will be investigated; however, ACE does not plan to conduct additional fundraising activities..

c. **Provide, as Attachment P, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:**
   - **A back-office budget;**
   - **Financial implications of facilities plans;**
   - **All major assumptions including but not limited to:**
     - **Student enrollment;**
     - **All anticipated funding sources (at the network level), including:**
       - **§ Local, state, and federal per-pupil funding; eligibility levels; and annual increases;**
       - **§ Other government resources;**
       - **§ Private fundraising;**

- **§ eRate;**
- **§ Student fees;**

- **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;**
- **Management fees and any other management compensation to the CMO or network (if applicable); and**
- **Capital, contingency, and insurance reserve funds.**

See **Attachment P - Detailed Budget for Network.**

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 Past Performance

N/A. ACE does not operate any schools yet, and therefore, has no past performance.

Attachment A – Academic Calendar

2024-25 School Calendar Draft

American Classical Academy Jackson-Madison

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Calendar is a tentative draft and subject to change

BSCI Training In-Service/PD for Teachers - No School for Students	Progress Reports Delivery	In-Service Local/State Election Day, No School for Students	
First Day & Last Day of School Students Return from Winter Break	Eary Dismissal		
No School for Students - School Closed	Report Cards Delivery		
Parent Teacher Conferences	Abbreviated Day for Students First Day of School		

***Calendar is a tentative draft and subject to change**

Start Time	Kinder	1st	2nd	3rd	4th	5th	6th
	Please refer to the accompanying **Class Schedules Principles** document when creating your school's schedule. This document is one example of how to incorporate those principles in grades K-6.						
7:30 AM	Teacher Arrival						
7:35 AM 7:40 AM 7:45 AM 7:50 AM 7:55 AM	Drop off, Preparation, & Tutoring						
8:00 AM 8:05 AM 8:10 AM 8:15 AM	Introduce New Spelling Words	Introduce New Spelling Words	Partner Reading Practice	Review & Practice Spelling Words	Introduce New Spelling Words	Introduce New Spelling Words	Math
8:20 AM 8:25 AM 8:30 AM	Review & Practice Spelling Words	Partner Reading Practice	Introduce New Spelling Words	Introduce New Spelling Words	Literature	Literature	
8:35 AM 8:40 AM 8:45 AM 8:50 AM	Literature	Review & Practice Spelling Words	Review & Practice Spelling Words	Partner Reading Practice			Science
8:55 AM 9:00 AM	Bathroom Break	Literature	Literature	Literature			
9:05 AM 9:10 AM 9:15 AM 9:20 AM	Partner Reading Practice	Bathroom Break			Greek & Latin Roots	Greek & Latin Roots	
9:25 AM 9:30 AM 9:35 AM	Review & Practice Spelling Words	Review & Practice Spelling Words	Math	Math	History	Science	Composition/ Grammar
9:40 AM 9:45 AM 9:50 AM 9:55 AM	Recess/Snack	Math					
10:00 AM 10:05 AM 10:10 AM 10:15 AM	Math	Recess/Snack	History	Science	Snack	Snack	Snack
10:20 AM 10:25 AM 10:30 AM 10:35 AM 10:40 AM 10:45 AM	Art/Music	PE - 4 days / MFL - 1 day	Snack/Bathroom		Math (40 min)	Math (40 min)	History
10:50 AM 10:55 AM 11:00 AM 11:05 AM	Math	Literacy Practice	PE - 4 days / MFL - 1 day	Art/Music	Composition/ Grammar	Composition/ Grammar	Latin
11:10 AM 11:15 AM 11:20 AM 11:25 AM	Lunch	Math	Art/Music	PE - 4 days / MFL - 1 day			
11:30 AM 11:35 AM 11:40 AM 11:45 AM	Recess	Lunch			Literacy Practice	Literacy Practice	Art/Music
11:50 AM 11:55 AM	Bathroom	Recess	Lunch	Lunch			
12:00 PM 12:05 PM 12:10 PM 12:15 PM	History	Bathroom	Recess	Recess	Lunch	Lunch	
12:20 PM 12:25 PM 12:30 PM	Literacy Practice	Math	Bathroom	Composition/ Grammar	Recess	Recess	Lunch/Recess
12:35 PM 12:40 PM 12:45 PM 12:50 PM 12:55 PM 1:00 PM	PE - 4 days / MFL - 1 day	Literacy Practice	Literacy Practice Math Extension/ Remediation		Science	Math Extension/ Remediation	Literature
1:05 PM 1:10 PM	Bathroom	Bathroom		Bathroom			
1:15 PM 1:20 PM 1:25 PM	Literacy Practice	Science		Literacy Practice	PE - 4 days / MFL - 1 day	Art/Music	
1:30 PM 1:35 PM 1:40 PM 1:45 PM 1:50 PM 1:55 PM	Math	Literacy Practice	Review & Practice Spelling Words Literacy Practice	Recess			Math Extension/ Remediation
2:00 PM 2:05 PM 2:10 PM	Literacy Practice	Recess	Recess	Math Extension/ Remediation	Math Extension/ Remediation	PE - 4 days / MFL - 1 day	Study Hall
2:15 PM 2:20 PM 2:25 PM 2:30 PM	Recess	Art/Music					
2:35 PM 2:40 PM 2:45 PM	Literacy Practice		Literacy Practice				
2:50 PM 2:55 PM 3:00 PM 3:05 PM 3:10 PM 3:15 PM	Science	Literacy Practice History	Science	Review & Practice Spelling Words History	Art/Music	History	PE
3:20 PM 3:25 PM	Literacy Practice		Literacy Practice				
3:30 PM 3:35 PM 3:40 PM 3:45 PM 3:50 PM 3:55 PM	Dismissal & Tutoring						
4:00 PM	Teacher Departure						

TIMES	Grade 7a	Grade 7b	Grade 8a	Grade 8b	Subjects	Grade 9	Grade 10	Grade 11	Grade 12
	Please refer to the accompanying **Class Schedules Principles** document when creating your school's schedule. This document is one example of how to incorporate those principles in grades 7-12. Please note that this example schedule does not account for the number of teachers or sections in grades 9-12.								
7:30	Teacher Arrival								
7:35-7:55	Drop off, Preparation, & Tutoring								
8:00-8:05	Homeroom					Homeroom			
1st Period 8:05 - 8:55	Math	American History 1607-1865	Conceptual Physics	Literature	**English**	Classical Literature	Medieval & British Literature	America Literature	Modern Literature / Senior Thesis
2nd Period 9:00 - 9:50	Latin	Math	Gram-Comp OR Music/Art	American History 1865-Present	**History**	Western Civ. I (to 500)	Western Civ. II (500 to 1815)	America History (1607-Present)	World History (1815-Present)
9:50 - 10:00	Extended Passing Period				**Break**	Extended Passing Period			
3rd Period 10:00 - 10:50	Intro. To Life and Chemical Science	Latin	Literature	Gram-Comp OR Music/Art	**Science**	Biology	Chemistry	Physics or Advanced Science	Astronomy or Advanced Science
4th Period 10:55 - 11:45	American History 1607-1865	Gram-Comp OR Music/Art	Latin	Conceptual Physics	**Math**	Geometry (or higher)	Algebra II (or higher)	Trigonometry / Pre-Calculus (or higher)	Calculus
Lunch 11:45 - 12:15	Recess Study Hall Tutoring	Recess Study Hall Tutoring	Lunch	Lunch	**Lunch & Leisure 11:45 - 12:45**	Lunch	Recess Study Hall Tutoring	Lunch	Recess Study Hall Tutoring
Leisure 12:15 - 12:45	Lunch	Lunch	Recess Study Hall Tutoring	Recess Study Hall Tutoring		Recess Study Hall Tutoring	Lunch	Recess Study Hall Tutoring	Lunch
5th Period 12:50 - 1:40	Gram-Comp OR Music/Art	Literature	Algebra I	Latin	**Language**	Latin	Latin or MFL	Latin or MFL	Latin or MFL or Elective
6th Period 1:45 - 2:35	Physical Education		American History 1865-Present	Algebra I	**Other**	Logic / Rhetoric	Economics / Intro. to Moral and Political Philosophy	Moral and Political Philosophy	American Gov't
7th Period 2:40 - 3:30	Literature	Intro. To Life and Chemical Science	Physical Education		**Elective**	Music / Art / PE / Elective	Music / Art / PE / Elective	Music / Art / PE / Elective	Music / Art / PE / Elective
3:30-4:00	Dismissal & Tutoring								
4:00	Teacher Departure								

Attachment B – Family Handbook
Attachment C – Discipline Policy (Page 17)

AMERICAN CLASSICAL EDUCATION

DRAFT

AMERICAN CLASSICAL EDUCATION

AMERICAN CLASSICAL ACADEMY

FAMILY HANDBOOK

2024-2025

American Classical Academy

Address TBD

AmericanClassicalSchools.com

Phone TBD

2024-2025 Family Handbook

Family Handbook Draft Version

Modified May 2022

Table of Contents

INTRODUCTION **6**

Mission 6

Virtues 6

A Note from the Principal **6**

SECTION 1: SCHOOL LIFE & DECORUM **8**

School Hours 8

Student Drop-Off and Pick-Up 8

Car Line 8

Parking 8

Attendance 8

Absences 9

Excused Absences 9

Make-up Work 10

Extended Excused Absences 10

To Report an Absence 10

Unexcused Absences 10

Truancy 11

College Visit Absence Requests 11

Tardiness/Early Release 11

Releasing a Student from School 12

Early Drop-off and Late Pick-up 12

Uniform and Personal Appearance 12

Additional Uniform Provisions 13

Uniforms and Financial Assistance 15

Lost and Found 15
Discipline **16**
Virtues and General Expectations for Behavior 16
Honor Code 16
The Purpose of Discipline 16
Disciplinary Action 16
Detention 17
Notifying Parents 18
Pink Slips 18
Corporal Punishment 19
Restraint 19
Long-Term Suspension and Expulsion 19
Bullying [TBD, subject to legal review] 20
Discipline of Students with Disabilities 21
Public Displays of Affection 23
Electronic Devices 23
Lockers 23
Lunch and Snacks **25**
School Meals & Lunchtime 25
Snacks 25
Birthday Celebrations 25
Medication and Medical Care **26**
Administration of Medication 26
Student medical records 26
Medical operations 26
Medical records and enrollment 27
Parent/guardian obligations 27

Food allergies 27
Sick students 27
Lice Policy 27
Student Fees and Supplies 28
Textbooks 28
Fees 28
Extracurricular Activities 29
Eligibility 29
Clubs 30
Special Events 30
Sports 30
Student Publications 30
Volunteers 32
Volunteer Background Checks 32
Volunteer Confidentiality 32
Visitors 33
Sign-In 33
Parent Visits 33
Classroom Observations 33
Inclement Weather 34
Withdrawals 34
SECTION 2: ACADEMIC POLICIES 35
Curriculum Introduction 35
Homework 35
Late Homework 36
Grading 36
Weighted GPA and HS Transcripts 38

Uniform Grading for TSAC and Hope Scholarship Applicants 39
Reporting Student Progress 39
Teacher Conferences 40
Student Placement 40
Promotion & Retention 40
Kindergarten-5th Grade 40
6th-8th Grade 41
9th-12th Grade 41
High School Graduation Requirements 42
Mathematics 43
Senior Thesis 43
Academic Honesty 43
Plagiarism 43
Cheating 44
Student Services 44
State Assessments 45
Controversial subjects 45
Religion 46
Evolution 46
Human Sexuality 47
Videos in the Classroom 48
SECTION 3: ADDITIONAL POLICIES & PROCEDURES 49
Admissions and Enrollment 49
Admissions Eligibility 49
Limited Availability 49
Field Trips 50
Extended Field Trips 50

School Communication Procedures 51
Parent Communications to Administration, Faculty, and Staff 51
General Communication with the School Community 51
Social Media 52
Communicating with Parents with Joint Custody 52
Student Network Use 53
Security Checks 53
Emergency Policy 53
Student Drivers and Parking 53
Facility Use 54
Parent Teacher Organization 54
SECTION 4: GOVERNANCE & MANAGEMENT 56
Board of Directors 56
Board Responsibilities and Obligations 56
Board Meetings 56
Communication to the Board 57
Role of the Principal 57
Internal Communication Procedure 57
Grievance Policy 59
Grievance Related to the Classroom 59
Grievance Related to Administration 59
Records Requests 59
SECTION 5: PRIVACY 60
Family Educational Rights Privacy Act (FERPA) 60
Student Information 61
APPENDIX 62
Change Log 62

INTRODUCTION

Mission

The mission of American Classical Academy Madison (ACAM) is to train the minds and develop character in students through a content-rich Classical Education in the liberal arts and sciences utilizing instruction in the principles of moral practices, and civic virtue.

Virtues

Courage | Moderation | Justice | Responsibility | Friendship | Prudence | Wisdom

A Note from the Principal

[Note: The following letter is an example from another classical public school. If ACA is approved, this will be rewritten by the principal of the school.]

Dear parents,

Welcome to American Classical Academy, and thank you for choosing this place among the many schooling options you have. The mission of American Classical Academy is to train the minds and improve the hearts of young men and women through a rigorous, classical education in the liberal arts and sciences, with instruction in good character and civic virtue.

Parents, in choosing classical education for your child, you have chosen a more difficult path, but one that brings great rewards for those who travel it well. Our school hopes not merely to care for your students, but to help them fill their minds with knowledge. Our methods are the old-fashioned ones— we diagram sentences, we read the great and difficult books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding, and because we believe that the things we study are worth the effort. At American Classical Academy, we want to really know things, not just appear to know them.

We are focused on providing something increasingly rare: an education that is good for its own sake. At American Classical Academy, we believe that a liberal education in the sciences and the humanities is inherently good— something worth having apart from the many good things that can come from it. Schools like ours often produce impressive students; graduating seniors with high SAT scores, excellent college applications, and the opportunity to be doctors or lawyers once they finish college. We hope that our first graduates will be impressive as well, but we do not think that making them merely impressive is the primary mission of our school. We believe that even the highest accolades are worth nothing if the person who earns them doesn't deserve them. In the end, what good does a perfect SAT score do for a human being who lacks the

virtues? Instead we think that our work is to help our students learn to be good, to teach them to be men and women with sound minds and well-formed characters. We hope to help them become thoughtful judges of their own happiness and forces for what is right in the world.

Liberal education, education that is good for its own sake, is the education that makes human beings free—free to consider the world as it is and endeavor to understand it over time. Liberal education teaches an independence that is unavailable to a person trained for a particular career in a particular set of skills. The liberally educated person is open to the world, but also well grounded in knowledge and in virtue, so he or she is free to ask the most important questions for human beings and then reason through those questions well. The liberally educated person understands himself, and because he knows that his character is his most important possession, he cares for it above all.

In choosing American Classical Academy, you have chosen a very particular kind of place. To honor the choice that you have made, we promise to treat your students' education as an end in itself. We promise to help them learn to be virtuous, not just credentialed. We promise to educate them to be thinkers, not merely to train them for a particular profession. We promise to challenge them to help them see what they are capable of. We promise to pursue the truth without shame and without agenda. We promise to help your students know themselves, and to help them cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and to your children. This important and difficult education relies upon a close partnership between parent and teacher. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website. We invite you to schedule observations of our classrooms to see firsthand what your student is learning and how instruction in a classical school works. When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us.

We hope you will display to your students the core virtues we teach—courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. Help us teach them to understand themselves and to develop the good habits that lead to moral virtue. Above all, help us demonstrate to them that learning is not just for young people. Show them through example that curiosity about the world along with the good judgment to understand it well is the truest and best source of human happiness. I thank you for your support of our school, and I look forward to another excellent school year.

Sincerely,

Founding principal

SECTION 1: SCHOOL LIFE & DECORUM

School Hours

School Hours: Monday-Friday 8:00 a.m. - 3:00 p.m. (K-12) Front Office: Monday-Friday 7:30 a.m. - 4:00 p.m. Closed weekends and during school holidays

Summer Office Hours: Monday-Friday 8:30 a.m. - 3:00 p.m.

Phone: (123) 456.7890
Email: info@AmericanClassical.com
Attendance email: Attendance@AmericanClassical.com

Student Drop-Off and Pick-Up

Students should begin arriving no earlier than 7:30 a.m. Faculty, staff, and volunteers will be at the front of the campus in the morning to escort our younger students from their vehicles to the building. Other staff will be inside to supervise students on their way to class. At 8:00 a.m. our doors will be locked to ensure the security of students and staff.

Car Line

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

[Site Specific Carline Maps and Procedures TBD]

Parking

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan.

The school has established five “five-minute parking only” spaces near the entrance to the main office to facilitate carline needs, deliveries, etc. Parents and visitors who will remain at school for more than 5 minutes should park in the designated visitor spots in the rear of the lot.

Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted breaks.

Parents must alert their student's teachers and the front office for every day a child is to be away from school. To notify teachers, please email your student's teachers directly. To notify the front office, email [address TBD]. Please include your child's name and the reason for his or her absence in your email. Parents must make us aware of the child's absence before 8:00 a.m. on the day of the absence. If a parent fails to notify the office of a student's absence, the absence will be coded as unexcused.

Absences

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. The Principal may require that the student obtain comments from teachers about the impact of the absence before the request for an excused absence can be granted, and may require evidence or a commitment that the time will be made up in some way.

We discourage doctors' and other appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades.

In the Upper School, absences are calculated by course. In the Grammar School, missing two clock hours equals one half-day absence and missing four clock hours equals one full day absence.

Students are expected to attend 90% of a class in order to receive credit for that class. This threshold includes both excused and unexcused absences. If a student is not physically present in class, regardless of the reason, the student's total attendance percentage is reduced. Students who do not attend 90% of a class are in danger of failing the class because of absences and will be referred to the School Leader.

Excused Absences

The following will be considered excused absences:

- Absences for medical reasons

- Absences for documented mental or emotional disabilities, with a note from a doctor or specialist
- Pre-arranged absences of an educational nature
- Important family events
- Attendance at any school-sponsored activity for which a student is eligible x Bereavement (notify school if absence will extend beyond three days) x Court appearances
- Religious holidays and observances

The School may require suitable proof of excused absences, including written statements from medical sources.

Make-up Work

Students may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), students returning from an excused absence will have two additional days for each absent day to make up work that was due during or immediately after the absence. For example, if a student has an excused absence on Monday, then he has until Wednesday to turn in any work due on Monday or Tuesday; if a student has an excused absence on Thursday and Friday, then work due on Thursday, Friday, or Monday is not due until Thursday of the following week.

The extra time is intended to allow students to catch up on any missed notes or lessons prior to turning in related material. Students are responsible for retrieving notes and assignments for themselves, preferably from a classmate, and are expected to be respectful of their teacher's time.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

Extended Excused Absences

American Classical Academy recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Principal or his designee of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

To Report an Absence

Parents must notify the front office of absences by 8:00 a.m. in order to be excused. The Attendance Line is (123-456-7890). Please notify the school every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

Unexcused Absences

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension. Students will not receive credit for homework and assignments that they miss during unexcused absences.

If a student has more than 5 unexcused absences in any year, the student may be classified as truant according to Tennessee law. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

Truancy

A student who is absent from school without permission will be considered truant and is subject to disciplinary action.

College Visit Absence Requests

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

1. The student must have passed the required parts of the EOC tests for the previous year.
2. The student must be on track to graduate on time.
3. The student must be classified as a junior or senior based upon credits earned.
4. The student must be passing all coursework.
5. The student must meet the 90% attendance rule.
6. The student cannot have any disciplinary issues.

Students must submit a “College Visit Absence Request Form” to the office at least two days prior to the day requested for a college visit.

Tardiness/Early Release

Each tardy or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:00 a.m. or at the established school start time. Early release refers to any occasion in which a student leaves before 3:00 p.m. or the established school finishing time.

Three (3) tardiest or early releases make one absence. These may be excused, but the total number does count against the 90% attendance record necessary for receiving credit in a class.

In order for a tardy or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy, the front office must be notified prior to 8:00 a.m. on the day of the tardy, except in cases of extreme extenuating circumstances.

An unexcused tardy or early release is subject to the same provisions as an unexcused absence, and students will not be offered make-up opportunities for schoolwork missed during this time. Students who are habitually tardy will be referred to the School Leader for potential disciplinary action.

Releasing a Student from School

American Classical Academy’s campus is closed during the school day to encourage friendship among all our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. Students may not be taken from the school or playground unless parents have signed them out in the office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

Early Drop-off and Late Pick-up

Students may not be dropped off before 7:15 a.m. and must be picked up by 3:30 p.m. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian at 3:30 p.m.

Students who are still on campus and not participating in a club or athletics at 3:30 p.m. must wait for a parent/guardian in the front office. The late fee for pick-up after 3:30 p.m. is $10 for the first minute and $1 per minute thereafter.

Uniform and Personal Appearance

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy.

When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the office. The office will keep a limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements and return to class (in most cases with a tardy slip). Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have appropriate uniform items for a student out of uniform, the student must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

TBD is the sole uniform provider for ALL uniform pieces. The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of directives. Basic details for the school uniform, including ordering information, can be found on the American Classical Academy website.

Additional Uniform Provisions

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All students must be in uniform at all times. NO OTHER clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- All shirts must be tucked in.

- Skirts and shorts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- All girls' and boys' polo shirts may have the top button unbuttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Students may wear no more than two necklaces at one time.
- Students are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural. Colors such as black, yellow, rainbow, etc., are not acceptable.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
- Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. K-6 students will not change for P.E.
- Shoes, socks, and shoelaces should be mostly white, black, blue, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes; boots, sandals, moccasins, and slippers are not permitted.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing.
- Strong/offensive body odors are inappropriate. Clothes may not be ripped or torn. Boys should be clean-shaven and sideburns should not extend lower than the earlobe.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine.

Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.

- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- All school-sponsored events, including after school and weekends, are subject to school uniform policy.

Uniforms and Financial Assistance

ACA will not allow financial need to limit access to the School, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance. If you may need assistance, please contact the principal's office.

Lost and Found

The student Lost and Found is in the front office. Students are responsible for retrieving their

misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the 30th of each month.

Discipline

Virtues and General Expectations for Behavior

At American Classical Academy we seek virtue in all its forms, and we focus specifically on the classical virtues of courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at American Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

Honor Code

The ACA Honor Code: An American Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, courage, and wisdom.

At the end of the Family Handbook is a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All students in grades 5-12 are also required to sign it.

The Purpose of Discipline

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent.

A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to

promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the ACA Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class (e.g. PE vs. History class) and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch detention or afterschool detention. PBSs are accumulative, and five are treated as equal to a Pink Slip.
3. Pink Slip: Pink Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, may result in the suspension or expulsion of the student. Pink Slips are usually given out to by the School Leader or Assistant Principal. Very severe offenses may be met with immediate suspension or expulsion.

Consequences for misbehavior are correlated to the above levels of tracking/notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Poor Behavior Slips will be sent home to be signed by parents. The consequences for a PBS will generally extend beyond the classroom to include something like lunch detention, after school detention, or a special assignment. The consequences for a Pink Slip are explained in the section below.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Assistant Principal has developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class to ensure the student has access to the required curriculum

Detention

Students may receive detention as a consequence of misbehavior tracked by either a PBS or a Pink Slip. Detention will occur after school or during lunch. During lunch detention, students will generally be permitted to do homework and eat their lunches quietly. Afterschool detention

is a more serious consequence, and students will not be permitted to do homework during this time and will be assigned other appropriate tasks.

Detention takes precedence over any extracurricular activity. Students who miss detention will need to make it up and serve another detention, and they may also receive a Pink Slip (see below). Repeatedly missing detention may result in Pink Slips and/or suspension.

Notifying Parents

The School will notify parents of discipline problems that escalate to the level of a PBS or a Pink Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which conference will include the student.

Pink Slips

For consistent and/or more serious disruptions, the student will be sent to the Office and will receive a Pink Slip. Pink Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance with the school's mission.

> 1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.
>
> 2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Assistant Principal to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.
>
> 3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.

4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she may be subject to a longer suspension or expulsion

Corporal Punishment

Corporal punishment is prohibited at American Classical Academy. Employees are specifically prohibited from shoving, striking, grabbing, shaking, or hitting a student. Throwing objects at a student, unreasonably restraining a student, or asking others to engage in any of these activities are also prohibited.

Restraint

If a student is disruptive to the point where he, she, or others are in danger, school faculty and personnel are authorized to use restraint, in the most limited fashion possible, proportional to the student's conduct. Using physical contact to protect employees or students should only be used after all other means have been attempted. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint is used.

Restraint or seclusion of a student receiving special education services may only be used in emergency situations and must follow the procedures, reporting, and follow up actions outlined in Tennessee law, T.C.A. § 49-10-1301 et. seq.

Complaints regarding the use of restraint or seclusion should follow the grievance process outlined in this Handbook.

Long-Term Suspension and Expulsion

The principal has authority to suspend a student--remove him or her from the regular education program--for up to ten (10) school days. Prior to suspending a student, the following due process must be provided:

1. The principal will informally talk with the student to explain the reasons for the proposed suspension,
2. The principal will give the student a chance to explain his or her version of what happened, and
3. The principal will then determine whether suspension is warranted.

The principal must notify the student's parents before the student has been sent home, on the day the suspension occurs. This notice shall include the grounds for the suspension and give parents an opportunity to talk with the principal about the matter.

If the principal believes a student's conduct warrants expulsion (removal from the education program for more than ten (10) days, then additional due process must be provided.

1. The principal will informally talk with the student to explain the reasons for the proposed suspension,
2. The principal will give the student a chance to explain his or her version of what happened, and
3. The principal will then determine whether a short-term suspension is warranted pending review for expulsion.
4. If the principal decides to expel the student, the student's parents shall immediately be notified, in writing, of the proposed expulsion, including the cause and length.
5. Parents will be given an opportunity to appeal the proposed expulsion.

If a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault on a school employee, the student shall be subject to a one-year expulsion, which may be modified by the principal on a case by case basis, pursuant to T.C.A. § 49-6-3401.

If a student expulsion is upheld, the local school district's student discipline staff shall be notified of the expulsion and the grounds. The student may be eligible for attendance at the district's alternative school program during the period of expulsion.

Bullying

ACA has zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adheres to the definitions established by T.C.A. § 49-6-4502:

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;

2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or

3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:

4. Causes another person substantial physical harm;

5. Has the effect of substantially interfering with a student's education;

6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through School computers, networks, or other technologies. The term also applies in instances of "cyber-bullying" involving ACA students, even if the technology in use does not belong to the School.

Parents, please call ACA administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying, remember bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact the school administrator. Incidents of bullying or harassment can be reported to administration via the front office at [number TBD].

Discipline of Students with Disabilities

American Classical Academy follows the Individuals with Disabilities in Education Act (IDEA) and the procedural safeguards provided under IDEA and State law for students with disabilities. In disciplinary matters, this means that a student with disabilities may, based on the severity of the behavior, be moved to a temporary alternate placement determined by the IEP team or suspended for no more than 10 consecutive school days (a student may be moved by a temporary administrative decision if there is a risk of serious bodily injury).

A student does not have to have an IEP in place to receive IDEA discipline protections. Protections are available as long as the school had knowledge that the student may have a disability before the misconduct occurred.

The Academy may suspend a student with a disability for up to 10 days without a duty to continue to provide services from the IEP, review his or her Behavior Intervention Plan, or reconsider the Functional Behavior Assessment.

Suspending a student with disabilities for more than 10 cumulative days in a single school year (even for separate incidents), however, constitutes a change of placement. In those cases, the student must continue to receive all services required by the IEP. If a student's behavior warrants in-school suspension, the Academy will provide services comparable to those in the student's IEP and that allow the student opportunities to participate in his or her general curriculum.

If a student with a disability is being considered for expulsion or a suspension that would result in more than 10 days (consecutive or cumulative of the school year), the Academy will conduct a Manifestation Determination Review (MDR) hearing. At this hearing a determination will be made regarding whether the behavior was caused by, or had a direct or substantial relationship

to, the student's disability, or whether the conduct resulted from the school's failure to implement the IEP. Parents will be notified at least 24 hours prior to an MDR.

If the MDR results in a finding that the behavior was not a manifestation of the disability, then the Academy will take the same disciplinary action for the student with a disability that it would have for children without disabilities. As noted above, if a removal constitutes more than 10 cumulative days during the school year, all required IEP services shall be provided. If necessary, the Academy may also perform a functional behavioral assessment (FBA) and implement positive behavioral intervention services to reduce the likelihood of recurrence.

If the MDR results in a finding that the behavior was a manifestation of the disability, or if the conduct was a direct result of the Academy's failure to implement the IEP, then the Academy will conduct an FBA or, following a review, modify any existing behavioral intervention plan as necessary. The student will be returned to the student's placement at the school (though the parents and the school may agree to a change of placement as part of modifications to the IEP or BIP).

Parents or the school may appeal an MDR determination. An appeal hearing must be held within 20 days of notice by the LEA representative. A decision shall be rendered within 10 days. Disability services shall be provided during the appeal process. If the school believes continuing IEP services is substantially likely to result in injury to the student or others, the school may appeal that decision.

School officials shall remove a student to an interim alternative setting for up to 45 school days, regardless of whether the conduct is a manifestation of the disability in the following three situations: a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault on a school employee.

In these cases, the student may be placed in an alternative education setting for up to 45 days. The Principal will notify parents of all matters related to the incident in writing. And parents may bring an attorney or advocate to any related meetings.

Regardless of the determination following the MDR, the school will resume providing IEP services on the 11th day of suspension (if they were halted as part of the suspension).

Public Displays of Affection

Public displays of affection are not allowed on campus or during school-related activities, and are liable to disciplinary consequences.

Electronic Devices

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. Students may not keep electronic devices on their person during the academic school day. If a student must bring a cell phone or other electronic device to school, he or she must keep it in a locker for the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, head/earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Principal's discretion.

Any student who is using a phone or other electronic device during the day will have that device confiscated until the end of the day. If there is reason to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, the device may be powered on and searched.

Students who break this rule will be subject to fines and other disciplinary action. American Classical Academy is not responsible for the damage, loss, or theft of these items.

Lockers

American Classical Academy provides lockers (as available) for students in 7th grade and higher. The lockers and locks are school property. Students will be issued a lock and a combination upon request. Students who misplace their lock will be required to pay $5 for its replacement. Only locks issued by the school are authorized.

ACA has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

ACA is not responsible for lost or stolen items. Valuables should NOT to be brought to school. Problems with lockers should be reported to the Assistant Principal.

Students must observe the following rules:

- Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the Administration.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.

- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of.
- We strongly discourage students from sharing their locker combinations with others, as that may lead to conflicts should items go missing.
- Students may not decorate the outside of their lockers. A student may be assessed a fine or asked to clean a locker that becomes dirty or damaged because of his or her use of it.

Lunch and Snacks

School Meals & Lunchtime

Applications for free or reduced meals are available in the front office.

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must talk quietly and behave calmly during lunch.

Snacks

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-2 will set aside a time in the morning during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess.

With the exception of water bottles and K-2 snacks, food and drink are not permitted in the classrooms or libraries.

Upper School students may eat a quick snack between classes in the hallways as long as they bring food that can be eaten without utensils and without creating a mess. Students may not chew gum.

Birthday Celebrations

If you would like to bring birthday treats in for your student's class, please coordinate with the classroom teacher several days in advance. Our students' academic days are carefully scheduled, and we cannot accommodate last-minute celebrations.

Medication and Medical Care

Administration of Medication

American Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the student per written physician's orders and written parent/guardian authorization. (Note that school will not employ a nurse. Instead, nurse services will be contracted. See the Health Services line under Contracted Services in the budget workbook) The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self- administered. Office staff will make this form available to parents/guardians.

School nurses or other employees may administer auto-injectable epinephrine to students upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the student, whether or not such student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability, pursuant to Tennessee statute.

Students may not bring ANY medication to school. This includes cough drops, pain medication, etc.

Student medical records

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Assistant Principal and any appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by district and state regulations.

Medical operations

American Classical Academy will:

- Participate in workshops, in-services and/or training offered by the Tennessee Department of Education's Office of Coordinated School Health
- Use appropriate State forms for health services
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a temperature of 100°F or higher will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any

injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Students who are sent home with a fever or vomiting may only return to school when they have been fever- or vomit-free for 24 consecutive hours.

Medical records and enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

Parent/guardian obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

Food allergies

ACA is not a peanut-free school. The school will, however, establish a table in the cafeteria for students with allergies, and teachers/monitors will ensure that this peanut-free zone is enforced.

Sick students

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a student may return to school, fevers must resolve and the student must be symptom-free without medication for 24 hours.

Lice Policy

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. ACA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Students will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, ACA will provide missed work within 24 hours for the student to complete. [NOTE: Each school should ensure that its lice policy meets local requirements.]

Student Fees and Supplies

Textbooks

American Classical Academy provides students in 5th grade and up with paperback copies of some literature books free of charge. Students are encouraged to annotate these books as they read them with the class and add them to their home libraries when the class is finished. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

ACA takes on the extra expense of providing students with some literature books free of charge because we hope to cultivate a love of reading, and because annotation is an important skill. If you would like to make a donation to the school to help offset the cost of these books, please make a check payable to American Classical Academy in the amount of $60 (the cost per child of literature books alone) or any amount you choose. Donations are optional.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

Fees

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Principal. All financial obligations must be rectified prior to registration for the upcoming school year.

While these fees have been approved by the Principal and are requested to help provide all students a great classical education, Tennessee law prohibits requiring the payment of any fees "as a condition of attending the public school or using its equipment while receiving educational training" T.C.A. § 49-2-110(c). This includes fees for activities and supplies to participate in any course offered for credit or grade and fees for graduation ceremonies. We appreciate your support of the education of all students at American Classical Academy and note that the fees you decide to pay are a gift rather than a required payment. We thank you for partnering with us in providing a strong classical education.

Extracurricular Activities

We encourage students to participate in as many extra-curricular activities as they can reasonably manage, knowing that academics comes first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate, and to remain in good academic standing, and to display American Classical Academy's core virtues as ambassadors for the school.

Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items.

Each coach or club leader will set rules by which each student must abide in order to participate.

Eligibility

Extracurriculars enrich a student's life at the school. American Classical Academy's goal is to encourage students to prioritize academics, but also to provide meaningful opportunities to compete and flourish as young men and women. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in ACA extra-curricular activities, though the Principal may grant exemptions in specific circumstances and for specific events (e.g., school dances).

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Students with either two Ds or one F are ineligible to participate in extracurricular activities. Grades are based upon regularly scheduled progress reports, which occur at the mid-point and end of each academic quarter. Ineligible students will not become eligible until the following progress report or later.

Student athletes may still practice at the discretion of the coach if they are ineligible to compete.

Any student who receives three pink slips in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester. Any student who receives five pink slips in a year will be ineligible for participation in extracurricular activities for the remainder of the year.

Ultimate discretion on eligibility is the responsibility of the Principal.

Clubs

The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views.

All clubs must be approved by the Principal and have an active faculty sponsor.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Principal a minimum of 3 weeks prior to its scheduled date. Approval for one year does not carry over to the next.

The school will host various social events, including dances, in the course of a regular school year. Students are expected to follow School rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Principal may make specific exceptions.

Sports

All student-athletes will need to complete a physical and sign a release form before they will be allowed to participate in any school-sanctioned sport activity, including practice. These forms are available in the front office and on the school website.

ACA encourages students to participate in sports outside of the school day, whether at American Classical Academy or at another school if we do not offer the sport in question. In all cases, a student's academic needs and performance are the foremost priority and take precedence over athletics. Similarly, disciplinary consequences will take precedence over athletics.

American Classical Academy will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

Student Publications

Student publications must uphold ACA's mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the American Classical Academy community of

school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior review by the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

Volunteers

American Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. ACA relies on volunteers during carlines, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Principal. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present.

If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In

ACA has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30am and 4:00pm must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

In the unlikely event that a registered sex offender attempts to gain access to the school, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at ACA, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

Parent Visits

Classrooms, the lunchroom, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. Parents and family members are welcome to join their child for lunch. Please sign in at the office to obtain a badge prior to joining your student in the lunchroom.

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email.

Classroom Observations

We encourage parents to visit our classrooms to learn more about classical education and discover ways to contribute to their children's education at home. Beginning October 1 of each school year, classroom visits are available to parents by appointment.

Parents may schedule a formal observation of a student's class with the front office and check in at the office before the observation begins. A normal parent observation will last for one period, or, in K-6, two subjects at a time.

Inclement Weather

When weather threatens a school closing, you may tune into one of the local news stations to find out if ACA will be closing. We will follow the decisions of the [Local] School District when making our decision. If you see that the district schools are closed, then so are we. If the local district has a delayed opening then so do we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus. As possible, ACA will also notify parents of school closures by email and other electronic methods.

Withdrawals

We are always sorry to have a student move from ACA. To facilitate withdrawal of students from School, we ask that parents advise the School office of an intended withdrawal three days prior to leaving. A parent is required to meet with the Registrar to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All debts must be paid prior to withdrawal, and textbooks must be returned.

SECTION 2: ACADEMIC POLICIES

Curriculum Introduction

The curriculum of American Classical Academy is based on the curriculum scope and sequence offered by Hillsdale College. This curriculum is used throughout the network of Hillsdale-affiliated schools, of which American Classical Academy is an affiliate. While ACA has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our School has committed to embrace and uphold the following key characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than “student-centered learning” methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 12.

Homework

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students are studying. At best this will extend homework time beyond what one would typically need and at worst will hinder real learning.

Every student will have some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family, and make a little progress on it every night.

As a general rule, a student can expect 10 minutes of homework per grade level plus additional time for reading. So, a 1st grader will have approximately 10 minutes of homework per night (plus reading time) and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students can expect to have 1.5 to 2 hours of homework per night plus reading time of 30-60 minutes.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

In grades 3-12, homework submitted one day late will receive 75% credit and two days late will receive 50% credit. Homework submitted more than two days late will not receive credit. In grades K-2, late homework will be treated as an in-class discipline issue, and students may be required to serve lunchtime or recess detention in order to complete assignments.

Grading

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. American Classical Academy will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

In Kindergarten and 1st grade we will use the following marks:

E = Excellent performance

S = Satisfactory performance

N = Performance needs improvement

U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70

F	0-59.9%	0.00

Students will receive report cards every 9 weeks. Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.

In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth. See below for further information about calculating GPA for ranking purposes in high school.

Weighted GPA and HS Transcripts

In order to maintain the integrity of our classrooms while recognizing the pressures of the broader academic world, ACA has adopted the following weighted grading policy.

For purposes of official High School transcripts only, Honors courses and courses that count for both High School and college credit will be weighted on a 5-point scale as follows:

Grade	GPA
A+	5.00
A	4.85
A-	4.70
B+	4.30
B	4.00
B-	3.70
C+	3.30
C	3.00
C-	2.70
D+	2.3
D	2.0
D-	1.7

F 0.00

For report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale applies.

Students completing high school level courses in grade levels 6th-8th are awarded high school credit. The final semester grades and credits are reported on the student's transcript, however, any high school level courses completed in grade levels 6th-8th grade will not be factored into a student's cumulative GPA.

Because weighting procedures and level of rigor vary greatly from institution to institution, the final GPA reported on the transcript is based on courses taken at ACA only. Courses and final grades earned outside of ACA are listed on the transcript. For college applications, students may choose to provide a transcript from their previous high school if they believe it will strengthen their application.

Uniform Grading for TSAC and Hope Scholarship Applicants

To ensure fairness for students applying for financial assistance through the Tennessee Student Assistance Corporation (TSAC), including for the Hope Scholarship, American Classical Academy will report grades to TSAC using the State Board of Education's Uniform Grading Policy.

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Progress reports will be available at the midpoint of the quarter and sent home if a student has earned a D in two or more classes, or earned an F in one or more classes. In such cases, a student will be ineligible for extracurricular activities.
- Report cards will be mailed or sent home quarterly.
- Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.

- Parents have the ability to review student progress via online access to American Classical Academy's teachers' grade books.

In general, grades will be posted within seven business days after the due date unless otherwise notified by the teacher on the syllabus. Written assignments in the Upper School and labs may take longer to grade due to the kind and amount of feedback. Parents are able to monitor missing assignments online. Parents are encouraged to notify the teacher and the principal if there is no assignment/grade information for a particular academic subject or course.

Teacher Conferences

Parent teacher conferences happen at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent/teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

Student Placement

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. American Classical Academy will respect the promotion and retention decisions from the school from which a student transfers.

If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed appropriate by the teacher and principal. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the teacher and principal, a signed document of this choice will become part of the student's permanent file.

High school transfer students will be placed based upon their state-recognized credit hours; however, transfer students may require additional time in order to meet ACA's graduation requirements.

Promotion & Retention

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental or physical development would not allow satisfactory

progress in the next higher grade. In certain cases—especially the academic cases detailed below— school administration may recommend or require that a student be retained.

Kindergarten-5th Grade

A student will be considered for promotion only if he or she can read just above grade level and is competent in the other core subjects (English, Math, History, Science, and in sixth grade, Latin). Students in Kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the ACA phonics and literacy curriculum.

Students who fail end of course exams in reading or math may be retained.

6th-8th Grade

A student must attain a 1.7 GPA (C- or higher) in the core subjects (English, Math, History, Science) to pass to the next grade. If a student does not earn a 70% or above in any semester of a high school credit course (Algebra I, Geometry, Algebra II, Latin I-III), then the student must retake the course in order to receive credit.

Students who fail end of course exams in reading or math may be retained.

9th-12th Grade

Students must earn an average grade of 70% or above in both semesters to earn full credit for a high school credit course. In cases where a student fails a state-required end-of-course assessment, the student may be required to retake the course. Students can either retake courses the following year if the schedule allows or earn credit through another suitable program approved in advance by the Principal.

Grade level classification of students is composed of two requirements:

1. Units of credit for each grade, and
2. Sequence of courses for each grade and prerequisites for each course.

Grade level classification is based on these units of credit earned:

- Sophomore: 6 units of credit
- Junior: 12 units of credit
- Senior: 18 units of credit

High School Graduation Requirements

English — 4.0 credits
Core courses:
Classical Literature (2 semesters),
British Literature (2 semesters),
American Literature (2 semesters),
Modern Literature (2 semesters)

Math — 4.0 credits
In addition to meeting the credit requirement, students must successfully complete
Geometry (2 semesters) and
Algebra II (2 semesters).

Science — 4.0 credits
In addition to meeting the credit requirement, students must successfully complete
Biology (2 semesters),
Chemistry (2 semesters), and
Physics (2 semesters).

History — 4.0 credits
Core courses:
Ancient World History (2 semesters),
European History 500-1815 (2 semesters),
American History (2 semesters),
Modern World History (2 semesters)

Government — 1.0 credit
Core course: American Government and Politics (2 semesters)

Economics — 0.5 credits
Core course: Economics (1 semester)

Foreign Language — 3.0 credits
Students who begin Latin in grade 6 must successfully complete Latin through 9th grade. Students who begin Latin in grades 7, 8, or 9 must successfully complete Latin through 10th Grade. Additional courses in Latin, French, and Spanish are offered to allow students to fulfill the six-semester language requirement.

Composition, Logic, and Rhetoric — 1.0 credit
Core Courses: Logic OR Composition (1 semester) and Rhetoric (1 semester)

Philosophy 1.0 credit
Core courses: Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (1 semester)

Electives (minimum, although more may be accrued) 4.0 credits
Core courses: Fine Arts and P.E. (1 semester of each)

- All students are required to complete the core courses. If a student fails a course, the course must be re-taken in lieu of an elective provided the total number of credits earned during the student's high school tenure does not fall below the state minimum credit requirement for graduation
- At the discretion of the School Leader, a student may be required to complete remedial courses in order to graduate.
- The School Leader has the authority to waive any graduation requirement except those meeting the state requirements.
- Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the School Leader.
- A special education diploma may be awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements, or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Program (IEP).

Mathematics

All students are required to follow the mathematics course sequence through Pre-Calculus. After successful completion of Pre-Calculus students will be placed into Calculus or another advanced math course based on the recommendations of the Pre-Calculus teacher and by approval of the principal.

Senior Thesis

The senior thesis is the culmination of a student's classical education and a rite of passage to a life of virtue and self-government. The student's thesis may concentrate on books, events, or themes that draw upon any of the core courses and should serve as a capstone project, one which brings together the things a student has learned during his or her time at the school.

Every senior will write, orally deliver, and defend a thesis on a topic of his or her choosing that emerges from the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members. A satisfactory performance on the writing and presentation of the thesis is required for graduation.

Students must complete a senior thesis and present that thesis in a formal setting in order to graduate from high school.

Academic Honesty

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the principal of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or the principal will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may, if applicable, lose the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may, when applicable, lose their status as valedictorian or salutatorian.

Student Services

In furtherance of our mission, American Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

ACA will offer a continuum of special education services and placements for the special needs of students.

ACA provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into ACA, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the ACA staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

ACA's Student Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Student Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

State Assessments

The state of Tennessee requires standardized testing through the Tennessee Comprehensive Assessment Program (TCAP) in reading, math, and science for Grades 3-8, as well as social studies for grades 6-8. Tennessee also requires exams in several high-school subjects, called "end of course" exams or "EOCs." While we are required to participate in these exams and will take them seriously when they arrive in the spring, our approach differs from that in many public schools and deserves a comment.

Our curriculum is not designed around the state assessments and our teachers do not "teach to the test." We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that ACA provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in Grammar School math, for instance, follows a rational order that deepens and broadens student knowledge,

but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed and students may not be picked up early from school. Please plan accordingly.

Controversial subjects

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 9 through 12. When these subjects come up, teachers will present an impartial view of all sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school without Principal approval.

Guest Speakers who cover controversial topics must be screened by the principal. The screening may include an interview of the guest by the principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for students to be excused.

Religion

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage, and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, ACA curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

Evolution

ACA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and many religious colleges.

Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God.

ACA recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at ACA will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Human Sexuality

At ACA, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as Brave New World or The Scarlet Letter. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way. Upper school students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Administration or a faculty member who has the full confidence of the Principal in these matters.

In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

SECTION 3: ADDITIONAL POLICIES & PROCEDURES

Admissions and Enrollment

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website.

Admissions Eligibility

American Classical Academy is open to all students who reside within the school district, subject to availability. At the time of enrollment and re-enrollment, students will be required to demonstrate permanent residency within the school district. Students whose residence is not fixed or regular will be evaluated on a case-by-case basis in keeping with governing state and federal laws.

ACA will not discriminate on the basis of race, color, ethnic background, sexuality, national origin, gender, or disability in administration of its educational policies, admissions policies, athletics, and other school-administered programs.

Students expelled from another school will be admitted at the discretion of the Principal. The Principal will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

Admission forms and deadlines will be available in the school office and online.

Limited Availability

ACA will determine the number of seats to be offered in each grade on an annual basis. While it is our expectation that such numbers will be determined prior to the Open Enrollment period, the school may decide to revise these numbers prior to the beginning of the new school year.

Open Enrollment will be held during the spring semester each year; exact dates will be posted online and available in the school office. Families of enrolled students who wish to re-enroll will be required to submit a re-enrollment form for each student prior to or during the open enrollment period in order to secure each seat.

At the end of the Open Enrollment period, the school will admit students in the following order:

1. Current students who have submitted re-enrollment forms.
2. Children of teachers, staff, or board members.
3. Applicants who have siblings already admitted to the school.
4. All other applicants residing within the school district.

If the number of applicants exceeds the number of available seats in any grade, a random lottery process will be used to select admitted students from the pool of applicants. The lottery will also establish the order of the waitlist.

The school may, by direction of the principal, establish more seats in any grade in order to accommodate applicants who are next-of-kin to any teachers, staff, or board members.

Once students are admitted at the end of the open enrollment period, families will receive notice via mail and, if possible, via phone and/or electronic communication. Families will have three weeks from the date on which notices are mailed to submit enrollment paperwork. If families do not submit enrollment paperwork by the due date, then they forfeit the offered seat. Seats that become available after the enrollment period will go first to waitlisted students—in the order established by the lottery— and will then become available on a first-come, first-served basis.

The school will allow enrollment for open seats after the start of each school year, but only until such date as is determined by the Board of Directors.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by

conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the principal at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be asked to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the principal. Students who have received 4 or more Pink Slips may not attend field trips without an accompanying parent.

Extended Field Trips

An extended field trip is one that requires an overnight stay. All extended field trips require individual Board approval a minimum of 90 days (180 days outside US) prior to the proposed trip. All students attending the extended field trip must have principal approval. For Upper School students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc) must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered

volunteers. The field trip planner will work with administration to ensure that all procedures are followed.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

American Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail
- Email

ACA employees will not use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

ACA teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the principal may require an extra day to respond to correspondence.

General Communication with the School Community

The Principal must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school, and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

1. The school website, [url TBD]
2. The official monthly newsletter
3. The official Facebook page, [url TBD]
4. Correspondence from school administration, including emails and postal correspondence
5. Notices sent home with students and/or distributed by the school office

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

Social Media

ACA recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page at facebook.com/NationalMountainClassical. This page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to "like" or "follow" our page to receive updates. Any important notifications from ACA that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

In the interest of privacy, ACA will limit the sharing of personal information about students on our Facebook page, and ACA staff and faculty will not discuss a student's personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, ACA will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of ACA to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. ACA reserves the right to delete comments that are inappropriate, quarrelsome, or out of place.

While ACA is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of dissent. The ACA administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

ACA retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

Student Network Use

Students at American Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

We also recognize the need for supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

ACA does not assume responsibility for system failures that could result in the loss of data.

It is the policy of ACA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers

entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Emergency Policy

The Administration shall maintain a stand-alone Emergency Operations Plan, which shall be available for reference in the School office.

Student Drivers and Parking

Being able to bring a vehicle on campus is a privilege. The school is not responsible for damage to a vehicle that occurs while it is on campus. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Permission is required for any student who finds it necessary to go to his or her vehicle during the school day.

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A copy of a student's driver's license and insurance must be on file in the school office. Students who have received a driver's license and are in good standing may drive to school and park in designated parking spaces. Students must maintain a 1.7 GPA in order to drive to or from school. The school will check a student driver's GPA at semester, and falling below the 1.7 threshold will revoke driving privileges for the following semester.

Students must receive a parking pass in order to park on campus. Due to limited space on campus,

passes will be distributed first to seniors, then to juniors, then to sophomores, through a lottery process as established by the school administration. Students who receive their driver's license during the course of the school year may apply for a parking permit if spaces are available.

The school shall not issue more than one parking pass per family.

The school will set the fee for a parking pass each year before the start of school.

Student passengers must have parent permission to be in other students' vehicles, other than siblings.

Facility Use

The Principal will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.

Parent Teacher Organization

American Classical Academy's Board establishes the Parent Teacher Organization (PTO) to support the school's mission. PTO teams and activities will be designed to help the school

flourish in and beyond the classroom. Largely, the PTO consists of a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PTO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PTO may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. ACA is itself a non-profit organization with 501(c)3 status.

The Principal reserves the right to create, remove, or dissolve PTO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

SECTION 4: GOVERNANCE & MANAGEMENT

Board of Directors

American Classical Academy (the "School") is a subsidiary of American Classical Education, Inc., a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the "Board"). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with [TBD: district authorizer]. The bylaws and Charter Agreement are available on the School's website, [url TBD].

Board Responsibilities and Obligations

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission. The Board created American Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following mission:

To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

Board Meetings

In compliance with the state's Open Meetings Laws, the Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location, including the School website (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings and state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and a record of votes.

Communication to the Board

The Board kindly requests that members of the ACA community refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Principal, or the whole Board.

Any communication to the Board should follow the Grievance Policy detailed below.

Role of the Principal

The Principal will implement a traditional, classical, liberal-arts curriculum. The Principal makes final decisions on curriculum, subject to the approval of the Board of Directors. The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

Internal Communication Procedure

The Board has established an internal communication procedure whereby all authority for the management of the school rests with the Principal, and he has the sole responsibility of reporting to the Board and managing the operations of the School. It is the expectation of the Board that the Principal will establish an internal communication procedure within the School to assist him with its operations.

In all communication to the School, the Board expects the ACA community to observe the internal communication procedure and direct communication accordingly. The practice of following the internal communication procedure in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. ACA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after speaking with the Principal, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the Administration.

The reason for this internal communication procedure is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the Principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more

expedient to speak to the Principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Principal can act on that information.

Grievance Policy

Grievance Related to the Classroom

ACA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the Administration of the school, that grievance should be resolved using the following internal communication procedure. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
- The Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Principal.
- The Board: If the grievance cannot be resolved with the Principal, the parent should refer the matter to the Board, preferably in writing.

Grievance Related to Administration

For grievances regarding an administrator who reports to the Principal, the grievance should be directed to the individual first, then the Principal. If necessary, grievances left unresolved by the Principal should be submitted in writing to the Board. Grievances regarding the Principal should be directed to the individual first, then in writing to the Board.

Records Requests

Tennessee citizens wishing to view or receive copies of public records maintained by American Classical Academy may submit a records request using a form on the Academy's website. Individuals will need to provide a detailed description of the record(s) requested, whether they would like to view or receive copies of the record(s). The Academy's records custodian will respond to each request within seven days, in one of the following ways:

- By providing access to view the record or by providing the actual record,
- Providing an estimate of how much longer it will take to complete the request,
- Requesting additional information to complete the request, or
- Denying the request with a citation to the reason for the denial.

SECTION 5: PRIVACY

Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address

of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

Student Information

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video-taped for use by the school, by the media, or by other organizations operating with approval from the school principal. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the ACA photo/video release waiver included with ACA enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed alongside their pictures on the school website or in ACA advertising publications.

APPENDIX

Change Log

This is version 1.0 of the ACA Family Handbook. The handbook and the policies herein were adopted for use by the ACA Board of Directors for use during the 2024-25 school year on _____ (date).

Future changes to the handbook and policies contained herein will be noted in this appendix.

PARENT ACKNOWLEDGEMENT

I, _____(printed name of parent), do hereby recognize receipt and review of the American Classical Academy Family Handbook, 2024-25. As a parent of a child enrolled in ACA, I agree to abide by these terms and support the mission and operations of the school.

Signature: _____ Date: _____

Honor Code

An American Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, courage, and wisdom.

Parent Pledge

I have carefully discussed the ACA Honor Code with my child and he/she understands what it means. I pledge to encourage my child to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my child aspire to excellence in prudence, justice, moderation, courage, and wisdom.

Name(s): _____

Signature(s): _____

Date: _____

Student Pledge—To be signed by all students in grades 5-12

I understand the ACA Honor Code and have discussed it with my parent(s). I pledge to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will aspire to excellence in prudence, justice, moderation, courage, and wisdom.

Name: _____

Signature: _____

Date: _____

Attachment D – Enrollment Policy

AMERICAN CLASSICAL ACADEMY

ENROLLMENT POLICY

DRAFT

NON-DISCRIMINATION

Admission to AMERICAN CLASSICAL ACADEMY (ACA) is open to any student in grades kindergarten through 5. The school will not charge tuition. The school will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, gender identity or appearance, disability, intellectual or athletic ability, measures of achievement or aptitude, or any other basis.

ACA admission policies will follow the local district enrollment procedures.

ENROLLMENT PROCEDURES

Annually, the school will release an Enrollment/Re-enrollment Application Form which asks only for basic contact information and verifies that students will enter kindergarten or re-enroll for next year. A specific description of the school program will accompany the Enrollment Application. The Enrollment Application Form will be mailed to parents who completed letters of intent to enroll, distributed throughout the community, and posted on the school's website.

A mid-year application window of at least 30 days will be made available. Applications to Enroll will be received by the school and all information will be collected in the school's online enrollment system. Date of receipt will be tracked. Should there be more applicants than seats available, the school will hold a lottery within seven days of the application enrollment deadline in compliance with lottery regulations outlined in Tennessee Rules and Regulations 0520-14-01-.04. 14.

ACA will recruit students of the appropriate age and grade level residing within the jurisdiction of the authorizing LEA or as allowed by the school's charter contract. All eligible students who submit a timely Enrollment Application shall be enrolled in the school unless the number of applications exceeds the capacity of the school. Subject to T.C.A. § 49-13-113, if the number of applicants exceeds the capacity of the school, the following process will be followed:

- Charter schools shall conduct an initial student application period of at least thirty (30) days. During this enrollment period, all eligible students may apply for enrollment.
- Upon closure of the initial student application period, the school will determine next steps given the number of applications.
- If the number of student enrollment applications is at or below the maximum seats for a class or grade level, all students will be enrolled and families will be informed of the admission of the student.
- If the number of eligible students seeking enrollment exceeds the school's capacity of the building, grade level or class, then the enrollment of eligible students shall be determined on the basis of a lottery.

Attachment D – Enrollment Policy

LOTTERY

Any such lottery shall be conducted within seven (7) calendar days of the close of the initial student application period. Charter schools must either have an independent accounting firm or law firm certify that each lottery conducted complies with the statutory requirements, or prior to the lottery, the school must have their lottery process approved by the Tennessee Department of Education. Charter schools may participate in the enrollment process of their authorizer and use certification from the authorizer to satisfy this requirement.

PRIORITY/PREFERENCES

Pupils enrolled in the school the previously year will be provided priority re-enrollment status. Siblings of students already enrolled in the school are provided with priority status. Additionally, children of teachers or governing board members of the school will be provided with a priority status as well, however, such may not exceed ten (10%) percent of total enrollment or twenty-five (25) students, whichever is less.

Following the lottery, ACA will notify each family of the results including whether the student has been enrolled or added to the waitlist. Families must accept the seat assignment by a stated deadline or the seat will be vacated and offered to the next student on the waitlist. The school will communicate next steps and a timeline in which families must complete the enrollment process.

If, at the end of the student application period, the number of eligible students seeking to be enrolled does not exceed the school's capacity or the capacity of a program, class, grade level or building, then the enrollment of eligible students may proceed on a first come, first served basis.

WAITLIST

After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Families will be notified of the waitlist and the number the student is on the list. As seats become available, the school will contact families to determine if they wish to accept the seat. If so, the family must complete the Enrollment Application documentation. If the family cannot be reached for the next student on the list, three attempts are made prior to the school moving on to the next student on the list.

If there are still seats available after the Enrollment Application deadline, Applications shall be accepted on an ongoing basis until all grade levels, classes and seats are filled. All other students will be admitted to the school on a first come-first served basis until all seats are filled.

ENROLLMENT DOCUMENTATION

Upon accepting a student's Enrollment Application, the school will inform families of the necessary steps to complete the admission process including, but not limited to: attending an admissions orientation and submitting all necessary paperwork (e.g., enrollment packet, birth certificate, immunization records, proof of residence, parent/guardian photo ID, etc.).

Upon admission, the school Office Manager or Registrar or his/her designee will be responsible for collecting enrollment paperwork for all students. The Registrar or his/her designee will enter all applicable information from the student's enrollment packet into the school's student information system.

Attachment D – Enrollment Policy

RECORDS TRANSFER

The school will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in the school. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This notice also serves as notice to the student's district of residence as required by law. The Records Release / Transfer includes a request for receipt of any student IEP/ETR/504 Plan that pertains to the student.

RESIDENCY AND ENROLLMENT REQUIREMENTS

It is still necessary to establish a student's school district of residence before they can be enrolled in the school. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

The ACA Board and Administration or its designee shall regularly review the residency records of students enrolled in the school. Upon the enrollment of each student and on an annual basis, the Governing Authority or its designee shall verify to the state department of education each student's home school district, where they are entitled to attend school. Parents, guardians, or independent students age 18 and over must promptly notify the school using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the school and determination of the school district the student is entitled to attend. These items must be current, be in the parent's/guardian's name, and include a street address. The school shall require two forms of proof of residency for enrollment. A post office box address cannot be used to validate residency records.

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment
- Most current bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or paystub issued to the parent or student within thirty (30) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. § 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F) (13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

RECORDS UPON ENROLLMENT

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended. Request for records includes any IEP/ETR/504 Plan that pertains to the student.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Ohio Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.

This policy shall be reviewed annually.

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]

Phone Number [redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number [redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number [redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature _____

Email address _____

Phone Number [redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731- 42[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731-3[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address 731-50[redacted]

Phone Number _____

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number (731) 57[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731-21[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I have 2 child(ren) in the Jackson-Madison community. This letter is to provide support and express my interest in enrolling my student(s) if American Classical Academy Jackson-Madison is approved by the JMCSS Board.

I believe that American Classical Academy Jackson-Madison will be our choice because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will be a wonderful addition to our public school options.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Parent Name (print) [redacted]

Parent Signature [redacted]

Email address [redacted]

Phone Number 731-21[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I have _____ child(ren) in the Jackson-Madison community. This letter is to provide support and express my interest in enrolling my student(s) if American Classical Academy Jackson-Madison is approved by the JMCSS Board.

I believe that American Classical Academy Jackson-Madison will be our choice because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will be a wonderful addition to our public school options.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Parent Name (print) [redacted]

Parent Signature [redacted]

Email address _____

Phone Number 731-34[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I have 1 child(ren) in the Jackson-Madison community. This letter is to provide support and express my interest in enrolling my student(s) if American Classical Academy Jackson-Madison is approved by the JMCSS Board.

I believe that American Classical Academy Jackson-Madison will be our choice because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will be a wonderful addition to our public school options.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Parent Name (print) [redacted]

Parent Signature [redacted]

Email address [redacted]

Phone Number (731) 39[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731 • 92[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I have _____ child(ren) in the Jackson-Madison community. This letter is to provide support and express my interest in enrolling my student(s) if American Classical Academy Jackson-Madison is approved by the JMCSS Board.

I believe that American Classical Academy Jackson-Madison will be our choice because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will be a wonderful addition to our public school options.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Parent Name (print) [redacted]

Parent Signature [redacted]

Email address _____

Phone Number 731-69[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]

Phone Number 731-23[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address h[redacted]gmail.com

Phone Number 731.92[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@msn.com

Phone Number 731-42[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 731-43[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@yahoo.com

Phone Number 731-[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted] @yahoo.com

Phone Number 731-80[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]

Phone Number 615-32[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 731-43[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731 60[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731-30[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731-26[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature _____

Email address [redacted]49@gmail.

Phone Number 731.80[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 73193[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 563 49[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]

Phone Number 731-23[redacted]

AMERICAN CLASSICAL EDUCATION

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Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731 - 34[redacted]

AMERICAN CLASSICAL EDUCATION

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Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address _____

Phone Number 731 73[redacted]

AMERICAN CLASSICAL

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Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]1@gmail.com

Phone Number 731-2[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 478-9[redacted]

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

My name is Randy Moffett and as a father of two daughters, I've seen how educational choices in our community matter. I'm in support of American Classical Education's application for a classical public charter school in Madison County. This seems to be a more economical option, plus be an alternative to the current offerings in our community.

As an adjunct professor for nine years, I believe the classical curriculum option is a wonderful opportunity for students because it teaches them the study of American literature, moral, philosophy, politics and historical traditions that will fill a desire and need within our community for a high-quality public charter school and curriculum. I know about the value of education firsthand where a student thrives from an enriching curriculum with high expectations.

From a teacher's perspective, I know that a great school is not the best fit for every child as they all have different needs. Unfortunately, some schools within our county are not performing as well as they should. Regardless of the individual school - we need to provide additional options as each child has unique learning needs and what works for one student, might not work best for another. These are schools of choice and no one is forcing a family to enroll their child in a school of choice. Families desire options when it comes to our children's education.

From the unique curriculum to the needed structure for students – this school will be a great fit for the families that decide their child would best thrive in this public school option. I hope you'll review the facts of the application and decide to support our local community's desire to have a classical charter school. Kids deserve options - especially a high-quality education opportunity and amazing classical curriculum in a public charter school setting.

I think for our youth - it's vitally important that we provide high quality education options to ensure our students have a successful education that prepares them to be engaged citizens and productive members of society with a high-quality career. With this front of mind, I hope you will support approving ACE's application to start a charter school for the 2024-2025 academic school year.

Warmest Regards,

Randall Moffett, MBA
410 Johnson St.
Jackson TN 3830-
731-69[redacted]
[redacted]@yahoo.com

January 20, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

My name is Julia Howell and I am a grandparent of eight with two grandchildren attending school in the Jackson Madison County School System. I am reaching out to you all in support of American Classical Education's application for a classical public charter school in Madison County.

As a grandmother whose grandson was failed academically by the local public schools, I know we can do better. I care about my grandkids and their opportunity for educational success along with all of the students in our county. As a parent and a grandparent - I want high quality education options for my grandchildren and other children in our county so they have the opportunity to excel in life.

It's clear to me there is enough local demand from families to support the approval of a high-quality public classical charter school. From the amazing curriculum to the needed structure for students – this school will be a great fit for the families that decide their child would best thrive in this public school option.

Thank you for this opportunity to hear from a senior citizen and community member who cares about the future success of our children and our community.

Sincerely,

Julia Howell

17 Woodhaven
Jackson, Tennessee
731-29[redacted]

LEGISLATIVE OFFICE:
526 CORDELL HULL BLDG.
425 Rep. John Lewis Way N.
NASHVILLE, TENNESSEE 37243

CONTACT:
rep.chris.todd@capitol.tn.gov
(615) 741-7475 (OFFICE)
(615) 253-0373 (FAX)

House of Representatives
State of Tennessee
NASHVILLE

REPRESENTATIVE CHRIS TODD

Chairman, Agriculture and Natural Resources Committee
Member, Agriculture and Natural Resources Subcommittee
Member, Education and Instruction Committee
Member, Civil Justice Subcommittee
Member, Civil Justice Committee

January 30, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

I'm writing to you today in support of American Classical Education's application for a classical public charter school in our county. Many of my constituents have expressed support for ACE's application in Madison County and I believe we need to empower families with choices in their children's education. After all, parents have the ultimate responsibility for their children, not the government.

As a leader in our community and a parent myself, I've had many conversations with parents and students expressing their desire for educational options. I believe that we should support all students in their education which is why I stand in support of ACE's application before the School Board. This should be about doing what's best for the children in our community instead of trying to fit everyone into the same mold. You have the power to make positive changes for students by providing additional public-school options. Families across this state overwhelmingly demand educational options such as this. Even if a child attends the best school in the county, it might not be the best option for the individual student and his or her unique needs.

One clear misconception we have covered in State law is the concern that a charter school will take funds away from the local system. A charter school is actually part of the local educational authority and as such receives additional dollars for each student that attends the charter school.

I encourage you to side with the families and students instead of those who oppose school choice for financial or selfish reasons. Afterall, this should be about supporting the families in our community and each child's needs. American Classical Academy is a proven option and I ask you to side with parents, teachers and students by approving their application. I will continue to fight for our students to have viable choices for education available to them including public charter schools. From my conversations within Madison County, it is clear that we have a strong demand for this charter school.

Thank you for your consideration,

Regards,



Representative Chris Todd
District 73

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

I give my unqualified support to the establishment of the American Classical Academy Madison. Foreign language instruction is sadly lacking in the JMCSS as evidenced by Spanish being the only foreign language widely taught and French instruction only offered at ONE high school. Latin is not available in the JMCSS at any level, in any school. That alone is indicative of the absolute necessity for a charter school presence and opportunity for our student population. Sadly, the focus of the present JMCSS seems to be on the present myriad discipline issues and necessity for a Law Enforcement and Social Worker presence to "support the students". By contrast, classical educations instill decorum. Classical educations inspire and encourage students to set goals and provides them the framework to assist in achieving those goals. Classical educations teach phonics, spelling, reading, grammar, writing and math as essential early skills and omits creative spelling and urban speech. Civics, history and political science are disconnected from contemporary issues and ideology and focus on the constitution. Logic and critical thinking skills are taught and emphasized. Emotional reasoning leading to opinion is demonstrated to lack validity and not be factual. In short, classical educations prepare students to be better citizens who are well prepared for their futures whether in Madison County, Tennessee, or beyond. I urge a favorable decision in support of the American Classical Academy Madison.

Sincerely,

Linda [redacted]

[redacted]72@yahoo.com

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

As a parent of three children one of whom was homeschooled once he reached high school was graduating c/o 2019 and two current elementary students it is important to our family that the charter school be passed. The curriculum of the charter school follows closely with the type of education we prefer for our children. It is our desire that our children receive a classic traditional education versus the common core curriculum offered through our current school system.

As a Christian family the current curriculum does not follow in a once thriving education system that we experienced as children 15-20 years ago in jmcss.

There are so many problems within our current school system that is forcing so many families as well as my own to consider homeschooling. My middle child who is currently in 3rd grade will complete elementary school at South Elementary for the fact that socialization is such a very important skill needed to be successful in school and life that is difficult to provide in a homeschool setting at this particular age due to our family residing in a very rural part of the county. As a former homeschool parent it is easier to participate in programs once the children reach a certain age.

This charter school would allow my family to keep my children in the school system while still ensuring that they received the type of education my husband and I want our children to receive without having to their education through homeschooling options.

I do hope that this board does reconsider the charter school and allow the choice to the parents of the jmcss to have a choice in what our children are being taught rather than having to accept whatever curriculum the current administration chooses to use.

Sincerely,

[redacted]son

[redacted]y@yahoo.com
(731) 69[redacted]

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

I support the establishment of the American Classical Academy Charter School for Jackson, Madison County,TN.

My educational background is as follows: educated in the City of Jackson public school system....graduated in 1972 from JCMHS.... earned a B.S. from MTSU in Education /Art History and a B.S. from Lambuth University in Interior Design /Marketing.

Throughout life, I have taught school; tutored students in my home; tutored in local public elementary schools with Read Team; worked in banks; been employed in medical and legal offices; have owned a retail business; and have raised a family.

I am mother of three sons who attended both public and private schools in Jacksonville, FL. All of my sons completed college and beyond. They are employed as an orthopedic prosthesis salesman for J & J; a lawyer/MBA/financial manager; and a medical doctor.

In my lifetime of experience as a wife, mother, teacher, and participatory citizen, I realize how important high standards and expectations are to the achievement of people in life. The ability to read by second grade affects lifetime achievement.

Learning and studying our nation's founding documents, help with understanding the "why" we function under this system of laws set forth in our Constitution.

The future of our country depends on understanding how our government is designed to function. History teaches us our country's values. History shows us the lives lost in establishing our independence and freedom. History teaches lessons that helps instill patriotism and love of country.

Statistics prove that the schools in Jackson are lacking educationally in many ways. This Charter School Classical curriculum alternative is a proven success where established in the other 13 locations in the country. This school could be another example of success like Madison Academic H.S. and the Montessori School here in Jackson.

Presently, the Jackson schools are losing students to private, religious, and home-schooling alternatives. Alamo and Medina, Tn have become communities where young families are moving so their children can attend good, safe public schools.

We are on the verge of having an explosion in population with the building of the ginormous Ford Electric Truck Plant down the road on I-40. Jackson will be where many workers choose to

live because of the services our community can provide. School populations will increase in size due to this upcoming impact of the Blue Oval City Ford Plant.

This Charter school has a local backing for its establishment....a Board of TN citizens has been formed with Delores Grisham as Chairperson. Members and citizens are backing the establishment of this Charter School monetarily and with locating needs critical to the school's establishment.....a building, upstart costs, finding qualified teachers, logistics, etc.

In summation, this public charter school is needed in our community as an alternative for parents to choose for their children. The classical curriculum (similar to my educational background) offered immerses the child in a well rounded education that will help them become productive, successful citizens with love and respect for their country.

All children will be welcome to apply to this school. Parents participation is encouraged and needed.

Please approve this application. Jackson NEEDS this opportunity in our city/county. I promise to support this school in every way during my lifetime, as do many others here locally.

Thank you,

[redacted]

[redacted]

Jackson, TN 38305

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

Our great state of Tennessee has the opportunity before us to bring forth a school that will educate our children classically the same way our founding fathers were educated.

"We are already fairly familiar with the explicitly biblical influences on America's founding, but we are far less familiar with the classical influences on the founders-and how these two influences worked in concert to mold their education and their thinking".

I may be wrong, but I believe the standard of classical education received by Thomas Jefferson, James Madison, John Adams, John Hancock...has been largely lost in our current school system. And may I say.., that wisdom, virtue, and logic have gone out the door along with it. As leaders in our community, myself a high school teacher in a private Christian school, I believe "in order to be like those we admire, we must not only admire them, we must do what they did." Our country, our great State and our local communities, specifically Madison County, are in desperate need of graduating capable thinkers, who are virtuous and just. We need future leaders who are thoroughly well educated to become skilled workers to uphold the wellbeing and livelihood of the community. American Classical Academy is an opportunity to invest in providing provision for our community and states overall well-being.

Sincerely,

[redacted]

[redacted]s@fcsofjackson.org
(731) 69[redacted]

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

I am providing my comments to advocate for American Classical Academy Madison on behalf of myself, my family, and my community. Though the focus of my career has been in finance, I have been very involved in education from teaching as an adjunct professor at two universities, to Junior Achievement, to Team Read, and substitute teaching. I am the product of public schools and two teachers as parents. So, education is important to me.

Two of my three children are students of Augustine School as Classical school in Jackson/Madison County. And, my wife and I have not only paid for their education there, but done what we could to help fund the experience for other children as well. I firmly believe providing my children this classical education was the best investment and decision I made regarding their upbringing. And, I only wish that more children in the area had the opportunity to attend such a school.

I am not concerned with any negative consequences to Augustine with a competing public classical school. If anything, I believe it will be beneficial for more of the public to understand what a quality education classical learning can provide. Yet, it is the most impoverished and most at risk children who will not have such an opportunity without the option and the choice for such a school through public education. Please, provide these children with the choice and opportunity to attend such a school!

Finally, I will conclude by encouraging those concerned about dilution of funds from public general funds for the benefit of charter schools. Evidence compiled by Dr. Corey DeAngelis, Heritage Foundation, and other studies clearly show that charter schools actually improve the outcomes of non-charter schools in the same system. Furthermore, for American Classical Academy Madison, it will help prevent the use of local resources in building another school. The smallest minority is the individual and the individual parent and child should be able to choose the education that is best with those tax dollars. Again, I advocate for the approval of American Classical Academy Madison.

Sincerely,

[redacted]an

[redacted]

January 25, 2023

Dear school board,

I am a constituent and lifelong Jacksonian.

We have made positive strides in our school system, but with the growth our county will experience in the near future, it is not enough. We must accept the Public Charter School, to meet the educational and financial demands we will face. I implore you to get the knowledge of this school, understand the outstanding opportunity, and have the wisdom to give our children and our community every option available. For the sake of our children, may God inspire your vote. Just remember, if you vote against it, a surrounding county may vote for it.

God Bless you for your service,

[redacted]wn
[redacted]y@hotmail.com

26 January 2023

To the attention of Jackson Madison County School System

We are writing this letter to support the application being made by American Classical Education \ for a public charter school in Madison County and the high-quality curriculum. The Jackson-Madison County School System (JMCSS) achieves math and reading proficiency in only one of four students, at best, and has historically failed to meet state proficiency targets. Given these results, it is reasonable to give parents the choice of how their education dollars are spent and how their children are educated. We are not asking the school board to abandon the failing system. You should work hard to fix it. In the meantime, however, there are many children who are being left behind, and alternative education models exist that should be made available to these kids. Competition makes everyone stronger, but public education seems to be afraid of giving parents and children options.

We have chosen to homeschool our children for many reasons. When we moved to Jackson, it was clear from local school performance metrics, that we needed to consider alternative educational options. We believe a literature-rich classical education is superior to the common core. In addition to science and math, we wanted our children exposed to a breadth and depth of the great works of literature, philosophy, politics, history, and art. None of this could be realized in the traditional public school system. Like all children, ours are unique. They have a range of interests, abilities, and learning challenges, and a traditional classroom setting does not have the capacity, flexibility, or environment to meet their individual learning needs. Just like I do not go to a big box store if I want to create a custom home, it is unreasonable to expect one large system to provide an education that can meet each child's needs. Parents should be able to choose how their education dollars are spent and how their children are educated. A classical public charter school is a reasonable choice to provide the children of Jackson and Madison County.

My wife and I are both products of traditional education, some private and some public. We both are acutely aware of how much we do not know and how our schooling prepared and failed to prepare us for the world we live in. I (Andrew) am a university professor and see the product of public education every day. Most students come to college unprepared to meet the rigors of post-secondary education because they lack a classical, liberal arts education and basic reasoning skills. Only around 50% of students from JMCSS go to college, but college is not for everyone. That makes it even more imperative that students who graduate from high school in Jackson and Madison County have an education that prepares them to see their place in the world clearly; to reason well through the confusion of our time; and to be rational and not driven by emotion, delusions, and their base passions. A classical, charter school is a reasonable choice to provide the parents and children of Jackson and Madison County so they have the best chance of choosing the educational method that will prepare them to be productive citizens.

Sincerely,

[redacted], TN

January 23, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

My name is [redacted], and I am a parent in the Jackson-Madison County school system. I'm writing to you in support of American Classical Education's application for a classical public charter school for our students in Madison County.

We have choices in grocery stores, entertainment consumption, car makes and models, etc. However, for most public school students we have zero choice. I'm concerned about the physical conditions of my children's school, below average test scores and no set future plans for a new school. And, many families cannot afford to move to other school districts or put their kids in a private school if they do not think their child is thriving in their zoned school.

Our family wants this educational option - American Classical Academy - because right now the only public school option we have is Pope which we do not believe is meeting our kids' needs. With one of my children entering the school system in fall of 2023, I am ashamed to say I have no idea what we will do to ensure he receives a quality education. Therefore, it is vitally important that we provide high quality options to ensure our students have a successful education that prepares them to be engaged citizens and productive members of society with rewarding careers.

We are parents and members of the community who desire this option. We aren't trying to shut down the local system - we are trying to provide high quality options for families who are now forced to either home school or move to a new county to find a different option. At the end of the day, families can review their options and make an informed decision about what works best for each of their kids. Even the best school isn't the best fit for every child. I trust parents to make the right decision for our larger community. I believe the local district should empower families with educational choice by allowing the opportunity for us to have multiple options. It is my belief that American Classical Academy's application should be approved by our school board. Many families here desire a public classical school and the amazing classical curriculum.

I humbly implore you to take my comments seriously, as a taxpayer and concerned parent. Additionally, I hope you all will take time to listen to the demand and desire from the community to have a classical charter school option for our children. I believe the school board should approve American Classical Academy's application. If you fail to do so, you will be failing parents and students in your community and robbing them of the option of a quality education they deserve.

Thank you for your time and consideration,

[redacted]s

[redacted]

731.69[redacted]

[redacted]06@gmail.com

January 26, 2023

To whom it may concern,

I highly recommend implementation of an American Classical Education school in Madison County. The core liberal arts education at an early age creates the base from which all learning is built upon and is severely lacking in today's curricula. As a product of Jackson-Madison County schools myself, I am very excited to see this option come to our community and believe it will create a significant benefit for those parents who wish to see their children educated in a classical fashion but may not be able to afford the local private classical school.

Sincerely yours,

[redacted]n
Jackson, TN

January 30, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear Jackson-Madison County School Board Members,

I am the founder of Franklin Classical School located in Franklin, Tennessee and I have founded dozens of classical schools around the world. Additionally, I am a pastor at Parish Presbyterian Church, Director of the King's Meadow Study Center, Founder of Bannockburn College, and Coordinator of the Chalmers Fund. I've also authored dozens of books in the areas of history, biography, politics, literature, and social criticism.

I know and value the importance of a quality education. It's for this very reason I founded Franklin Classical School. Today, I write in support of American Classical Academy application to the Jackson-Madison County School Board. The School Board should take politics out of the process and judge an application solely on its merits. The School Board is responsible to provide a fact-based review of the application. I believe American Classical Academy's application should be approved.

While there are many quality schools in the city of Jackson and Madison County, even the finest school is not the best fit for each student. Ultimately, I trust parents to make the decision that is best for each of their children regarding their education.

We need to provide additional public school options including high quality charter schools with a rigorous curriculum. For those students that need another option—this public charter school would provide at least one additional choice. Many families cannot afford other options and must rely on their traditional taxpayer funded public school and public charter school options.

The proposed curriculum that ACA will use is built around time-tested quality materials that are used in several public schools to help students master these subjects. Ultimately, families, community members, elected officials and teachers in Jackson and Madison County have expressed interest in and support for American Classical Academy's application as expressed in their numerous letters of support. And, I believe their application meets all the standards in order to be approved.

The School Board should judge the application on its merits—full stop. And, once approved, let families decide if they believe ACA would be a good fit for their students. This is about providing high quality educational options for families. It is no surprise that traditional public schools might be afraid of the unknown and therefore instead of providing options for families, they want to squash additional options.

We cannot fit kids into a one-size-fits-all approach. Most students will stay in their current school, especially if they are happy and believe their needs are being met. And, even if a student leaves and goes to ACA or another schooling option—that traditional public school still receives partial funding to not educate a student. Ultimately, this should not be about money—which sadly, is what it seems the administrators in monopolistic public school system are most worried about. We should be empowering

families to seek out options to best fit their student's needs. School choice is proven to help raise the bar and provide a quality education for students. A rising tide lifts all boats.

If the pandemic showed us anything, it is that each child has different and unique learning needs. We need to approve high-quality options and empower families to seek out the best public school option for each student. We should fund students and not systems.

Thank you for your time and attention—and I trust you will carefully consider and approve their application.

Regards,

George Grant
george@parishpres.org
615-521-1439

John W. Newman

January 26, 2023

Jackson Madison County School System
300 North Parkway
Jackson, TN 38305

Dear School Board Members,

My name is John Newman and I served Madison County as an elected official for 32 years, 20 years on the Madison County Commission and 12 years as the Madison County Trustee. I'm writing you today in support of American Classical Education's application for a classical public charter school in our county.

As someone who has served the constituents of Madison County for 32 years, starting before the schools were consolidated, I support ACE's application in our county. This opportunity to allow a small number of our students to try something that has proven to work does not come around often. Please do not get stuck on the view of a few. Please do this for the children. We must be willing to think outside the box for once.

After reviewing their application and listening to parents all over the county, it's clear to me there is enough local support for the approval of a high-quality public classical charter school. From the amazing curriculum to the needed structure for students – this school will be a great fit for the families that decide their child would best thrive in this public school option.

Thank you for your consideration of my letter and I hope you will support approving ACE's application to start a charter school for the 2024-2025 academic school year.

Sincerely,

John Newman
John@justnewman.com
731-394-6452

January 27, 2023

To the attention of Jackson Madison County School System:

I am writing today in support of the application being made by American Classical Education for a charter school in Madison County. There is a demonstrable need for improvement in our public school education system, attested by Madison County's standing in Tennessee and by Tennessee's standing in the US.

I, like other concerned parents and guardians, pulled my grandson from kindergarten in the public system during the 2020 school year due to erratic days of operation, isolation of students from first-hand parental involvement in education, and mask mandates due to COVID - and in the months and years following have been educating him at home with the help of tutors. In this time I have learned the real benefits of classical curriculum coupled with family involvement and feel strongly that we as a community would be well-served by making all of these elements available to our children as a choice though a public classical charter school.

The good intentions of teachers and administrators is simply not a match for government-mandated curriculum and policy, and we need the involvement of all parties with full and accurate disclosure of the proposal for charter schools. I pray that today's students are learning the value of open debate, rather than the short-lived and superficial comforts of a closed mind.

Sincerely,

Mary Bowen
Spring Creek TN

January 21, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

My name is Megan Bryant. I am a parent and my children attend Augustine School which is a classical school. I'm writing to you today to speak in favor of an American Classical Academy in our county. I love the classical education model and I believe American Classical Academy is going to fill a desire and need within our community for a high quality public charter school with a classical curriculum. Many families need options and cannot afford options outside of a taxpayer funded public school. I believe we need to provide options for all students regardless of their financial abilities.

As a nurse practitioner student and NICU nurse in our community and most importantly a parent, I am a firm believer in the classical school model as I have witnessed my own children's growth and development. I found it to be so beneficial for my children that I am unable to place a price which I would not pay for the education that my children receive. Classical curriculum teaches children how to learn and allows them to develop natural leadership. I want as many parents as possible to have the option to allow their children to learn this way and to have an additional choice to choose from. As the test score results in our county reveal that a quality education is needed and we need to provide additional options for students to thrive.

I believe the local district should empower families with educational choice and multiple options. It is my belief that American Classical Academy's application should be approved by our school board. I believe their application meets the qualifications for approval. We need to put students' individual needs first and provide our county with high quality public school options - including American Classical Academy - which has a rich curriculum.

I hope you'll review the facts of the application and decide to support our local community's desire to have a classical charter school. Kids deserve options - especially a high-quality education opportunity and amazing classical curriculum in a public charter school setting. I know about the value of a quality education where a student thrives with enriching curriculum and high expectations. Ultimately, I believe American Classical Academy's application for a charter school provides just that for our community.

Thank you for your consideration,

Megan Bryant

63 Hunters Creek Drive
Jackson, TN 38305
Meganbryant1008@gmail.com
6154991012

LATINOS
FOR TENNESSEE

January 26, 2023

Dear Charter School Review Committee:

My name is Raul Lopez and I am the executive director for Latinos for Tennessee. We are a statewide group committed to promoting faith, family and freedom, which are top priorities for Hispanic families across our state. I ask that you approve the charter appeal for American Classical Academy Madison.

On behalf of Latinos in Madison County, we are supporting American Classical Academy Madison because we strongly believe that all families should have the ability to decide for themselves where to send their children to school. For the Latino community, school choice is especially important, because we believe education is the key to living out the American Dream. We know that with a good education, economic mobility is possible.

We believe that American Classical Academy Madison would provide an additional, content-rich education option for the families of Madison County. Our families specifically want this classical charter model because of its focus on reading and literacy, which are the bedrock of all education. We also look forward to American Classical Academy Madison's focus on civics and virtue, which our society desperately needs.

On behalf of Latinos in Madison County, I urge you to approve the charter application for American Classical Academy Madison. Thank you for your consideration.

Sincerely,
Raul Lopez

January 15, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

To whom it may concern:

I am writing to express my full support for a public charter school from American Classical Education (ACE) to come to Madison County. The excellent track record of educational achievement coming from classical institutions needs to be duplicated as much as possible in our county, state and country.

Hillsdale Academy, a K-12 private school founded in 1990, has ranked between the 97th and 99 percentile on the Iowa Test of Basic Skills over the last twenty years. It is my understanding that American Classical Education's charter school would utilize the same high-quality curriculum – but in a public school setting available to all students free of charge since it is a charter school.

I cannot imagine anyone disagreeing with the idea that our children and grandchildren should have the opportunity for the best education possible. Those opportunities come when more choices are available, not less. Competition always results in a better product or service, and usually at a reduced cost. Public charter schools come with no tuition cost to students, and offer a strong, classical education found normally in expensive private schools.

I encourage you to approve ACE's application to Madison County.

[redacted]
[redacted]n
[redacted] Rd
Jackson, TN 38305

January 18, 2023

I am writing in support of Madison County adopting an ACE Charter School program. While I do not have children (and thus do not plan to send children to a Charter School), I do live in Madison County and have a background in collegiate education. In my experience, I have become increasingly aware of the growing challenges in educating students to become free thinkers that can successfully navigate their own future careers, family decisions, and community responsibilities.

The ability to think critically is the top skill most companies seek in their employees. Critical thinking is rated highly due to its increasing rarity. The dearth of critical thinking skills among American students is an outcome of mainstream American education and, increasingly, all other aspects of American life, which instill an unconsidered conformity that prevents formation of incisive questions and deters independent thought. Because ACE Charter Schools intentionally instruct students to seek 'the good,' Charter Schools prepare their graduates to apply their own criteria in assessing problems and decisions, instead of programming them to simply accept what society tells them to do. By bringing a Charter School to Madison County, the JMCS Board will give the county's children a much better chance of becoming critical thinkers who will have successful careers and relationships, and enhance the prospects of a more prosperous and secure Madison County. Charter Schools are a key factor in creating a positive future for Madison County and, more broadly, the United States.

Respectfully,

[redacted], Ph.D.

January 19, 2023

Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Dear School Board Members,

Hello, my name is [redacted] and I wanted to provide a comment to the Commission as they consider the application for American Classical Academy Madison (ACAM). On behalf of myself and all parents in Madison County, I urge the Commission to approve ACAM's application. I do not even have kids yet, but ACAM's application has already influenced decision making in our lives. My wife recently accepted a new job and we could choose to relocate from Nashville to either Memphis or Jackson. We chose Jackson when we heard that ACA was seeking to start a school in Madison County and so we moved to Jackson in October of 2022. ACAM is the type of educational environment that we wanted to raise our future kids in. We are currently expecting our first child and we love the robust approach to critical thinking, logic, and learning that a classical school provides. But we also want our children to experience the diversity of students and backgrounds that public schools provide. That's why we knew ACAM as a classical charter school would be such a perfect match for our upcoming child and future children as they enter school age. I respectfully urge the commission to approve this application to give myself and other parents and children the choice to choose the school that best meets our needs because I believe this school and others like it can serve as a magnet for Jackson and Madison County. I know this because it did for my wife and me. Thank you for your consideration.

Sincerely,

[redacted]

[redacted]@gmail.com
[redacted]

Jackson-Madison County School Board
Jackson-Madison County School System
310 North Parkway
Jackson, TN 38305

Myself, my wife, my siblings, my children & my grandchildren are alumni of the Jackson Madison County School system. We have sadly witnessed the decline of the quality of education in the system over the years. I believe our students deserve a better opportunity than that which is currently being offered.

I taught at the Tennessee College of Applied Technology - Jackson (TCATJACKSON) for thirty years, & have been retired for some time, therefore I have some perspective within the education system as well. Over the years I noticed a decline in the ability of students coming into the post secondary system from the secondary school systems. The college required all registering students to take the placement exam. It was concerning to me that we noticed reading,& math scores decline, over the years, for students who had just graduated from the Madison County school system. In fact, in many cases the scores for recent secondary graduates were much lower that those of non traditional enrolling students who had graduated years previously. Most of the incoming, recent secondary graduates, with a credential from the Madison country school system, required remedial & fundamental classes in order to meet the minimum standards. Other Post Secondary Institutions such as Jackson State Community College report the same statistics. It was difficult to understand how these individuals could have earned a credential when they obviously did not possess the skills.

We have lived in the Madison County service area for four generations & currently live in the Madison county service area. I strongly support American Classical Academy for our county as an alternative for our students, citizens & taxpayers.

[redacted]
Jackson, TN. 38305
[redacted]1@juno.com
731-42[redacted]

December 6, 2022

[redacted]

Jackson, TN 38305

To Whom It May Concern,

I am a 70-year old citizen of Jackson, TN. My husband and I moved here to escape the crazy 'woke-ness' of our home state of IL six years ago. Though we love it here, even while we looked for a new home in Jackson, it became crystal clear that we would never have selected Jackson if our children were still of school age. Why? Because of the condition of public education here in Jackson. Our household income simply would not have supported the expense of any of the private schools that seemed to be the only option. Sadly, that seems to be the position in which many of our Madison County families find themselves.

I have regular contact with students of all ages and schooling as I interact with them in sewing classes that I offer here in my home Studio. It is alarming to me that - regardless of where/how they are being educated - that their knowledge of simple every day skills such as measuring, fractions, and proportions are severely lacking. Truly: a middle-school-age child should know how many inches are in a yard and that 5/8" is more than 1/4! Calculating a width needed by adding fractions? Forget that idea. I will make the additional observation from my experience with local students, that while I value and support the home-schooling movement, it is clear to me that the home schooling model alone is not the answer for many families.

Even without children in the public schools, as a tax-paying citizen, it is important to me how our local education funds are spent. A charter school following the Barney Charter School Initiative - American Classical Education that has been proposed for Madison County seems to me to be a win-win proposal. I find it more than sad that our local school board did not give this proposal the objective study and consideration that it deserved. It seems to me that they only saw money leaving their coffers, and that they voted against the proposal based on current derogative news of the day. That decision alone led me to work and support two candidates that ran in the

recent election, and I'm pleased that at least one of them did win a seat. Hopefully, with his input, and a more concerted effort on the part of concerned citizens like myself, our school board will now give this proposal the objective study and consideration that it deserves if they truly are concerned about the education options for Madison County families. From what I can see, the local school system keeps doing the same thing, throwing more money at it, and expecting a different result - which is NOT happening, despite how they want to 'spin' the data.

Since early August, my husband and I are parenting our young adult grandson as he launches into adulthood. The ability to think, to reason through issues that present themselves as he works and considers direction for his life is a challenge. While we are fully aware that this is a function of brain maturation, it is also a skill that he was not fostered at all in his education thus far. It is exactly that kind of procedural thinking that I picked up on immediately as I investigated what a classical charter school model offers. What I see is not only a philosophy that creates a school environment with high expectations that vastly eliminates the majority of disciplinary issues plaguing our public schools today, but also one that focuses on the procedural thinking and reasoning process.

Those qualities of a Barney Charter Initiative American Classical Initiative make it one that I strongly desire as a FREE public school CHOICE for the families of Madison County. As one of the leaders of a local patriot group, We the People of West Tennessee, I can assure you that many citizens like myself involved in our group agree and will work towards making this charter school a reality here in Madison County.

Respectfully,

[redacted]

AMERICAN CLASSICAL EDUCATION

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@hotmail.com

Phone Number (731) 39[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]2@gmail.com

Phone Number 619 70[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is F[redacted]e and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 815-5[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@comcast.net

Phone Number 847-72[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]33@charter.net

Phone Number 731-61[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is M[redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) M.[redacted]

Resident Signature [redacted]

Email address [redacted]m@gmail.com

Phone Number 731-46[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@outlook.com

Phone Number 731-43[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 731-34[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

[redacted]

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@yahoo.com

Phone Number 818-97[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address [redacted]@gmail.com

Phone Number 731 39[redacted]

AMERICAN CLASSICAL

Dear JMCSS Charter School Review Committee,

My name is [redacted] and I am a resident of Jackson-Madison County. This letter is to provide support for American Classical Academy Jackson-Madison and express my desire to see a free classical public school open in Jackson-Madison County.

I believe that American Classical Academy Jackson-Madison will be a wonderful addition to our community because of its promise to provide a rigorous classical education and a focus on moral virtue and civics. Our community values and supports education and as the only free public classical school in our community, American Classical Academy Jackson-Madison will provide a wonderful option for parents who desire this type of education for their children.

Thank you for considering American Classical Academy Jackson-Madison's application and we look forward to this school being part of our community.

Sincerely,

Resident Name (print) [redacted]

Resident Signature [redacted]

Email address K[redacted]@gmail.com

Phone Number 731 26[redacted]

Joseph S. Hale

Commissioner, Madison County

731-697-1475 jhale@madisoncountytn.gov 43 Laurelwood Cove Jackson, TN 38305

May 23, 2022

American Classical Education
1831 12th Avenue South, Suite180
Nashville, TN 37203

To Whom It May Concern:

I am submitting this letter of support and recognition for the establishment of American Classical Education (ACE) proposed school in Madison County. I believe ACE's mission, that "the timeless and rigorous model of classical education should be available to all students who desire it," aligns with our obligation to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

I believe strongly in the need to ensure students in Madison County and Jackson receive an education that ensures they are prepared for success in high school, college, and their careers. I also believe that every single student deserves to choose an educational option that best suits their needs, including opportunities to work with educators that challenge them to fulfill their highest potential. I look forward to welcoming ACE as part of Madison County's academic community. Thank you for considering American Classical Education's charter proposal. If you have any questions, please don't hesitate to contact me.

Sincerely yours,



Joseph S. Hale

Sheila Richerson
722 Watson Rd
Jackson, TN 38305

May 20, 2022

To whom it may concern:

I am writing to express my full support for a public charter school from American Classical Education (ACE) to come to Madison County. The excellent track record of educational achievement coming from classical institutions like Hillsdale needs to be duplicated as much as possible in our county, state and country.

Hillsdale Academy, a K-12 private school founded in 1990, has ranked between the 97th and 99th percentile on the Iowa Test of Basic Skills over the last twenty years.

I cannot imagine anyone disagreeing with the idea that our children and grandchildren should have the opportunity for the best education possible. Those opportunities come when more choices are available, not less. Competition always results in a better product or service, and usually at a reduced cost. Public charter schools come with no tuition cost, and offer a strong, classical education found normally in expensive private schools.

I encourage you to approve ACE's application to Madison County.

Sheila Richerson
Sheila Richerson
Jackson, TN

May 13, 2022

To whom it may concern,

I highly recommend implementation of an American Classical Education school in Madison County. The core liberal arts education at an early age creates the base from which all learning is built upon and is severely lacking in today's curricula. As a product of Jackson-Madison County schools myself, I am very excited to see this option come to our community and believe it will create a significant benefit for those parents who wish to see their children educated in a classical fashion but may not be able to afford the local private classical school.

Sincerely yours,

Barret Richardson

Jackson, TN

The American Classical Education Foundation
300 D Street NE
Washington, DC 20002

March 30, 2023

To whom it may concern,

I am pleased to notify you that the American Classical Education Foundation is willing to provide a no-interest loan in the amount of $750,000 to American Classical Academy Jackson Madison (ACAJM) upon authorization of its charter by the Jackson Madison County Board of Education. The Foundation is offering this start-up financial support to ensure the Academy's long-term success.

We know the Academy expects to operate largely on public funding once it reaches full enrollment. However, before reaching full enrollment and securing a long-term facility, resources for financial contingencies like this are necessary. This loan will be available only if ACAJM is unable to secure grant funds through the federal Charter Schools Program (CSP). However, the American Classical Education Foundation is also willing to offer an additional no-interest revolving line of credit of up to $1 million if the funds provided by the CSP grant or no interest loan are insufficient to meet start-up needs. This line of credit will be available to ACAJM from authorization through the first five years of school operation.

The American Classical Education Foundation is pleased to support ACAJM's mission to provide a strong, publicly-funded classical education model to the families of Jackson Madison County. Following authorization, we will enter a formal agreement for the line of credit with the Academy.

Sincerely,

Doug Banbury

Doug Banbury

Secretary, The American Classical Education Foundation Board

Speech Language &
Learning Center of TN

May 18, 2023

To Whom It May Concern,

The Speech Language & Learning Center of TN, LLC is tentatively able to provide speech and occupational therapies to the students of American Classical Academy Jackson Madison beginning in the 2024-2025 school year. SLLC of TN's ability to provide these services is contingent on staffing and the school's needs and enrollment. Should we be able to provide these services, a formal contract will be presented.
Please let me know if I can be of any further assistance.

Thank you,

Becky Brown, MS, CCC/SLP
Co-Owner/Speech Language Pathologist

Mr. Schellhammer,

Thank you for your inquiry today into Jani-King. We can provide commercial cleaning and maintenance related services (strip/wax, carpet extraction, window cleaning, etc.…) and the distribution of related supplies and equipment under the name Titan Franchising LLC d/b/a "JANI-KING of Nashville" in the geographic area described as the county of Madison.

We are a Tennessee limited liability company formed on March 22,2013. We have seen significant growth since that time and provide service to a wide array of customers throughout Middle and West Tennessee.

We would like to be included on future discussions relating to the cleaning of your proposed facility as you go through the site selection process.

I have included a copy of our BBB accreditation, a sample certificate of Insurance and our W9 for reference.

Please contact me directly for any additional needs.

Thank you.

Barry Sawyer
Business Development Director
Jani-King of Nashville/Rhode Island
5560 Franklin Pike Circle, Suite 100
Brentwood, TN 37207
Tel: (615) 445-7979 Direct: (629) 277-0138
bsawyer@janikingnash.com
Official cleaning company of the Nashville Predators and Bridgestone Arena.

CENTERSTONE

To Whom It May Concern:

This letter is to verify that Centerstone and American Classical Academy have discussed a partnership for Centerstone to provide services beginning the 2024-2025 school year. Centerstone is tentatively able to provide school-based therapy services to the students of American Classical Academy Jackson Madison starting in the 2024-2025 school year. Centerstone's ability to provide these services are dependent on factors such as staffing, student population and the needs of the schools and its students.

Sincerely,

Ann Blankenship LPC-MHSP

Centerstone School Based Therapy and Intensive In Home Coordinator

Ann.blankenship@centerstone.org

Safety Plan Initiative

Jeff Hicks <jeffhicks@bellsouth.net>

Tue 5/2/2023 9:49 AM

To: Joel Schellhammer <jschellhammer@americanclassicalschools.com>

Good Morning Joel,
Hope you are doing well. After our conversation last Friday I have began collecting some information from my resources. Below is how we are prepared to support ACA Jackson Madison.

American Classical Education Safety Plan

One of the pillars for the American Classical Education organization is a safe and secure learning environment for all students and staff. The development of a comprehensive safety plan will be a steadfast commitment with continuous evaluation and evolution to better serve the school community. The following initiatives will help achieve these goals and objectives:

· Formation of a collaborative safety planning team for each campus.

· Build partnerships with community agencies, both public and private, so they can inform and assist the campus planning team in the development of their emergency operations plan and ensure effective response. These potential partnerships can include the local emergency management agency, law enforcement agency, fire department, emergency medical services agency, mental/behavioral health agency, public health agency, and municipality.

· Through these partnerships a campus emergency operations plan to encompass preparedness, response and recovery will be adopted and implemented for every campus.

· Unprecedented professional development for administrators and staff will also be provided in the follow areas;

- Emergency management in a educational setting
- The incident command structure to better work with emergency responders.
- Facilitating a table top exercise to increase staff response to a incident on campus.
- Multidisciplinary Threat Assessment and Management
- Parent/Caregiver awareness workshop to enhance school safety.
- Reunification and recovery training for administrators, staff students and parents.

Please sign and return at your convenience.

Best Regards,
Jeff Hicks

Tennessee School Safety Mentor
Phone 865.705.5093
http://www.schoolsafetysentinel.com

Jeff Hicks

Jeff Hicks is retired from the Blount County Sheriff's Office after 28 years of service. The last 25 years have been spent working with law enforcement and educators to improve school safety across Tennessee and the United States. In his career he has served as the Vice President and the President of the Tennessee School Resource Officers Association. For several years and currently, Jeff has been an adjunct instructor for the University of Tennessee Law Enforcement Innovation Center. In 2018 he was appointed to the Governor's School Safety Working Group. He is a nationally published author on school safety and worked with districts throughout the United States. He is currently serving as the school safety mentor for the Tennessee Department of Education.

Instructor: Bill B. Young Ph.D.



SME: Patrol Operations, School Resource Officer Operations, Instructional Design, Adult Learning.
Former Adjunct Professor, Criminal Justice at Lane College and Jackson State Community College.
Degree: Walden University - 2019
Doctor of Philosophy In Criminal Justice, (Ph.D.)

Boston University- 2013
Master of Criminal Justice (MCJ)

Union University- 2009
Master of Arts in Education (M.A.Ed.)

University of Tennessee at Martin-2005
Bachelors

Professional Membership: National School Resource Officers Association
Tennessee School Resource Officers Association

Office: (731) 694-8344

Biography:

Bill is an experienced law enforcement expert having been a supervisor during his employment with the Jackson Police Department and the Madison County Sheriff's Office. During his career he has worked as a public housing officer, patrol officer, school resource officer and a correctional officer. Additionally, he has nearly four years of international law enforcement training experience in the Republics of Iraq, Haiti, and Afghanistan. Bill also served as Director of Safety and Security at Union University from 2008-2010. He currently supervises the MCSO SRO Unit, the MCSO Honor Guard Unit, and the MCSO Mobile Field Force.

Bill currently serves as one of the West Tennessee Directors of the Tennessee School Resource Officers Association (TNSRO). In addition to serving on this board, he serves as vice-president of the Memphis Scottish Rite Foundation.

Bill has also developed and delivered training to school resource officers across West Tennessee. These classes have received State of Tennessee Peace Officer Standards and Training (POST) numbers for compliance with TCA requirements for school resource officer certification. Additionally, Bill has commented on local radio regarding school security topics. Bill is a published writer having completed his doctoral dissertation, which is available online for interested persons to download. Bill also delivered articles for publication in the Republic of Haiti as a journalist. These publications are available upon request

From: David Faunce <david.faunce@prestigeschoolsolutions.com>
Sent: Friday, March 17, 2023 1:49 PM
To: Joel Schellhammer <jschellhammer@americanclassicalschools.com>
Subject: Financial Models

Hello Joel,

We can certainly provide some additional clarity on our budgeting process.

Prestige has been drafting financial / budget models and proformas for charter schools since 1999 (including our predecessor firm, Acadia NorthStar). We've prepared them for schools applying for charters in North Carolina, South Carolina, Georgia, Indiana, Arizona, Texas and, conservatively speaking, have likely served over 450 applicant groups over the years. Our core work with schools is managing the back office in an outsourced CFO capacity, which includes budget management, purchasing, accounts payable, payroll, financial reporting, human resources, bond underwriting (which also includes extensive projection work) and audit management.

Throughout our 20+ years serving charters, we've been able to establish metrics that reflect the proper level of expenditure for major categories such as personnel, benefits, child nutrition, transportation and facilities management. These metrics are built using actual expenditure data from multiple schools, across multiple states and across multiple years. This has proven to be a reliable approach even when preparing budgets for schools that are planning to locate in states that are new to the charter school movement (<10 years) and/or have limited actual data available. In such cases, we leverage internal data as mentioned before in addition to aggregated data that is available through the National Center for Education Statistics, the National Alliance for Public Charter Schools and the Center for Education Reform.

Let me know if I can offer further insight or information.
Dave

EXCELL MANAGEMENT SERVICES

Subject: Food Service Needs for American Classical Academy Jackson Madison

To whom it may concern,

I am writing on behalf of Excell Management Services to provide an update on our work with American Classical Academy Jackson Madison to prepare for any food service needs the school may have.

As you may know, Excel Management Services has extensive experience working with schools throughout Tennessee to provide high-quality and nutritious food options for students. We are pleased to be working with American Classical Academy Jackson Madison on this important endeavor.

In our opinion, a budget of approximately $450 per student is reasonable and in line with our previous experience in similar projects. We believe that this budget will allow us to provide the best possible food options for the students, while also maintaining a reasonable cost.

Our team has been working closely with the school to develop a comprehensive plan for food service, taking into account the specific needs and preferences of the students. We are confident that our plan will provide students with healthy and tasty meals that will help them stay focused and energized throughout the day.

Once again, we are thrilled to be working with American Classical Academy Jackson Madison on this project, and we look forward to continuing our partnership. If you have any questions or concerns, please do not hesitate to contact us.

Thank you for your time and consideration.

Best regards,

Jamal McCall

Excell Management Services

Subject: Memorandum of Understanding (MOU) between FIT Technology and American Classical Academy Jackson Madison.

This MOU establishes a partnership between FIT Technology (FIT) and American Classical Academy Jackson Madison (ACAJM) to provide technology services and support for ACAM's educational operations. The purpose of this MOU is to outline the responsibilities and commitments of both parties in ensuring a safe and secure technology infrastructure to support the school's growth and educational goals.

1. Services Provided by FIT Technology:
    1. Help Desk and Technical Support Services:
        1. FIT will offer comprehensive help desk and technical support services to ACAM, including training on technology required for mandated state online assessments.
    2. Infrastructure and Support Services:
        1. FIT will provide the necessary infrastructure and support services to ensure E-rate compliance and digital asset management. This will include the implementation of a secure network infrastructure to support testing requirements and safeguard student information in accordance with federal and state student record laws.
    3. Cybersecurity Services:
        1. FIT will deliver cybersecurity services to ACAM, including antivirus/anti-malware software and support, intrusion detection system (IDS) review, annual security awareness training, multi-factor authentication, mobile device management (MDM), disk encryption/protection, data loss prevention, and email advanced threat protection (ATP)
    4. State Student Information Systems Compliance:
        1. FIT will ensure ACAM's access to and compliance with State Student Information Systems requirements. The school's information system will report to the State's Information Management System, and all teaching staff and administration will have access to Infinite Campus or any other student information system recommended by the local district. FIT will

equip all teaching staff with laptops for convenient inputting and reviewing of student data.

2. FIT Technology Expertise: FIT's Experience and Partnerships: FIT brings over 20 years of experience in education and a strong track record of working with charter schools. FIT has established partnerships with leading software and hardware companies and holds certifications such as Microsoft Gold Partner, AT&T Platinum Partner, Cisco Premier Partnership, VMware Professional Partner, and Microsoft Authorized Education Partner.
3. Responsibilities of ACAM:
    1. Computer Lab and Wireless Internet: ACAM will establish a computer lab with wireless internet capabilities to facilitate testing at all grade levels.
4. Duration of Agreement: This MOU will remain in effect unless terminated by either party with a 30-day written notice.Both parties hereby agree to the terms and conditions outlined in this Memorandum of Understanding and will work collaboratively to ensure the successful implementation of technology services at American Classical Academy Jackson Madison.

The FIT Team looks forward to working with you.

Sincerely,

Corey Drexler

Education Account Services

001320828

CHARTER
NONPROFIT CORPORATION

SS-4418

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: $100.00

For Office Use Only

-FILED-

Control # 001320828

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: American Classical Education Tennessee

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: None

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
RICHARD HAGLUND
STE B
5810 SHELBY OAKS DR
MEMPHIS, TN 38134-7315
SHELBY COUNTY

5. Fiscal Year Close Month: June **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☑ public benefit corporation / ☐ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☐ have members / ☑ not have members.

9. The complete address of its principal office is:
STE B
5810 SHELBY OAKS DR
MEMPHIS, TN 38134-7315
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

B1218-6253 06/03/2022 3:47 PM Received by Tennessee Secretary of State Tre Hargett

CHARTER
NONPROFIT CORPORATION

SS-4418

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: $100.00

For Office Use Only

Control # 001320828

The name of the corporation is: American Classical Education Tennessee

10. The complete mailing address of the entity (if different from the principal office) is:
STE B
5810 SHELBY OAKS DR
MEMPHIS, TN 38134-7315

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Richard Haglund	5810 SHELBY OAKS DR STE B	MEMPHIS, TN 38134-7315

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

☐ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).

☐ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).

☐ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:
See Attached.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic	Incorporator
Signature	Title/Signer's Capacity
Richard Haglund	Jun 3, 2022 3:47PM
Printed Name	Date

B1218-6254 06/03/2022 3:47 PM Received by Tennessee Secretary of State Tre Hargett

B1218-6255 06/03/2022 3:47 PM Received by Tennessee Secretary of State Tre Hargett

Tenn. Code Ann. § 49-13-110

Copy Citation

Current through the 2021 Regular and First, Second, and Third Extraordinary Sessions of the 112th General Assembly.

TN - Tennessee Code Annotated **Title 49 Education** **Chapter 13 Tennessee Public Charter Schools Act of 2002**

49-13-110. Charter agreement.

(a) An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b).

(b) A charter agreement expires ten (10) academic years after the first day of instruction. A public charter school may delay, for a period not to exceed one (1) academic year, the school's initial opening. If the public charter school requires a delay in the school's initial opening of more than one (1) academic year, then the school must obtain approval of the delay from the school's authorizer.

(c) A renewal of a charter agreement shall be for a period of ten (10) academic years.

(d) The governing body of the public charter school may petition the authorizer to amend the original charter agreement. The state board of education shall determine the timelines for approval and the appeal process until 11:59 p.m. on June 30, 2021. Beginning July 1, 2021, the commission shall determine the timelines for approval and the appeal process.

If the authorizer is the state board of education or the commission, then an appeal shall not be made of the state board of education's or the commission's decision to deny a petition to amend the charter agreement. The governing body of a public charter school may petition the authorizer for voluntary termination of the charter agreement before the charter agreement expires.

(e)

(1) Upon the termination of a charter agreement and upon the closure of a public charter school for any reason, any unencumbered public funds from the public charter school automatically revert back to the authorizer. If a charter agreement is terminated and the public charter school is closed, all property and improvements, furnishings, and equipment purchased with public funds automatically revert back to the LEA, subject to complete satisfaction of any lawful liens or encumbrances.

(2) If a public charter school is closed for any reason, then the public charter school is responsible for all debts of the public charter school. The authorizer shall not assume the debt from any contract for goods or services made between the governing body of the public charter school and a third party, except for a debt that is previously detailed and agreed upon in writing by the authorizer and the governing body of the public charter school, and that may not reasonably be assumed to have been satisfied by the authorizer.

History

Acts 2002, ch. 850, § 10; 2014, ch. 850, § 9; 2019, ch. 219, §§ 26-29; 2021, ch. 493, § 35.

TENNESSEE CODE ANNOTATED
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B1218-6256 06/03/2022 3:47 PM Received by Tennessee Secretary of State Tre Hargett

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American Classical Education Tennessee would distribute its assets upon dissolution to another nonprofit corporation with a similar purpose.

That distribution, however, would be subject to the provisions of T.C.A. 49-13-110(e) that unencumbered public funds would revert to the authorizer (the local school district or the Tennessee Public Charter School Commission), and any property purchased with public funds would revert to the school district (LEA or local education agency).

B1232-0226 06/08/2022 9:26 AM Received by Tennessee Secretary of State Tre Hargett

Attachment F2 – Proof of nonprofit and tax-exempt status

AMERICAN CLASSICAL EDUCATION
PROOF OF TAX EXEMPT STATUS

The American Classical Education's 501c3 application is in-process.

BYLAWS OF

AMERICAN CLASSICAL EDUCATION

A Tennessee Nonprofit Corporation

ARTICLE 1. NAME AND PURPOSE **4**

ARTICLE 2. BOARD OF DIRECTORS **4**

2.1 Governing Authority 4

2.2 Number; Election; Term 4

2.3 Removal and Resignation 5

2.4 Vacancies 5

2.5 Interests of Directors and Officers 5

ARTICLE 3. OFFICERS **5**

3.1 Number and Title of Officers 5

3.2 Election of Officers 5

3.2 Responsibility of Officers 6

ARTICLE 4. MEETINGS **6**

4.1 Meetings to be Open 6

4.2 Place of Meetings 6

4.3 Annual Meeting; Other Regular Meetings 6

4.4 Special Meetings 7

4.5 Notice and Purpose of Meetings 7

4.6 Quorum and Transactions of the Board 7

4.7 Emergency Meetings and Actions 7

4.8 Meetings by Electronic Means 7

ARTICLE 5. COMMITTEES AND ADVISORY BODIES **8**

5.1 Executive Committee and Other Committees 8

5.2 Committee Meetings 8

5.3 Quorum and Voting 8

ARTICLE 6. INDEMNIFICATION **8**

6.1 Indemnification of Directors and Officers 8

6.2 Insurance 8

ARTICLE 7. MISCELLANEOUS 9

7.1 Fiscal Year 9

7.2 Monetary Payments. 9

7.3 IRC 501(c)(3) Tax Exemption Provisions 9

7.4 School Closure 9

7.5 Dissolution 9

ARTICLE 8. AMENDMENT 10

ARTICLE 1. NAME AND PURPOSE

The name of the corporation, as stated in the Certificate of Incorporation, is American Classical Education Tennessee.

This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, including operating, advising, and supporting public charter schools pursuant to the Tennessee Public Charter Schools Act.

ARTICLE 2. BOARD OF DIRECTORS

The corporation shall be governed by a Board of Directors (Board).

2.1 Governing Authority

The affairs of the corporation shall be governed and the Board shall have all powers granted to it by the Tennessee Public Charter Schools Act, these bylaws, and other applicable laws. The powers of the corporation shall be exercised, its property controlled, and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to others, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board and that such agreement as to management shall comply with the applicable provisions of Tennessee law and the Internal Revenue Code and corresponding regulations.

2.2 Number; Election; Term

The authorized number of Directors shall be not less than three (3) and not more than nine (9). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation.

Except with respect to the terms of the initial Directors, each Director shall hold office for a term of three (3) years or until such Director's successor shall have been duly elected or until such Director's death, incapacity, resignation, or removal. Directors may be re-elected to serve multiple terms in office. The Board shall establish the terms of the initial Directors and any successor Directors so that approximately one-third of the Directors are elected or re-elected each year.

Directors of the corporation shall be nominated and elected by the then serving directors. A Director may be removed with or without cause at any time by a majority vote of the Directors then in office.

The corporation's chief executive officer shall automatically be an ex officio Director serving on the Board in an advisory capacity and shall not have a vote.

2.3 Removal and Resignation

Upon the vote of a majority of the voting Directors then in office, the Board may remove any Director at any regularly scheduled meeting of the Board, the annual meeting or any special meeting of the Board called for that purpose. Any Director may resign from the Board at any

time by giving written notice to the Board, or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective but such resignation shall be effective when notice is delivered.

2.4 Vacancies

A vacancy or vacancies in the Board occurring for any reason shall be filled as described in Section 2.2, above. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

2.5 Interests of Directors and Officers

(a) Compensation. Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

(b) Conflict of Interest. Directors and officers shall disclose to the Board all material facts pertaining to any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

(c) Review of Certain Transactions. Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

ARTICLE 3. OFFICERS

3.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, Secretary, Treasurer, and such additional officers as shall be determined by the board. Any two or more offices may be held by one person, except that no person serving as Secretary or Treasurer may serve concurrently as Chair or Vice Chair. Officers need not be Directors except that the Chair and Vice-Chair each must be a Director.

3.2 Election of Officers

The Officers shall be elected by the Board at the annual meeting or a regular meeting designated for that purpose. Each elected officer shall hold office until the annual meeting of the Board occurring during the following year and until a successor is elected or until such officer’s earlier resignation or removal. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors.

3.3 Responsibility of Officers

(a) Chair. The Chair shall, if present, preside at all meetings of the Board. The Chair shall have such duties, responsibilities, and powers as may be necessary to carry out the directions and policies of the Board as delegated by the Board of Directors or prescribed by these Bylaws.

(b) Vice Chair. The Vice Chair shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. the Vice Chair shall also perform such other duties as are assigned by the Board.

(c) Secretary. The Secretary shall keep the minutes of the meetings of the Board in proper record books for such purposes, shall have charge of the record books and documents of the corporation, and shall perform such other duties as may from time to time be delegated by the Board.

(d) Treasurer. The Treasurer shall ensure that a true and correct accounting of the financial transactions of the corporation is made and that reports of such transactions are presented to the Board. The Treasurer shall have the care and custody of the funds of the corporation, and shall cause the same to be deposited in such manner in such banks as the Board may direct.

ARTICLE 4. MEETINGS

4.1 Meetings to be Open

All meetings of the Board shall be called, noticed, and held in compliance with the provisions of the Tennessee Public Charter Schools Act, and, to the extent required, with applicable provisions of the Tennessee Open Meetings Law. Except as otherwise permitted by those Acts, all meetings of the Board shall be open and public.

4.2 Place of Meetings

Board meetings shall be held at a school operated by the Board or at any other reasonably convenient place the Board may designate.

4.3 Annual Meeting; Other Regular Meetings

An Annual Meeting shall be designated by the Board for the purpose of electing Directors, making and receiving reports, and transacting other business as may properly come before the meeting.

Regular Meetings shall be held at various times within the year as determined by the Board. If a regular meeting falls on a holiday, such regular meeting shall be held on the next business day.

4.4 Special Meetings

Special meetings of the Board may be called by the Chair, Chief Executive Officer, or two or more Directors, to be held on the date, time, and location as shall be designated in the notice of the meeting.

4.5 Notice and Purpose of Meetings

At least three (3) days in advance of a regular meeting, the Board or its designee shall post an agenda with a general description of each item of business to be transacted or discussed at the meeting, including any items to be discussed in closed session. The agenda shall include the time and location for the meeting and posted in a location freely accessible to the public including the corporation's website. The agenda shall include information about how to attend and, if

applicable, participate in the meeting. The agenda shall also include contact information to request any disability-related modification or accommodation.

4.6 Quorum and Transactions of the Board

(a) Quorum. A quorum consists of 51% of the fixed number of Directors.

(b) Transaction. Actions taken and decisions made by a majority of Directors present at a duly called meeting where a quorum is present are transactions of the Board, unless a different number is required for a particular transaction, by law, the articles of incorporation, or these bylaws.

4.7 Emergency Meetings and Actions

(a) Emergency Meetings. In the event of an emergency, involving injury or damage to property or the likelihood of such injury or damage, and the Board must take expedited action to respond to such events or to limit the likelihood of such events, the Board may hold a meeting at locations other than those specified in these bylaws.

The notices provided for in this section may be dispensed with in the event a special meeting is called to deal with an emergency when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

(b) Actions without a Meeting. the Board may take any required or permitted action without a meeting if all the Directors individually or collectively consent in writing to taking such action. Such consent shall be filed with minutes of Board proceedings and have the same effect as a unanimous vote of the Board.

4.8 Meetings by Electronic Means

Individual Directors may participate in meetings of the Board by electronic means, in accordance with applicable Tennessee law. If the Board chooses to hold an entire meeting by electronic means, the Board shall include instructions in the agenda regarding how all interested persons can access the meeting.

ARTICLE 5. COMMITTEES AND ADVISORY BODIES

5.1 Executive Committee and Other Committees

The Board is authorized to create standing or special committees for any purpose defined by these Bylaws or determined by the Board. The Board may determine the duties, authority, and composition of such Committees (Committees may include non Directors). All committee members shall serve at the pleasure of the Board of Directors.

5.2 Committee Meetings

All meetings of committees that include two or more Directors shall comply with applicable provisions of the Tennessee Open Meetings Law. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed

necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.3 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

ARTICLE 6. INDEMNIFICATION

6.1 Indemnification of Directors and Officers

The corporation shall indemnify and hold harmless, to the fullest extent permitted by law, any Director or Officer of the corporation made or threatened to be made a party to any action in court or other proceeding because the individual is or was a Director, Officer, or employee of the corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the individual is liable for gross negligence, bad faith, or willful misconduct in performing the individual's duties.

6.2 Insurance

The Board will have the power to purchase and maintain at the corporation's expense insurance on behalf of the corporation, the Board, and others.

ARTICLE 7. MISCELLANEOUS

7.1 Fiscal Year

The Corporation's fiscal year shall begin on July 1 of each year and end on June 30 of the following year.

7.2 Monetary Payments.

All checks, wires and other electronic funds transfers, or other orders for the payment of money, notes, acceptances, or other evidences of indebtedness issued in the name of the corporation, shall be signed or initiated, as the case may be, by such Officer or Officers, agent or agents, of the corporation, and in such manner, as shall be determined from time to time by resolution of the Board.

7.3 IRC 501(c)(3) Tax Exemption Provisions

The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization.

Notwithstanding any other provisions of these Bylaws, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

7.4 School Closure

In the event that a school operated by the corporation ceases operations for any reason, including the non-renewal or revocation of its charter, the closure process, as well as the distribution of assets and unencumbered funds shall be governed by the Tennessee Public Charter Schools Act.

7.5 Dissolution

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code. Upon dissolution, winding up or abandonment of the corporation, its residual assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed as set forth in the Charter.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to the Tennessee Public Charter Schools Act must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

(1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

Any assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, in accordance with the provisions of the Tennessee Public Charter Schools Act, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 8. AMENDMENT

The Certificate of Incorporation and Bylaws of the Corporation may be amended with a two-thirds vote of the Board. During any period that the corporation is operating a charter school pursuant to a charter agreement, these Bylaws may not be amended in a manner that materially alters the charter agreement, without the consent of the charter school authorizer.

These bylaws were ADOPTED by the Board January 24, 2023.

Attachment F4– Code of Conduct

AMERICAN CLASSICAL EDUCATION
CODE OF CONDUCT

American Classical Education does not have a board code of conduct separate from the conduct requirements in its bylaws (Attachment F3) and its conflict of interest policy (Attachment F5).

AMERICAN CLASSICAL EDUCATION

AMERICAN CLASSICAL EDUCATION
CONFLICT OF INTEREST POLICY
&
DISCLOSURE STATEMENT

The purpose of the conflict of interest policy is to protect the interest of American Classical Education (the Corporation) when it is considering taking an action that might benefit the private interests of a director, officer, or employee of the Corporation. This policy, in alignment with the Corporation's By-Laws, is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations.

As a nonprofit, charitable organization, the Corporation is accountable to both government agencies and members of the public for responsible and proper use of its resources. Directors, officers and employees have a duty to act in the Corporation's best interests and may not use their positions for their own financial benefit.

Conflicts of interest must be taken very seriously since they may jeopardize the Corporation's nonprofit status, damage the Corporation's reputation, or expose the Corporation and affiliated individuals to legal liability if not handled appropriately.

This policy applies to all directors and officers.

Identifying Conflicts of Interest

What is a conflict of Interest
A potential conflict of interest arises when a director or officer, or that person's relative or business (a) stands to gain a financial benefit from an action the Corporation takes (including transactions into which the Corporation enters); or (b) has another interest that impairs, or could be seen to impair, the independence or objectivity of the director, officer, or employee in discharging assigned duties to the Corporation.

What are some examples of potential conflicts of interest?
It is impossible to list all the possible circumstances that could present conflicts of interest. Potential conflicts of interest include situations in which a director, officer, or employee--or that person's relative or business:

- Has an ownership or investment interest in any third party that the Corporation deals with or is considering dealing with;
- Serves on the board of, participates in the management of, or is otherwise employed by or volunteers with any third party that the Corporation deals with or is considering dealing with;
- Receives or may receive compensation or other benefits in connection with a transaction into which the Corporation enters;

- Receives or may receive personal gifts or loans from third parties dealing with the Corporation;
- Serves on the board of directors of another nonprofit organization that is competing with the Corporation for a grant or contract; or
- Has a close personal or business relationship with a participant in a transaction being considered by the Corporation.

Procedures

Duty to disclose: Each director, officer, and employee must disclose to the best of their knowledge, all potential conflicts as soon as they become aware of them and always before any actions involving potential conflicts are taken.

Potential conflicts should be disclosed upon appointment or hiring and, if new potential conflicts arise, as soon as they are known. Potential conflicts must be disclosed to the directors and members of committees with board delegated powers considering any proposed action that may create a conflict.

Identifying a conflict of interest: A potential conflict is not necessarily a conflict of interest. And the existence of conflicts do not necessarily prohibit the board or committee from taking a considered action.

a. Following required disclosure of a potential conflict, the Board or appropriate committee will decide whether there is a conflict and how to handle any such conflict.
b. After a potential conflict has been disclosed and any relevant information has been gathered from the concerned director or officer, the board or committee shall determine whether there is a conflict of interest. The director or officer shall not be present for deliberation or vote on the matter and must not attempt to improperly influence the determination of whether a conflict of interest exists.
c. In determining whether a conflict of interest exists, the board or committee shall consider whether the potential conflict of interest would cause a transaction entered into by the Corporation to raise questions of bias, inappropriate use of the Corporation's assets, or any other impropriety.
d. If a committee determines there is a conflict of interest, it shall refer the matter to the Board.

Procedures for addressing a conflict of interest: When a matter involving a conflict of interest comes before the Board, the Board may seek information from the director or officer with the conflict prior to beginning deliberation and reaching a decision on the matter. However, a conflicted person shall not be present during the discussion or vote on the matter and must not attempt to improperly influence the deliberation or vote.

a. After exercising due diligence, the Board shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
b. If a more advantageous transaction or arrangement isn't reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the

above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

c. The minutes of any board meeting at which a matter involving a conflict of interest or potential conflict of interest was discussed or voted upon shall include
    i. The name of the interested party and the nature of the interest,
    ii. The decision as to whether the interest presented a conflict of interest,
    iii. Any alternatives to a proposed contract, transaction, or other action considered by the board, and,
    iv. If the transaction was approved, the basis for the approval.

Related party transactions: Conflicts will almost always exist in the case of a related party transaction--a transaction, agreement or other arrangement in which a related party has a financial interest and in which the Corporation or any affiliate of the Corporation is a participant. Thus, the following definitions and procedures apply to related party transactions.

A related party is:

- A director, officer, or employee of the Corporation or any affiliate of the Corporation, or
- A relative of a director or officer, or
- An entity in which any individual described in (a) or (b) has an ownership or beneficial interest of 35% or more, or in the case of a partnership or professional Corporation, a direct or indirect ownership interest in excess of 5%.

A transaction is not a related party transaction if:

- The transaction, or the related party's financial interest in the transaction, is *de minimis*;
- The transaction would not customarily be reviewed by the board or the boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms;
- The transaction constitutes a benefit provided to a related party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission (and that benefit is available to all similarly situated members of the same class on the same terms).

The Corporation may not enter into a related party transaction unless, after good faith disclosure of the material facts by the director, officer, or employee, the Board or a committee authorized by the Board determines that the transaction is fair, reasonable and in the Corporation's best interest at the time of such determination.

If the related party has a substantial financial interest, the Board or authorized committee shall:

- Prior to entering into the transaction, consider alternative transactions to the extent available,
- approve the transaction by a vote of not less than a majority of the directors present at the meeting; and
- Contemporaneously document in writing the basis for its approval, including its consideration of any alternative transactions

Violations of the Conflict of Interest Policy
If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Compensation: No person shall be present for or participate in Board or committee discussion or vote pertaining to their own compensation, the compensation of the person's relative, or any other compensation decision from which the person stands to benefit.

Annual Statements: Each director or officer shall, upon appointment or hiring, sign a statement which affirms such person:

- Has received a copy of the conflict of interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and
- Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Such statements shall be reviewed annually and certified by such individuals.

AMERICAN CLASSICAL EDUCATION TENNESSEE
CONFLICTS OF INTEREST QUESTIONNAIRE

Statement of Conflict of Interest Disclosure and Compliance

Name: _____

Position: _____

Please review the Conflict of Interest Policy and select the applicable option below.

___ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Conflict of Interest Policy.

___ I am involved in the following relationships, positions, or circumstances that I believe could be considered a conflict of interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Conflict of Interest Policy:

_____

_____

_____

_____

- I have reviewed and agree to abide by the Conflict of Interest Policy that is currently in effect.
- The information set forth above is true and complete to the best of my knowledge.
- I understand American Classical Education Tennessee is a charitable corporation and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Signature: _____

Date: _____

Attachment F6 – Board Member Biographies

AMERICAN CLASSICAL EDUCATION
BOARD MEMBERS

Role	Name	Current Job/Employer	Focus/Area of Expertise	Biographies
Chair	Delores Gresham	Retired State Senator, and Chair Education Committee	Governance, Education Policy, and Management	X
Member	Maria Garcia	Director of Finance, and Men of Valor	Finance, Compliance, and Grant Writing	X
Member	Joey Hale	Principle, Town and Country Real Estate, and Madison County Commissioner	Real Estate, Construction, and Finance	X
Member	Dennis Pearson	Professor, Austin Peay University	Education, Curriculum, Pedagogy, and Marketing	X
Member	Tricia Stickel	Election Commissioner; Maury County, and TN Governor Appointed Education Advocate	Governance, Board Operations, and Community Outreach and Involvement	X
Member	Darrell Woodard	County Commissioner, Robertson County, and Business Owner	Business Operations, and Community Outreach and Involvement	X

Dolores Gresham
Chair, Board of Directors
American Classical Education

Dolores Gresham holds a Bachelor of Arts from University of the Incarnate Word, Master of Arts from Loyola University New Orleans and a Master of Science in Administration from The George Washington University. She served in the United States Marine Corps, retiring with the rank of lieutenant colonel. In 2002, Gresham was elected to the Tennessee House of Representatives from District 94. During her time in the House, Gresham served on the Agriculture and Education Committees. In 2008, she was elected to the Tennessee Senate in the 2008 elections after having served three terms in the Tennessee House of Representatives and served three consecutive terms in the Tennessee Senate. She was appointed Chairman of the Senate Education Committee as a freshman senator, presiding over the committee during a time of tremendous student progress at the K-12 level. Her tenure as chairman also saw unprecedented growth in access to post-secondary education at Tennessee's colleges and universities. Gresham has served as Chairman of the Education Committee for the State Council of State Government's Southern Legislative Conference. She also served as Vice Chairman of the Education Commission of the States. In other leadership roles, Gresham has been a champion of Tennessee farmers and advancing agriculture in Tennessee. She and her husband, Will, live on their cattle farm in Fayette County, TN.

MICHELLE GARCIA

PROFILE

Seasoned business executive in non-profit, private business, and advocacy environments. Trusted relationship builder, who is a passionate and vocal advocate for school choice and classical education. Proven problem-solver, skilled project leader and business manager.

PROFESSIONAL EXPERIENCE

Men of Valor — Nashville, TN — 2014 – present

Director of Finance & Administration *(previously served as Senior Operations Consultant 2014-2021)*

- Manage all administrative operations, including donor management, accounting, financial reporting, human resources, and technology.
- Oversee the annual independent non-profit audit of financial statements as required by law and address any other compliance issues that may arise, including monitoring of state and federal government grants.
- Collaborate with the Executive Director in developing and executing strategic plans, budget and cashflow projections, and resource management.

Independent Management Consultant — 2010 – 2021

- Management consultant to small businesses and non-profit organizations in the areas of start-up, operations, donor engagement, event management, communications, and government relations.
- Advised clients on best practices and operational solutions, identifying areas to maximize efficiencies and streamline internal processes.
- Collaborated with clients on targeted strategic messaging and community engagement for special events and initiatives.
- Developed a model to authenticate LEED certification of raw building materials for a steel erection company, thus qualifying the client for thousands of dollars in tax and zoning incentives.
- Successfully transitioned a non-profit from isolated spreadsheets and paper records to a comprehensive donor CRM database, including needs analysis, product selection, implementation, and ongoing maintenance.

Small Business Owner — 2006 – 2009

- Owner-operator of two locations of Fit-To-Go Café, an independent food establishment and nutrition and apparel retailer in Nashville, TN.
- Overhauled operations and product offerings to increase gross sales and reduce operating expenses, bringing the business into a profitable position of sustainability.
- Restructured staffing model for lower payroll costs; launched customer loyalty program and prepay incentive programs to boost sales; rebranded menu and custom apparel.

BLC Associates, Inc. — Nashville, TN — 1998 – 2009

Executive Business Administrator *(previously served as Operations Director 2001-2006 and Analytical Assistant 1998-2001)*

- Worked hand-in-hand with the President and the Chairman to achieve established annual objectives in all business matters, including company finances, client project deliverables, new business start-ups, and operations management.
- Supervised all financial operations, including billing management, customer receivables, expense management, payroll, banking, and operating funds management.
- Spearheaded analytical projects related to residual value risk management, insurance litigation, lease portfolio administration, feasibility studies, and lease industry research.
- Managed all operations for a national trade association under the direction of its Board of Directors.

EDUCATION

Middle Tennessee State University, Murfreesboro, TN
Bachelor of Arts – Spanish and Business Administration

LANGUAGES

English, Spanish

JOSEPH S. HALE

ENTREPRENEUR | BUSINESS COACH | BROKER

EXPERIENCE

2019-PRESENT **OWNER/ PRINCIPAL BROKER**
Town and Country REALTORS®

- Revitalized a stagnant business culture with new technology, and fresh ideas while recruiting and retaining talent
- Cultivated a culture while developing a team of 40+ REALTORS®
- Implements strategic business planning which creates opportunities for growth
- Over $520M+ sold in 4 years

2016-2018 **REAL ESTATE AGENT**
Town and Country REALTORS®

- Demonstrated leadership by utilizing aggressive marketing and personal referrals from satisfied buyers and sellers to develop an extensive client base
- Educated buyers and sellers about all aspects of the housing market and property sales process
- Led team of 3 and sold over $36M
- Implemented strategic business planning which created opportunities for growth

2013-2016 **POLICE OFFICER**
City of Jackson, TN Law Enforcement

- Investigated/Responded to calls for service to include: Domestic Violence, Drug Violations, DUI, Robbery, Assault, etc.

2010-2013 **ASST. DIRECTOR OF SAFETY & SECURITY**
Union University, Jackson TN

- Responsible for the day-to-day operations within the Department of Safety and Security

2003- PRESENT **AIR FORCE SECURITY FORCES MEMBER**

Holds the rank of Master Sergeant. He has been deployed over 70 times directly supporting two past Secretaries of Defense and, indirectly, the Presidents over them including deploying under Operation Enduring Freedom. Currently serving 628 Support Group as a IMA Reservist.

- Offutt AFT, NE (2003-2009)
- Columbus AFB, MS (2009-2016)
- Keesler AFB, MS (2016-2018)
- Joint Base Charleston, SC (2018-Present)

EDUCATION

Bellevue University
2014 | B.S. - Security Management

Community College of the Air Force
2010 | A.S. - Criminal Justice

LEADERSHIP

American Classical Education Tennessee Charter Board (ACE)
2022-Present

Madison County Commission
District 9 -2018-2022
Chair of Personnel & Insurance Committee; Financial Management
District 3 -2022-present
Chair of Personnel & Insurance Committee; Budget Committee

Greater Jackson Chamber of Commerce
Board of Directors
2022-Present

Central West Tennessee Association of REALTORS®
Board of Directors-VP on Executive Committee
2019-2022

Madison County Republican Party
Executive Committee
2020-2023

Leadership Jackson
Class of 2017

Boy Scouts of America (BSA)
West Tennessee Area Council
2017-2021



Dennis Pearson, Ph.D.

Education

Ph.D. Economics, Southern Illinois University 2003
M.A. Economics, Western Kentucky University 1991
B.A. Mathematics, Western Kentucky University 1987
Areas include International Trade & Finance, Statistics, and Public Choice Economics.

Teaching and Academic Experience

Position	Institution	Dates
Associate Professor Tenured 2013 (SA qualified, AACSB)	Austin Peay State University	2007-Present
Assistant Director Center for Economic Education Probasco Chair of Free Enterprise Sam Walton Fellow – SIFE Advisor	Univ. Tennessee – Chattanooga	2004-2007
Associate Professor Quantitative Methods & Economics Tenured 2003	Troy State University	1999-2004
Assistant Professor Economics & Finance	Georgia Southwestern State University	1997-1999
Assistant Professor Economics & Statistics Women's Tennis Coach	South Georgia College	1994-1997

Teaching Experience and courses

Macroeconomics	Money & Banking
Microeconomics	Data Analytics & Statistics
Intermediate Macroeconomics	Managerial Finance
Intermediate Microeconomics	Statistical Methods I & II
Managerial Economics	International Economics

Honors and Awards

2007 Koch Foundation Young Scholar Fellow – APEE International Conference
2006 Young Scholars Fellow – APEE International Conference
2005 Earhart Research Fellow – APEE presentation on Trade Agreement Research
2004 Sam Walton Fellow – Advisor: Students in Free Enterprise
1998 Distinguished Professor of Teaching and Education – Georgia Southwestern

Peer Reviewed Publications

"Competitive Incentives of Economic Freedom for Bordering States: The Case of Tennessee vs. Kentucky" (with Dr. Jennis Biser and Macie Addley, APSU student), *Journal of Applied Business and Economics*, Vol. 24, No. 6 (2022).

"Site Selection Strategy: Economic Freedom and State Growth" (with Amye Melton and James Vernon), *Global Journal of Management and Marketing*, Vol. 5, No. 1, 2021.

"A Historical Look at Links Between Federal Budget Deficits and Short Term Interest Rates" (with K.J. Kim, APSU), *Journal of Interdisciplinary Business Studies*, Fall 2014.

"The Relationship Between Economic Freedom, State Growth and Foreign Direct Investment in US States" (with Dong Nyonna and K.J. Kim, APSU), *International Journal of Economics and Finance*, Vol. 4, No. 10, 2012.

"Efficacy of Shaming Penalties: Evidence from SEC football" with Taylor Stevenson and Robert D. Tollison. *Economics Bulletin*, Vol. 32 No. 2, pp. 1162-1170, 2012.

"The Role of Economic Freedom and SBA Lending on State Economic Growth"
Troy University Business and Economic Review, Volume 32, Number 2, Spring 2010.

"Liquidity Shock Induced Dividend Change: Market Reaction by Firm Quality" with Christi Wann, Michael Long, and Gary Wann. *Journal of Academy of Business and Economics*, Volume 8, Number 4, pp. 137-151, Fall 2008.

"Economic Freedom, entrepreneurship, Migration, and Economic Growth," with J.R. Clark. *Clarion Business and Economic Review* Journal, Volume VI, Number 2, Fall 2007.

Submitted Papers Under Review

"An Application of the LASSO and Elastic Net Regression to Assess Poverty and Economic Freedom on ECOWAS Countries" (with Dr. Brian Sloboda and Maci Etherton, APSU student) Status: submitted to Mathematical Biosciences and Engineering, June 2022.
"The Efficiency of Economic Stimulus Approaches" (with Dr. Jennifer Thayer and Rebecca Harris, APSU student) Status: submitted to Southwest Business and Economics Journal, March 2022

"Influence of Aspects of Extraversion on Information Sharing Within Budget Negotiations" (with Dr. Justin Stearns) Status: submitted to International Journal of Economics and Accounting, Jan. 2022.

Working Papers

"Compounding Force: The Individual's Corruption of Systems" (with Dr. Jennis Biser and Joshua Herbison, APSU student).

"The Relationship Between Economic Freedom and Crime in US States" (with Roscoe Shain, APSU).

Other Scholarly Works

The Economic Impact and Return on Investment of UTC: What Tennessee taxpayers get for their money 2005-2006, University of Tennessee at Chattanooga, 2006.

Pearson, Dennis. 2002. *An Analysis of U.S. Bilateral Trade Flows with Canada, Japan and Mexico.* Doctoral Dissertation, Southern Illinois University Carbondale.

"Endovenous Laser Treatment: A Minimally Invasive Alternative for Patients with Superficial Venous Reflux and Varicose Veins – A Long-term Follow-up Study," with Dr. Kenneth Todd III.

"The Cost Benefit Comparison of Endovenous Treatment to Stripping and Ligation." DIOMED Inc., Andover, MA, COBA Working Paper, Troy University.

Research Colloquies

Strata Academics Roundtable, *Freedom, Prosperity, and Heroic Entrepreneurship in Economic Debate*, Springdale, Utah, February 23-26, 2017.

Strata and Liberty Fund Fellow, *Liberty and Responsibility in Corporate Governance*, Salt Lake City, Utah, September 24-27, 2015.

Liberty Fund Research Fellow, *Austrian versus Neoclassical Economics and the Case for Liberty*, Montreal, Quebec, May 8-11, 2008.

Conference Presentations & Chaired Sessions

Research Presentations

Society of Business, Industry and Economics Annual Conference, Destin, Florida, April 2022. "An Application of the LASSO and Elastic Net Regression to Assess Poverty and Economic Freedom on ECOWAS Countries" (with Madi Etherton, APSU student).

Public Choice Society Annual Conference, Nashville, Tennessee, March 2022. "Competitive Incentives of Economic Freedom for Bordering States: The Case of Tennessee vs. Kentucky".

Atlantic Marketing Association Annual Conference, New Orleans, LA., September 2018. "Income Redistribution, Economic Freedom and State Growth as Considerations for Location Strategy" (with Amye Melton, APSU).

Association of Private Enterprise Education's Annual Conference, Las Vegas, NV, 2016. ""Compounding Force: The Individual's Corruption of Systems" (with Jennis Biser and Joshua Herbison (APSU Business student)).

Southern Economic Association Annual Conference, Washington, DC., November 2011. "The Relationship Between Economic Freedom, State Growth and Foreign Direct Investment in US States" (with Don Nyonna and K.J. Kim, APSU), 2011

SOBIE Annual Conference, Destin, FL, April 2011. "The Relationship Between Economic Freedom and Crime in US States" (with Roscoe Shain, APSU), 2011

Southern Economic Association Annual Conference, Atlanta, GA, November 2010. "The Economic Freedom of US States: The Movers, The Shakers, and The Wallflowers" (with Taylor Stevenson (ETSU) and Russell Sobel (WVU), 2010"

Chaired Sessions and Discussants

Society of Business, Industry and Economics Annual Conference, Destin, Florida, April 2022. Organized and Chaired Session 9: General Business and Teaching.

Public Choice Society Annual Conference, Nashville, Tennessee, March 2022. Organized and Chair Session: Competitiveness, Incentives and Economic Freedom.

Atlantic Marketing Association Annual Conference, New Orleans, LA., September 2018. Chaired Session: 2.1: Green Marketing/Sustainability & Consumer Behavior/Retailing.

Southern Economic Association Annual Conference, Washington, DC., November 2011. Organized and Chaired: Session 08A: Civil Liberties and Vices. Presented paper "The Relationship Between Economic Freedom, State Growth and Foreign Direct Investment in US States" (with Don Nyonna and K.J. Kim, APSU), 2011 and served as a panel discussant.

Southern Economic Association Annual Conference, Washington, DC., November 2011. Organized and Chaired: Session 22I: International Trade and Development.

Southern Economic Association Annual Conference, Washington, DC., November 2011. Served as a discussant in Session for the presented paper "Total Factor Productivity, FDI, and Entry Barriers in Chinese Automobile Industry" by Li Su and Firat Demir, University of Oklahoma.

SOBIE Annual Conference, Destin, FL, April 2011. Organized and Chaired session and presented "The Relationship Between Economic Freedom and Crime in US States" (with Roscoe Shain, APSU), 2011

Southern Economic Association Annual Conference, Atlanta, GA, November 2010. Organized and Chaired: Session 04B: Regulation and Collective Decision Making: The Role It Plays in the Economy. Presented paper "The Economic Freedom of US States: The Movers, The Shakers, and The Wallflowers" and served as a panel discussant.

Conferences, Economic Education & Academic Presentations

Economics and Business of Energy and the Environment, MTSU, February, 2018.

Evening with the Fed, Federal Reserve Bank of Atlanta – Nashville Branch, July 2017.

Evening with the Fed, Federal Reserve Bank of Atlanta – Nashville Branch, July 2016.

Southern Economic Association Annual Conference, Atlanta, GA., November 2014.

National Economics Teaching Association – *10th Annual Teaching Conference* – San Diego, CA., November 6-7, 2014.

Well-Being Initiative – Education Opportunities: A Path Forward for Students in Tennessee, Nashville, TN July 22, 2014.

Liberty and the Art of Teaching – Institute for Humane Studies, Orange, CA., July 17-20, 2014.

National Economics Teaching Association – *9th Annual Teaching Conference* – (October 24-25, 2013) Austin, Texas

"Making Economics come Alive" – A one day Teaching Seminar for K-12 Teachers on the uses and functions of the new economic education materials, John Stossel's Making Economics Come alive DVD, September 7, 2012.

"Beyond the Basics: Advanced Economic Concepts and Lessons: Macro & Micro – A two day Teaching Seminar for AP K-12 Teachers on the uses and functions of the new economic education materials, June 15-16, 2011.

Professional Activities

Membership in Professional Societies

Southern Economic Association, Association of Private Enterprise Education, National Association of Forensic Economics, Society of Business, Industry & Econ.

Institutional & Community Service

Austin Peay State University, Clarksville, Tennessee, USA:

University Diversity, Equity & Inclusion Committee	2019-2022
Admissions Standards Committee	2013
Faculty Senate (Elected Spring 2013)	2013-2015
SACS – Quality Enhancement Planning (QEP) Committee	2012
Academic Honors and Awards Committee	2012

Austin Peay, College of Business Committees:

Economic Search Committee, Chair, 2021
Curriculum Task Force 2020
Economic Search Committee 2020
Accounting Search Committee 2018
Economics Search Committee 2013

AACSB Accreditation:

Assurance of Learning & Undergraduate Curriculum Chair, 2022-2023
Assurance of Learning & Undergraduate Curriculum 2021-2023
Faculty Research Committee, Chair 2018
Assurance of Learning 2013-2017
Curriculum Committee 2016
Strategic Management Committee 2010-2012
Undergraduate Standards Committee 2007-2008

Community Service:

American Classical Education, Inc.: 2022-2024
-appointed to State Board to bring Barney Charter School Initiative Program for Public Classical Charter Schools to Tennessee.

Rotary International: Sunrise Rotary Board: 2021-2024
-elected to the sunrise Rotary Board
-**Rotary Youth Leadership Awards (RYLA)**: 2012 to Present
Co-director with Robert Huffman.

TRICIA STICKEL

Summary

Enthusiastic individual with administrative skills and a heart for childhood education. Bringing proven leadership skills and strong organizational work ethic to support these aspects of a team.

Professional Experience

RN. BSN Hoag Hospital Emergency Department, Newport Beach, CA

RN MSN Administrator Hoag Hospital Orthopedic Department, Newport Beach, CA

Adjunct Faculty Orange Coast College Pediatric Emergencies, Costa Mesa, CA

Clinical Instructor Orange County Paramedic and EMS System, Mission Viejo, CA

Administrator/CFO Bill Stickel Trucking, Boulder City, NV

Retirement after sale of business

Community Activity

Maury County Republican Party

Co-Chairman Maury County Sentinels

Maury County Election Commissioner

Citizen activist to monitor State and local legislation and communicate to our community

Darrell Woodard
Member, Board of Directors
American Classical Education

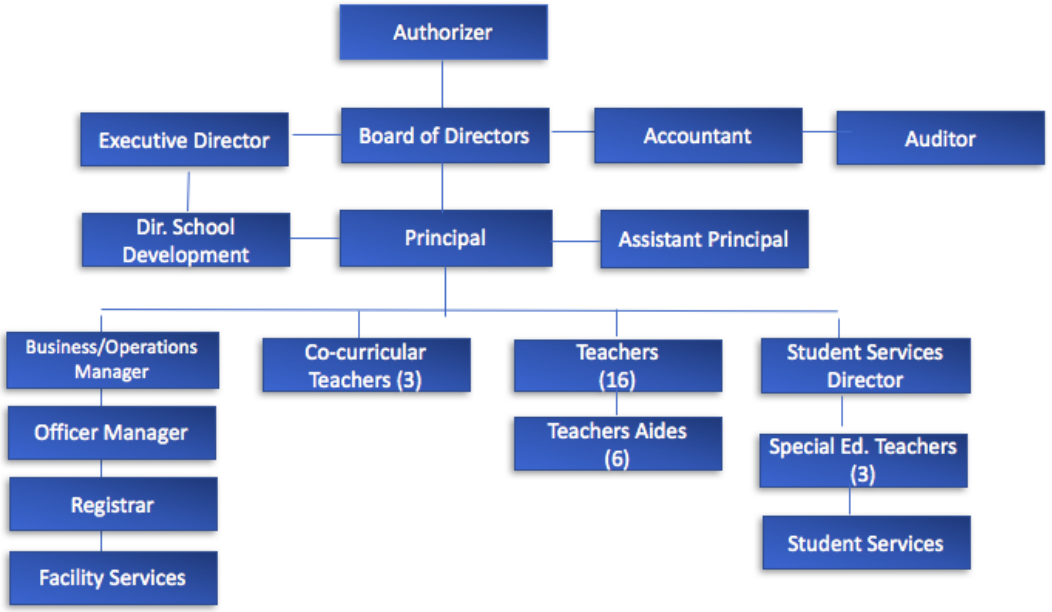
Mr. Darrell Woodard was born and raised in Springfield. He has been married for thirty-nine (39) years and has two (2) children and five (5) grandchildren. He has been a community advocate for school equality for over a decade. He held two (2) terms as the Robertson Township Commissioner for the twelfth (12th) District. Mr. Woodard was a 32nd Mason and Shriner, who was successfully self-employed for twenty-five (25) years. He is an active community volunteer for afterschool programs, as well as a board member for the Bransfield Community Center Project.

Attachment F7 – Board Policies

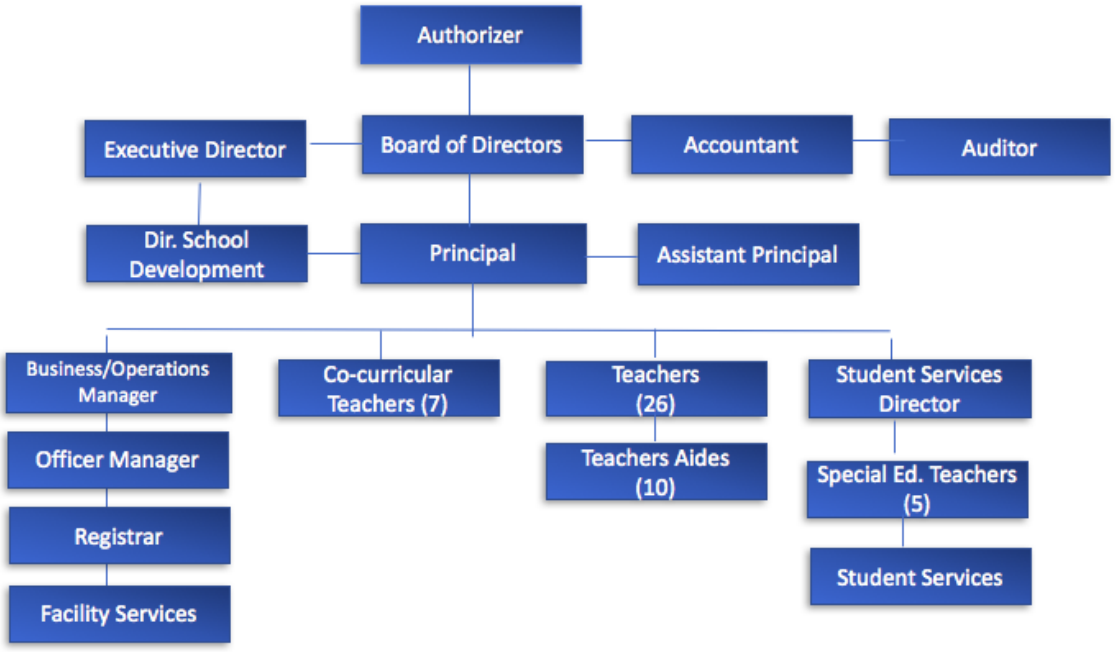
AMERICAN CLASSICAL EDUCATION
BOARD POLICIES

The American Classical Education board policies, including those governing open meetings and public records, are addressed in the organizational bylaws.

AMERICAN CLASSICAL ACADEMY (YEAR ONE OF OPERATIONS)



AMERICAN CLASSICAL ACADEMIES (YEAR FIVE OF OPERATIONS)



Principal

The American Classical Academy (ACA) principal serves as the headmaster, educational leader and chief administrator for the school, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The principal will articulate and implement a culture of pride and high behavioral and academic expectations at the school.

Achieving academic excellence requires that the school principal work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the dean of students and operations/business manager, the principal is expected to build and maintain a healthy student and adult learning community. The principal will be accountable directly to the board of directors. The job description and performance expectations are listed below.

Responsibilities:

1. Provide oversight to the dean of students and all staff.
2. Ensure the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership.
3. Provide effective guidance, support, coaching, assistance and supervision to all members of the leadership team.
4. Supervise all school personnel directly or indirectly.
5. Serve as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member.
6. Conceptualize goals and plans according to the board's direction to ensure that procedure and schedules are implemented to carry out the total school program.
7. Ensure the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
8. Define responsibilities and accountability of all staff; support staff and develop plans for interpreting the school program to all constituents.
9. Identify objectives for the instructional, extracurricular and athletic programs of the school.
10. Supervise and evaluate student and staff performance and progress in the instructional program.
11. Encourage the use of community resources, cooperate with the community, interpret the school program for the community and maintain communication with community members.
12. Manage, direct and maintain records of supplies and equipment necessary to carry out the daily school routines.
13. Organize, oversee and provide support to various services, supplies, materials, and equipment necessary to carry out the school program.
14. Assume responsibility for the health, safety, and welfare of students, employees and

visitors.

15. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
16. Design, implement and revise systems to maintain a safe and orderly building in every aspect of the school program before, during and after sessions.
17. Produce a school designation of effective or higher.
18. Monitor all discipline files and documentation necessary for parent meetings.
19. Educate dean of students on the board and state policies to ensure transparency.
20. Serve as the leader and chief administrator of the school's administrative team.
21. Organize and oversee weekly leadership meetings.
22. Apply the laws and regulations of state and federal authorities governing the education of persons with disabilities, including proper testing and program implementation.
23. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Assistant Principal (AP)

The assistant principal is a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule. The assistant principal will report to the principal.

Major Function

The dean of students performs administrative and supervisory work in the operational aspects of the school.

The dean of students' essential duties and responsibilities are as follows:

Leadership

Responsible for planning, coordinating, and supervising the day-to-day academic operations of a school office, and serves as administrative aide to the school head of school, relieving him/her of administrative details.

- Assists in the recruitment and selection of applicants for school-based academic positions.
- Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
- Designs in-service training programs at the school.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with school standards, policies, and procedures.
- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Evaluates the work of assigned school staff; provides reports to the head of school and cooperates in recognition or remediation of staff members as requested.
- In-services new staff on school and applicable school policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation; and
  reports safety hazards to the school operations manager.
- Monitors special projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Prepares and communicates weekly memo to staff.
- Prepares recess monitor supervision schedule.
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
- Recognizes problems and impediments and reports them promptly with options for solutions to the head of school; promotes and assists with constructive resolutions.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Seeks out and participates in educational and professional development and motivates and encourages such developments for school-classified employees.

Teacher Coaching

- Attend all Hillsdale K-12 trainings on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Regularly observe and provide written and verbal feedback to all instructional staff on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Lead and coordinate professional development on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Facilitate horizontal, vertical, and grade level meetings; communicate action items from these meetings with the Principal
- Regularly use instructional materials, such as teacher lesson plans (e.g. through PlanBook), teacher gradebooks, and teacher-written assignments and assessments in coaching conversations and professional development to ensure philosophical and pedagogical alignment between and among grade levels

Attendance/Discipline

- Develops and maintains student discipline procedures for assigned caseload following established guidelines.
- Establishes attendance and discipline referral and reporting procedures for campus-wide use.
- Develops parental notification procedures.
- Directs the preparation of suspension, neglect, referral and tardy forms.
- Responds to inquiries from welfare, probation, legal and security agencies.
- Creates and serves on committees as necessary inside and outside the school.
- Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
- Supervises the preparation of student enrollment and attendance report.

Computer Skills

- To perform this job successfully an individual must have knowledge of spreadsheet software and word processing software.

Minimum Qualifications

- The minimum requirements for this job are as follows: Bachelor's degree in Education or equivalent.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to the school's mission and vision, and the moral character and civic virtue the school embodies.

Student Services Director

The student services director is a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule. The student services director will report to the head of school.

Major Function

Serves in an educator capacity in the teaching, instruction and guidance of students enrolled in various academic courses within the appropriate grade or academic level, using the general education curriculum, or modifying it, to meet the child's individual needs. Serves as case manager for students with disabilities ensuring implementation of special education and related services.

The student services director's essential duties and responsibilities are as follows:

- Adheres to established standards regarding curriculum delivery and requirements as established by the school and applicable educational systems appropriate to the specified course of discipline.
- Provides professional instruction and teaching to students with disabilities as appropriate to the specified course or discipline and academic level, using various techniques, including individualized and small group instruction, to promote learning.
- Schedules and prepares for IEP meetings annually (and/or more frequently if needed) describing the student's present level of functioning and proposes measurable IEP goals and objectives for team consideration.
- Understands the continuum of programming options that can be used to meet the individual needs of the student to provide an appropriate education.
- Develops individualized educational plans for the provision of specially designed instruction.
- Participates in the review of the individualized education plan with the student's parents, school
  administrators, and often, the student's general education teacher.
- Collects, documents, and analyzes the student's current progress on his/her individualized educational plan, working closely with parents to inform them of their child's progress and suggest
  techniques to promote learning at home.
- Organizes and effectively communicates class/course objectives, standards and requirements for successful achievement, e.g., syllabi, tests, specific tasks.
- Provides guidance and assistance to students as needed in order to ensure appropriate assimilation of the class/course content in an effort to support student success and achievement.
- Ensures all appropriate measures, including special accommodations, are in effect for students with disabilities.
- Administers tests and conducts evaluations and grading as applicable to the students' specific assignment.
- Calculates student scores and grades and submits students' final class/course grade(s).
- Helps general education teachers adapt curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Works with students with disabilities in a variety of settings, to include working in one's own classroom teaching only special education students; work as a special education resource teacher and offering individualized help to students in general education classrooms; teach together with general education teachers in classes composed of both general and special education students; or working with special education students for several hours a day in a resource room, separate from their general education classroom. Considerably fewer special education teachers work in homebound or hospitalized

environments.
- Uses specialized equipment such as computers with synthesized speech, interactive educational software programs, and audio systems to assist children.
- Refers advanced disciplinary issues to appropriate staff/personnel.
- Functions as part of the problem-solving team(s) at assigned school(s) when appropriate.

Computer Skills
- To perform this job successfully an individual must have knowledge of spreadsheet software and word processing software.

Minimum Qualifications
- The minimum requirements for this job are as follows: Tennessee Special Education K-8 or 6-12 Interventionist endorsement

Additional Qualifications
- Ability to demonstrate, uphold, and promote in daily interactions a commitment to the school's mission and vision, and the moral character and civic virtue the school embodies.

Special Education Teachers/Intervention Specialists

Intervention specialists are critical to the development of students with special needs. The intervention specialist provides special education for students in the classroom to fulfill their academic, emotional, and social growth. Instruction is designed to meet the unique needs of each student's Individualized Education Program (IEP). Intervention specialists will develop, implement, and evaluate individualized programs for ACA students who have special academic and social adjustment needs. These interventions are monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency (dependent upon the individual student and the interventions being made).

Requirements/responsibilities:

- A valid Tennessee teaching license
- Commitment to the team approach
- Working knowledge of the relationships among behavior, communication, cognition, social/emotional and academic development
- Experience designing behavioral programs
- Experience presenting or coaching for interventions in school systems
- Create and maintain a high-quality learning environment with respect to the academic needs of the child
- Work with students to ensure mastery of all material delivered
- Develop and implement classroom management strategies that respect the needs and development of student and ensure a positive, harmonious learning environment
- Maintain professional behavior which is appropriate in the field of education and in support of the school
- Assist the principal and dean of students with building-wide expectations and revising school curriculum
- Support and work to create and maintain a classroom that is organized and focused on student achievement
- Complete all plans in a timely manner as prescribed by the principal and dean of students
- Deliver instruction that is student centered and is aligned with school curriculum
- Support the school parental involvement policies
- Participate in all professional development activities
- Prepare students to achieve on state standardized tests
- Prepare students to achieve on all internal academic assessments
- Participates in weekly team meetings
- Implement teaching practices consistent with the school's vision and philosophy
- Help with supervision according to the needs of the school
- Tutor a small group of students at least one day per week after school for 60 minutes
- Read, understand, and implement IEPs for students with disabilities
- Remain abreast of and monitor legal issues and requirements as they pertain to special education and related service
- Create detailed weekly lesson plans for each small group and submit to instructional leaders
- Work with principal and specialized contractors to create rigorous intervention schedules
- Provide rigorous direct instruct ion for small groups, modified for student(s) needs and strengths
- Collect aca demic work samples that show progress on IEP goals/objectives
- Collect behavioral data that show progress on IEP goals/ objectives
- Write narrative IEP progress reports that show growth through data points

- Submit draft IEPs to special educat ion coordinator one week prior to first scheduled IEP meeting; revise/resubmit as necessary
- Schedule and facilitate IEP meetings that include participation from the entire IEP team.
- Consult with general education teachers regarding students with disabilities
- Provide inclusion services to SWD in the general education environment, including but not limited to team teaching, pull aside, strategic support, and small group testing
- Provide testing accommodations to SWD on caseload as required by IEP; Modify student work, as required by IEP, for students in the general education environment
- Assist in providing behavior remediation for SWD, in conjunction with dean of students
- Work with building leaders to track suspensions for SWD, and proceed with manifestation procedures in conjunction with the principal and dean of students
- Complete any other duty deemed necessary by the principal and dean of students for the success of the school

Teachers/Specials Teachers

Teachers are committed to the ongoing academic development and well-being and safety of students and the overall success of the school. Teachers will receive ongoing, job embedded staff professional development to ensure development of their personal and professional growth, as well as the success of every student. Teachers are responsible for the day-to-day work and management of the class. Teachers plan, organize, and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. Teachers agree with and are committed to the academic goals and philosophy of the organization. The specials teachers will be qualified in specialized areas.

Responsibilities include:

- Create and complete all plans in a timely manner as prescribed by the principal of the school
- Work with students to ensure mastery of all material delivered
- Develop and implement classroom management strategies that respect the needs and development of students and that ensure a positive, harmonious learning environment
- Maintain professional behavior which is appropriate in the field of education and supports the school
- Assist principal and dean of students with building-wide expectations and revise school curriculum
- Support and work to create and maintain a classroom that is organized and focused on student achievement
- Complete all plans in a timely manner as prescribed by the principal
- Deliver instruction that is student centered and aligned with school curriculum
- Support the school parental involvement policies
- Participate in all professional development activities
- Administer and monitor all state standardized and internal assessments in accordance with school wide policies and procedures
- Prepare students to achieve on all internal academic assessments
- Participate in weekly team meetings
- Engage in data driven instruction; adjust and modify instructional practices in collaboration with the school leadership as driven by data
- Engage in fair and appropriate assessment of performance and grade book entry that follows the logistics provided
- Prepare students to achieve on all internal academic assessments
- Administer and monitor all state standardized and internal assessments in accordance with schoolwide policies and procedures
- Implement teaching practices consistent with the school's vision and philosophy
- Help with supervision and/or coverage according to the needs of the school
- Use assessment data to refine curriculum and inform instructional pract ices
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions.
- Communicate effectively with students, families, and colleagues.
- Remain highly organized; consistently meet all deadlines
- Create intentional lesson plans that support academic rigor and student engagement
- Be relentless, serious and focused

- Proven track-record of high achievement in the classroom
- Mastery of and enthusiasm for academic subjects.
- Evidence of self -motivation and willingness to be a team player

Qualifications:

- Bachelor's degree required; Master's degree preferred
- Minimum of one year teaching experience in an urban public or charter school setting preferred
- Valid State Certification preferred
- Belief in the ACA mission and vision.
- Complete any other duty deemed necessary by the principal for the success of the school

Instructional Aides

Under supervision of the principal and the direction of a classroom teacher, instructional aides perform the necessary duties to assist in the classroom with instruction for the regular and special needs of students in the classroom. Instructional aides work side by side with teachers to function as appropriate role models for children and provide proper examples, emotional support, a friendly attitude and general guidance. He/she creates and manages a caring, supportive, purposeful and stimulating environment that is conducive to learning. He/she must agree with and
commit to the academic goals and philosophy of ACA, and understand, abide by, and implement the policies, directives and guidelines set forth by the school.

Responsibilities:

- Assist in classroom management
- Assist teacher in preparing instructional material
- Implement, under the supervision of assigned teacher, instructional programs and lesson plans for the purpose of assisting the teacher in improving students' academic success through a defined course of study
- Conduct instructional activities assigned by the teacher
- Work with individual students or small groups for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching their academic goals and grade-level standards
- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real world problems
- Ensure high standards of achievement for all students
- Ensure an orderly, motivational and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Maintain good order and discipline among the pupils, safeguarding their health and safety
- Help maintain neat and orderly classroom
- Assist teacher with administrative records and preparation of required reports
- Adhere to the appropriate code of ethics and student confidentiality
- Work with staff to improve student learning and achievement
- Discuss assigned duties with classroom teachers in order to coordinate instructional efforts
- Prepare lesson materials, bulletin board displays, exhibits, equipment and demonstrations
- Present subject matter to students under the direction and guidance of teachers, using lectures, discussions or supervised role-playing methods
- Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers

- Supervise students in classrooms, halls, cafeterias, school yards, gymnasiums and on field trips
- Conduct demonstrations to teach such skills as sports, dancing and handicrafts
- Distribute teaching materials such as textbooks, workbooks, papers, etc.to students
- Distribute tests and homework assignments, and collect them when they are completed
- Enforce administration policies and rules governing students
- Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage
- Observe students' performance and record relevant data to assess progress
- Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills
- Organize and supervise games and other recreational activities to promote physical, mental and social development
- Participate in teacher-parent conferences regarding students' progress or problems
- Plan, prepare, and develop various teaching aids such as bibliographies, charts and graphs
- Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review
- Provide extra assistance to students with special needs, such as non-English-speaking students and with physical and mental disabilities
- Take class attendance and maintain attendance records
- Perform all other job duties as assigned

Office Manager/Registrar

Reporting directly to the principal, the office manager/registrar (OM) coordinates various office support services including working with vendors, facilities management, student information upkeep and attendance records. Administrative duties include filing, drafting letters and emails, scanning breakfast and lunch barcodes, ordering supplies and student enrollment. The OM will also assist other staff in work overflow, word processing, data entry, creating reports and internet research.

Responsibilities:

- Field phone calls and other communications from parents, social services, vendors and other stakeholders
- Assist with the maintenance of all office equipment, including fax machines, copiers, printers and phones
- Oversee all building supplies, which could include receiving shipments and taking inventory
- Maintain accurate and complete student files in hard copy and electronic form, while adhering to FERPA, Tennessee education laws and Department of Education administrative rules
- Assist in funding database reporting and student information
- Maintain accurate transportation and food service records
- Communicate with other schools regarding the timely receipt of all student records, as well as admissions and withdrawals
- Support principal, operations/business manager, and building leaders
- Answer telephones and all other communications in a professional manner, and direct callers to the appropriate staff member
- Appropriately greet and direct visitors to the school campus in a manner that is respectful and professional
- Sets up all new employee files in the time and attendance system, noting information that is pertinent to the employees' position; enroll all employees digitally in the time and attendance system
- Maintain spreadsheets, recording checks received and expenditures
- Handle calls and walk-in visitors to develop student enrollment in accordance with enrollment objectives; tracking and following up with all parents and/or students who have requested enrollment information and/or paperwork; collect enrollment paperwork, create student files and ensure compliance with all required documentation including immunization records as well as academic history; schedule and conduct new student orientations
- Assist in the ordering, receiving, stocking and distribution of office supplies
- Adhere to school policies and procedures relating to visitors to the campus (i.e. visitor sign-in log and visitor ID badges)
- Maintain awareness of the physical control of entry into the reception area and notify security of unauthorized visitors to the school campus
- Follow school policies and procedures regarding authorized/unauthorized removal of students from the campus
- Effectively perform all other duties as assigned and necessary in order for the school to achieve its educational goals

Operations/Business Manager

This role oversees all processes pertaining to the operations of ACA including procurement of supplies, food service, facility maintenance, student records, and enrollment data. Responsibilities include site level budget monitoring and management, and accounts payable. The position supervises non- instructional operational functions in the areas of admissions, expansion and outreach, planning, leadership and management, budget and financial management, campus operations,

facilities, data and analytics, technology, and food service. Plays a significant role in developing and implementing the organization's long-term strategy. This position reports directly to the principal.

Responsibilities:

- Planning, leadership and management
- Steward the process for defining and adapting service level at the school; accountable to high standards
- Participate as a key member of the management team to set organizational strategy
- Spearhead the constant improvement of support processes and communication with the school
- Serve as point of contact for school principal to address operational needs
- Represent the school as needed to resolve operational issues with external parties, including legal counsel, state, authorizer, etc., as well as liaising with board of directors

Budget & Financial Management

- Support the fiscal officer and school principal in developing and monitoring organization- wide budgets and financial controls
- Monitor the impact of operational decisions and performance on the organization's financial health

School Operations

- Support the principal and fiscal officer in leading school operations staff to provide high- quality and financially compliant goods and services, including procurement, transportation and other key areas
- Work with office manager, student information system, and compliance service providers to ensure reporting requirements are met
- Lead facilities staff and vendors in routine maintenance of sites and user support
- Support the technology personnel in leading a team to create and refine data and knowledge management systems, to provide custom reporting to support academic and operational decisions and to provide data-driven instructional support programs
- Support the management of the food service staff and vendors to provide healthy school meals

Accountant

The accountant will manage the finances of the school based upon a realistic picture of the human and capital expenses that will be needed to successfully operate. When choosing vendors and services, the school will seek partners that can provide exceptional resources at reasonable costs.

Responsibilities:

- Serve as governing authority's accountant and oversight of f:
    - Basic financial services such as bookkeeping (e.g. bank reconciliation and electronic record keeping)
    - Reporting (e.g. appropriate annual state and federal filings)
    - Accounts payable (vendor invoicing and check writing)
    - Accounts receivable (e.g. sales invoicing and cash collections/deposit
    - Serve as Board designated accountant and fiscal consultant
        - Review, analyze and report financial data to board
        - Process Final Expenditure Reports (FERs) and Project Cash Requests and allocate awarded federal dollars in the TN state system subject to board approval; provide long term financial analysis and internal audits/reviews as needed
        - Oversee and manage work and documentation related to the school's annual audit
        - Attend board meetings and committee meetings as needed
        - Provide client copies of all fiscal documents, monthly reports, and budgets prepared as requested or by date of regularly scheduled or called board meetings
        - Fiscal agent will only authorize expenditure of funds in accordance with board policy
        - Prepare annual tax returns (990 and 1099)
        - Prepare comprehensive annual financial report
        - Prepare 5-year forecast and annual budget

Alexandria Spry

Middleburg, FL 32068 | (904) 521-1466 | aspry29102@gmail.com

PROFESSIONAL SUMMARY

Motivated educator pursuing a career in classical education: K-12. Seeking opportunities that will allow growth through leadership, team building, technology, and communication skills.

CORE PROFICIENCIES

- Creative Lesson Planning
- Common Core and Differentiation Training
- Standardized Testing
- Imagine It and EVAAS Training
- Curriculum Development
- Classroom Management and Discipline
- Guidance in peer social and behavioral interactions
- Effectively address different learning styles
- Getting Better Faster Coaching Training
- McHoward Business Coaching Training

CERTIFICATIONS & LICENSES

Florida Professional Administration Licensure, All Levels
North Carolina Professional Administration Licensure, All Levels
Florida Professional Educator's License, Elementary Education Grades K-6
North Carolina Professional Educator's License, Elementary Education Grades K-6

EXPERIENCE

Founding Head of School | Jacksonville Classical Academy East, Jacksonville, FL 2021-Present

- Implements and evaluates the school's mission and goals, reporting regularly to the board of directors.
- Maintains a school atmosphere of academic excellence, civility, trustworthiness, respect, fairness, and equality.
- Plans, implements, and evaluates the school instructional program based on student needs and Florida Standards.
- Sets instructional priorities and goals.
- Assures all academic components of the school's charter are being met.
- Serves as the liaison with Hillsdale College Barney Charter School Initiative.
- Recruits instructional faculty for the school as needed.
- Determines staffing needs including selection, supervision, staff development, and evaluation of school instructional personnel.
- Enforces the policies and procedures of the organization as set by the board of directors, including the student code of conduct.
- Develops and implements school rules and regulations in keeping with the policies and procedures.
- Attends and participates in meetings of the board and its committees as requested.
- Maintains knowledge of Charter School Laws and Florida Statutes.

Dean of Students | Jacksonville Classical Academy, Jacksonville, FL 2020-2021

- Develops, implements, and monitors policies, procedures, and school culture.

- Assists in the recruitment and selection of applicants for school-based academic positions.
- Planned and lead in-service training programs at the school.
    - August Summer PD- Lead session on Policies and Procedures
    - September PD- Lead session on Class Management
    - October PD- Lead session on Class Management
    - December PD- Lead session on Class Management: Practice Clinics
    - January PD- Lead session on Class Management: Strong Restart
    - February PD- Lead session on Parent Communication
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.
    - Developed trackers to track student behavior and monitor trends
    - Developed In School Support and Detention Procedures
    - Meet with parents about student behavior
    - Leads biweekly tier 2 and 3 meetings to address behavior concerns
- Coaches teachers in need of support of classroom management and academic support.
    - Manage one kindergarten teacher, three-second grade teachers, music teacher, PE teachers, art teacher, and recess monitors
    - Follow coaching cycle using Get Better Faster tool
    - Meet with teachers once a week
- Supports student enrollment and monitors attendance reports.
    - Tracks student's attendance and tardiness
    - Leads attendance team meetings with parent and guidance counselor

Assistant School Leader | KIPP Jacksonville, Jacksonville, FL 2018-2020

- Supported school culture by setting high-expectations and empowering students to develop the knowledge, skills, and character traits necessary to pursue a choice-filled life.
    - Meet with students weekly to discuss expectations and to celebrate wins
    - Establish Positive Behavior Intervention Support
- Provided instructional coaching to teachers that focus on academic growth and character development.
    - Managed all second and third grade teachers, science teacher, and PE teacher
- Conducted data meetings with teachers after each benchmark assessment and monitor overall academic progress for students.
    - Facilitated weekly math content team and data team meetings
    - Second and third grade math teachers met the 70% of students showed master of standards
- Planned and lead professional development sessions at the school.
    - Lead PD Sessions- Practice Clinics, Classroom Management, Building Relationships, Student Engagement, Reading and Math Effective Review Practices, Morning Meeting
- Assists in writing and revising benchmark assessments.
    - Developed third and fourth grade reading, math, and writing mock FSA assessment
- Built and maintained strong relationships with all families beginning in the summer and served as a strong family engagement model in the school.
    - Conducted home visits and parent meetings

Instructional Facilitator | WS/FCS, Winston-Salem, NC 2017-2018

- Coached teachers in need of support with classroom management, pedagogy, and content knowledge utilizing the WSFCS instructional coaching cycle.
    - Managed all third, fourth, and fifth grade teachers
- Lead teachers in focused academic conversation resulting in improved classroom instruction and student learning.
    - Met weekly with teachers in professional learning team meetings
    - Unpacked standards and planned ways to teach the standards
- Coordinated targeted professional development and curriculum resources based on teacher need.
    - Plan and lead PD sessions: Classroom Management, Math and Reading Best Practices
- Supported student achievement through analyzing data and organizing interventions.
    - Lead data dives that focused on developing plans to reteach and address gaps in understanding
    - Planned school-wide intervention program for every Wednesday
    - The school exceeded growth at the end of the school year

Summer School Lead & Enrichment Teacher | WS/FCS, Winston-Salem, NC 2015-2017

- Held accountable for teaching reading lessons on a daily schedule using a balanced literacy approach.
- Communicated with parents concerning their child's strengths and weaknesses.
- Monitored the classroom through activities differentiating based on students' abilities.
- Provided hands-on Readers Theatre experience that built self-confidence and reading skills.
- 90% of school students were promoted to the next grade level.

4th Grade Teacher | WS/FCS, Winston-Salem, NC 2013-2017

- Prepared and taught daily lesson plans in all subject areas.
- Communicated with parents regarding student's strengths and weakness.
- Demonstrated leadership in a classroom of 24 students by facilitating learning through a variety of instructional methods, integrating technology, using critical-thinking, and problem-solving skills.
- Analyzed and assess student achievement using data boards, standard-based boards, and literacy boards.

EDUCATION | CREDENTIALS | PROFESSIONAL MEMBERSHIPS

Capella University – Minneapolis, MN
EdD in Executive Leadership, expected 2022

Gardner-Webb University – Boiling Springs, NC
MA in Executive Leadership Studies with Administration Licensure, 2017

Winston-Salem State University – Winston-Salem, NC
BS in Education and Minor in Sociology, 2013
Graduated: Cum Laude

Alpha Phi Omega National Service Fraternity
Dean's List
Legacy Leader Society
National Honors Society Leadership and Success
North Carolina Association of Educators
Student North Carolina Association of Educators

LEADERSHIP/ VOLUNTEERISM

Trailblazers Participant *2016 – 2017*
Winston-Salem, NC
Responsible for participating in Saturday sessions monthly. Learning how to use data to identify and communicate my version for a school and keep integrity. Listen to a panel of experts on administrative responsibilities and explore problems of practice. Learn what it takes to become a principal assistant in WSFCS and participate in a shadow day with an administrator.

Administration Internship *2015 – 2017*
Winston-Salem, NC
Engaged in classroom walk-throughs and assist during bus duty at the end of the day. Mentored new staff members and send out informative emails to staff members. Attend School Improvement Team, School Improvement Plan meetings, and district reviews. Facilitated PBIS monthly meetings and Professional Learning Team meetings. Attended meetings with the principal. Assisted in the preparation of staff materials for the 2016-2017 school year. Train staff on PBIS schoolwide expectations. Participated in staff, assistant principal, and principal interviews.

EXPLORERS Participant *2015 – 2016*
Winston-Salem, NC
Gained knowledge about leadership based on NC Standards for School and learned the expectation and responsibilities of being an administrator. Explored various leadership roles within WS/FCS. Collaborated with various forms of leaders in the district and received the opportunity to shadow the principal at North West Middle School.

Teacher Leader *2014 – 2017*
Winston-Salem, NC
Grade level chair for the 4th grade team. Responsible for planning field trips and a 4th Grade School Improvement Team Representative. Provide opportunities for staff members to give feedback about PBIS and training for the staff members. Responsible for grade level development in lesson plans and to meet the SIT goals of the school.

Positive Behavior Intervention Support (PBIS) Internal Coach *2014 – 2017*
Winston-Salem, NC
Obligated to attend meetings, facilitate and attend trainings to instruct team members. Responsible for keeping the team members up to date with events and communicate with SIP team members about concerns and updates from PBIS. Attended Tier 1, 2, and 3 Behavior Intervention meetings. Know and

understand the research and practices related to school-wide behavioral support, including applied behavior analysis and the ability to use various observational and interviewing skills.

Star 3 Teacher Leader *2014 – 2016*
Winston-Salem, NC
Worked collaboratively with all leaders as well as the district support team and provided training for staff members, based upon their schools' needs. Participated in quarterly STAR 3/SIT meetings and created a plan of work to help meet SIT goals.

Families Home, Personal Educator Tutor *2012 – 2017*
Winston-Salem, NC
Prepared and retaught lessons in Math and Reading concepts. Communicated with parents regarding student's achievements and their growth areas

Taw Caw Missionary Baptist Church, Vacation Bible School Teacher *2012 - 2013*
Summerton, SC
Accountable for small groups of children and directed a performance to display students' achievements

Winston-Salem State University, Legacy Leader *2011 - 2013*
Winston-Salem, NC
Served as an official hostess resource person, representative and role-model for first-year students during "Ramdition week" at Winston-Salem State University.

REFERENCE PAGE

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Jonae Hanna – *Former Intern Principal, Griffith Elementary School*

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Alesia Hilton – *Former Principal, Griffith Elementary School*

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Stefanie Fuhs – Assistant *School Leader, KIPP Jacksonville Elementary*

- **Phone:** 904-947-9024
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Tiffany Krafft - *Former Principal, North Hills Elementary School*



Alexandria Spry was born and raised in Manning, South Carolina. Mrs.Spry grew up in a home with a loving family who instilled the importance of good character and education into her at an early age.

Upon graduating from high school, she moved to Winston-Salem, North Carolina, to further her education. Mrs. Spry graduated from Winston-Salem State University with a degree in Elementary Education. After graduating from WSSU, she taught upper elementary. She held various leadership roles throughout her teaching career that supported teachers and scholars, which motivated her to return to school to earn her master's degree. Mrs. Spry received a master's degree in Executive Leadership Studies with Administrative Licensure from Gardner-Webb University. After receiving her degree, she was promoted to a leadership position in which she became an Instructional Facilitator.

After working as an Instructional Facilitator, she decided to move to sunny Jacksonville, FL, to further her career. Within a year, Mrs.Spry married a middle school curriculum coach and adopted two fur babies, Winston and Salem. Mrs.

Spry served as an Assistant School Leader for several years at a local public charter school. Then became the founding Dean of Students at Jacksonville Classical Academy (JXC). As a result of her work at Jacksonville Classical Academy, she was promoted to open Jacksonville Classical Academy East (JXCE). In 2022, Mrs.Spry was the founding principal of JXCE and created a culture of excellence.

Jacksonville Classical Academy East is located in the Arlington area of Jacksonville, Florida. JXCE is a tuition-free public charter school serving approximately 250 scholars from kindergarten through fifth grade. Jacksonville Classical Academy East has 48.1% White students, 48.9% African American students, 0.8% Indian students, and 2% Asian students. According to state standards, 85% of students in grades 3rd through 5th were below grade level in math at the start of the school year. By the end of the school year, 48% of students were below grade level in math. 13% of students in grades 3rd through 5th were at or below grade level in reading at the beginning of the school year; however, at the end of the school year, that number increased to 31%. At JXCE, scholars, students, teachers, and parents work together continually to offer scholars an outstanding classical education. Jacksonville Classical Academy East was designed to create a joyful and wonder-filled environment that promotes and builds community.

Mrs.Spry has knowledge of how to analyze student and adult behavior in order to create a positive learning environment as a result of her teaching and leadership experiences. She is most proud of her ability to create authentic relationships with scholars and teachers based on mutual respect, trust, and understanding. She is currently pursuing a doctoral degree in higher education and leadership. Education is Mrs.Spry's passion, and she is ready to equip scholars with the tools they need to face the world, expand their knowledge, and develop their souls. Additionally, Mrs. Spry enjoys visiting family and friends in the Carolinas and trying new things.

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Karen Roseboro – *Former Principal, North Hills Elementary School*

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AMERICAN CLASSICAL EDUCATION

DRAFT

AMERICAN CLASSICAL EDUCATION

American Classical Academy
Faculty/Staff Handbook
2024-2025

American Classical Academy
Address TBD

AmericanClassicalSchools.com
Phone TBD

2024-2025 Faculty/Staff Handbook

Faculty/Staff Handbook Draft Version
Modified December 23, 2021

Table of Contents

Introduction *1*

Notice 1

Mission 1

Virtues 1

I. Employment *2*

Employment Classifications 2

Employment with American Classical Academy 3

At Will Employment 3

Equal Opportunity Employer 3

II. Decorum *4*

Using Good Judgment 4

Standards of Conduct 4

Employee Dress/Appearance 5

Business Hours 6

Lateness or Absence 6

Personal Relationships 7

Conflicts of Interest 7

Employment of Family Members 8

Internal Directorships 8

Visitors 8

Social Media 8

III. Classroom Procedures and Student Conduct *10*

Before/After School Procedures 10

Classroom Procedures 11

Daily Campus Duties 13

Classroom Behavior 15

Hallway Behavior 15

Upper School Break 16

Lunchroom Behavior 16

Special Procedures Regarding Student Food 17

Electronic Devices 19

Student Uniforms 20

Public Displays of Affection 20
Student Disciplinary Procedures 21
IV. Instruction *24*
Curriculum Oversight 24
Pedagogy 24
Classroom Appearance 27
Homework 27
Tests and Quizzes 29
Grading 32
V. Communication *35*
Communication with Administration 35
Communication with Faculty 36
With Parents 38
In IEP/504 Meetings 41
Grievance Policy 41
Communicating with the Media 42
VI. Employee Procedures *43*
Fingerprinting and Background Investigation 43
Security and Inspection 43
Time-Off Requests 44
Substitute Teachers 44
Professional Development and Reimbursement 45
Personnel Files 46
Observations and Evaluations 47
VII. Employee Policies *48*
Advertisement of Employment Opportunities 48
Harassment and Discrimination 48
Sexual Harassment/Abuse 49
Drugs, Alcohol, and Tobacco 50
Family Education and Privacy Act (FERPA) 51
Intellectual Property Rights 51
Outside Employment 52
Tutoring, Private Coaching, and Private Lessons 52

Communications and Computer Systems Security and Usage 53
Non-Disparagement of the School 53
Acknowledgement of Receipt and Staff Honor Code *54*

Introduction

Welcome to the staff of American Classical Academy! This Handbook was prepared by ACA Administrators and the Board of Directors to ensure that all of us are on the same page with regard to expectations, rules, benefits, and procedures. Please read the Handbook carefully and refer to it often. Consult with the administration if any of the provisions are unclear. As with all aspects of ACA, we work together under a spirit of inquiry and common cause, so your constructive feedback is welcome.

Notice

The policies in this Handbook are to be considered guidelines. American Classical Academy (the School), at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this Handbook at any time without prior notice. Any such action will apply to existing as well as future faculty and staff. Faculty and staff may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Faculty and staff will not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. The purpose of this Handbook is to implement policies concerning personnel promulgated by the Board of Directors. Such policies may only be changed by the Board of Directors. No statement or promise by a supervisor, administrator, or department head may be interpreted as a change in policy, nor will it constitute an agreement with a faculty staff member.

Should any provision in this Employee Handbook be found to be unenforceable and invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

Mission

The mission of American Classical Academy is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.

Virtues

Courage • Moderation • Justice • Responsibility • Friendship • Prudence • Wisdom

I. Employment

Employment Classifications

Faculty and Staff

Faculty consists of the Administration and Teachers. All of these are salaried employees. Staff members are all other employees of the School. Policies described in this Handbook and communicated by the School apply to all faculty and staff.

Regular Full Time

Regular full-time employees are those employees whose regularly scheduled work week is 30 to 40 hours. Regular full-time employees will be eligible for all benefits offered by the School. This handbook summarizes benefits available at the time of its publication, but which may be amended or altered at any time. The Handbook is not contractual in nature and does not guarantee any continuation of benefits.

Part-Time

Part-time employees are those whose normal work week is less than 30 hours. Part-time employees are not eligible to participate in benefits programs.

"Exempt" and "Non-Exempt" Faculty and Staff

Upon hire, all faculty and staff are classified as either "exempt" or "non-exempt." Exempt faculty and staff include teachers, the School Leader, various administrators, professional staff, technical staff, and others whose duties and responsibilities exempt them from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Exempt employees will be advised of this classification at the time of hire, transfer, or promotion. All other employees are "non-exempt."

Temporary Employees

From time to time, the School may hire faculty and staff for specific periods of time or for the completion of a specific project. An individual hired under these conditions will be considered a temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis. A temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. Summer faculty and staff are considered temporary employees.

Those temporary faculty and staff classified as "non-exempt" who work more than twelve (12) hours in one day or more than forty (40) hours during any work week will receive overtime pay. All overtime work must be approved in advance by an authorized supervisor.

Employment with American Classical Academy

Employment at American Classical Academy is separate and distinct from employment with the school district. Employees of ACA are not employees of the school district.

At Will Employment

All Employees of ACA are at-will employees unless otherwise noted separately in a contract of employment. Accordingly, this means that either the employee or ACA may end the employment relationship at any time, for any reason, with or without cause. Nothing anywhere in this Handbook alters the at-will employment relationship or represents a formal contract between ACA and its employees.

Equal Opportunity Employer

All employment actions, such as recruitment, hiring, promotions, terminations, layoffs, returns from layoffs, compensation, benefits, transfers and participation on School sponsored training, education or social/recreational programs, are made without regard or consideration for an individual's membership in any class or category protected by applicable federal, state or local law.

The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

The School will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you

desire a religious accommodation, you are required to make the request in writing to the School Leader one week in advance.

II. Decorum

Using Good Judgment

- All of our rules and procedures are intended to create a positive learning environment for individual students and the entire student body. In any case where strictly enforcing the rules detracts from the intent, some alternative enforcement should be found.
- All enforcement of rules should be conducted with the intent to help the student develop a good character and moral virtue.
- When interacting with students, particular disciplinary interactions, teachers should be conscious of the emotional factor. Teachers should be firm, but not harsh. The tone of a message often overrides the content.
- We are the professionals. It is our job to remain in control, provide direction, de-escalate conflict, and set a positive example
- Parents should remain informed and should be involved in finding solutions, especially at home, whenever practical.

Standards of Conduct

Employees are expected to work together in service to the School's mission, students, and community. This charge has myriad implications for all employees and our common life in the school, and it includes at least the following expectations:

- Employees must work together efficiently and effectively to bring a quality education to our students. This requires all employees to constantly engage students in learning.
- It is particularly important that employees maintain a high standard of moral conduct since, by the nature of the job, employees are role models for young people.
- Employees must maintain friendly and professional relations with colleagues.
- Any complaint or grievance should be taken to the School Leader or supervisor.
- All faculty and staff must adhere to the principles of a classical education as set forth in the appropriate sections of the charter, as articulated by the School Leader, and as named in the School's core virtues.
- As professionals trained in the mission and philosophy of American Classical Academy, teachers have a duty to the School to ensure adherence to the same. The administrators and Board of Directors must be informed of any policy violations. The notifications of such violations are essential to the School's longevity and viability.

Employee Dress/Appearance

Principles

The student dress code is intended to decrease distractions in class, to foster a healthy respect for fellow students and teachers, and to illustrate the seriousness of education. A crucial element in the success of the dress code policy is the standard set by faculty and staff. Dress, grooming, and personal cleanliness standards contribute to the morale of all faculty and staff, set a standard for students, and affect the image American Classical Academy presents to parents and visitors.

Expectations

During school hours, or when representing American Classical Academy, faculty and staff are expected to present a clean, neat, and professional appearance. Faculty and staff should consult the School Leader if they have questions as to what constitutes appropriate appearance. Reasonable accommodations will be made to persons with disabilities.

The dress code during school hours is business casual. Business casual attire includes suits, pants, jackets, shirts, skirts and dresses that, while not formal, are appropriate for a business environment. Examples of appropriate business attire include a shirt and tie with pressed khaki pants, a sweater and a shirt with corduroy pants, a jacket with a skirt or slacks, and a blouse or a sweater with a skirt or pants. Pantsuits and sports jackets also fit the business casual work environment if they are not too formal.

Employees are expected to demonstrate good judgment and professional taste. Use courtesy towards coworkers and your professional image to parents and the community as the factors you use to assess whether you are dressing in business attire that is appropriate.

Guidelines

The following personal appearance guidelines must be followed:

- Tank tops, tube or halter-tops, tops revealing cleavage, tops with shoulder cut outs, see-through clothing, and shorts may not be worn under any circumstances.
- Dresses or skirts should be of modest length and fit (no more than two inches above the bend of the knee).
- Sloppy or torn clothing will not be permitted.
- Mustaches and beards must be clean, well-trimmed, and neat.

- Hairstyles are expected to be in good taste and present an appropriate professional appearance.
- Body piercing, with visible jewelry or jewelry that can be seen through or under clothing, must not be worn during business hours. Tongue rings are also prohibited. Tattoos and other body art should be covered at all times.
- Women should wear no more than two earrings in each ear and men should not wear ear piercings at all.
- Footwear should be professional: no flip-flops, rain boots, house shoes, slippers, or sneakers. (Except for PE teachers, who may wear sneakers while teaching.)
- PE teachers should wear dress shirts or button polo tees and shorts with interior pockets or slacks. Work out shorts or cargo shorts should not be worn.

Business Hours

Our regular office operating hours are 7:30 am to 4:00 pm, Monday through Friday. Summer office hours are 9:00 am to 3:00 pm, Monday through Thursday.

During the school year, classes normally begin at 8:00 am and end at 3:00 pm.

Full-time faculty members are expected to be at school no later than 7:45 am, unless they have a morning duty that begins earlier. Faculty should expect to stay at school until at least 4:00 pm. Part-time faculty should arrive at least 15 minutes before their class so they may review any special plans for the day.

Faculty may leave campus during the day for lunch or to run brief errands; however, teachers should not schedule appointments or leave campus for an extended amount of time during their prep periods. Please keep in mind that faculty may be occasionally needed during prep periods to cover classes for absent teachers.

Faculty have normal holidays as published in the school calendar, as well as fall, winter, spring, and summer breaks. Besides regular classroom duties, faculty members are expected to help in supervising students on the grounds (daily duty); to sub for their colleagues, when needed; to serve on various committees; to attend regular faculty meetings, open houses, and other school events. Faculty are also encouraged to show school spirit by attending student extracurricular games and events from time to time. Any school-sponsored event held at the school will be free for teachers to attend.

Lateness or Absence

Faculty and staff are expected to be at work at the beginning of the day and are expected to remain at work until the end the day. During hours when students are assigned to a faculty or staff member, they should be supervised at all times.

The School is aware that emergencies, illnesses, bereavement, or pressing personal business cannot be scheduled outside an employee's working hours. Leave time has been provided for this purpose, and further details can be found in the section for Time-Off Requests. If an employee knows in advance of an upcoming absence, he or she is required to request this time off directly from the supervisor.

If an employee is unable to report to work, or will arrive late, the School Office should be contacted immediately. It is best practice to give as much time as possible to arrange for someone else to cover the position. The Office is required to notify the School Leader of any late arrival, early departure, or absence.

Failure to notify the School of any absence may be considered a voluntary resignation.

Personal Relationships

The 'public' life of faculty and staff member of American Classical Academy should be consistent with the School's core virtues. Inappropriate public displays of affection at the school are not acceptable. Employees will not discuss their sexual lives in the work place.

Conflicts of Interest

A "conflict of interest" occurs when an individual's private interest interferes with, or appears to interfere with, the interests of the School. For example, a conflict of interest would arise if an employee, or a member of his or her family, received improper personal benefits as a result of his or her position with the School. Any transaction or relationship that could reasonably be expected to give rise to a conflict of interest should be discussed with the School Leader. Such situations may include the following:

- influencing or attempting to influence anyone who is involved in making or administering a contract or arrangement with the School;
- soliciting or receiving any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract or arrangement with the School;
- drafting, negotiating, evaluating, administering, accepting or approving any contract or subcontract or procurement or arrangement of any type on behalf of the School if he/she has, directly or indirectly, any financial interest in such a contract or subcontract or arrangement;
- non-School employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
- tutoring students for compensation;
- any type of private business conducted during School time or on School property;
- the receipt of excessive entertainment or gifts of more than nominal value from any person, entity, or organization with whom or with which the School has current or prospective dealings;

- being in the position of supervising, reviewing, or having any influence on the job evaluation, pay, or benefits of any immediate family member employed by or otherwise associated with the School; and
- selling anything to the School or buying anything from the School on terms and conditions that are not pre- approved by the School Leader.

This is not an exhaustive list of all possible situations which would constitute conflicts of interest. Further, any relationship or action which creates an expectation of benefit or profit beyond an employee's normal employment relationship with the School can impair an employee's ability to exercise good judgment on behalf of the School, and therefore creates an actual or potential conflict of interest. It is the School's policy that all School employees must scrupulously avoid all such situations.

Any such transaction or relationship that would present an actual or potential conflict of interest for an employee also would likely present a conflict if it is related to a member of such person's family, including without limitation, spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister. In connection with any actual or potential conflict of interest, an employee must disclose the existence of the conflict in writing and all facts material to the conflict to the School Leader.

Employment of Family Members

Employees of the School may not be related within the second degree of affinity or consanguinity to their direct supervisor. The Board of Directors may appoint an alternate supervisor, when necessary, and the appointed supervisor will conduct the employee evaluation. All discussion relating to the employee's duties, job performance, evaluation, pay, or benefits will be confined to the appointed supervisor and/or Board of Directors.

Internal Directorships

It is the policy of the School, and consistent with the School's Bylaws, that employees may not serve on the School's Board of Directors. Similarly, employees of the school should not be related, within the second degree of affinity or consanguinity, to any of the School's Directors.

Visitors

Friends and relatives may visit employees during working hours with approval from the School Leader. All visitors should be authorized, sign in and be accompanied by a School employee while visiting. Employees should not bring their children to work with them. Alternative childcare must be arranged to ensure the employee can be fully focused on work duties.

Social Media

The School recognizes that employees sometimes use social networking (such as personal websites, blogs, Facebook, Twitter, video or wiki posting, online group discussions, message boards, chat rooms, etc.) for personal reasons as well as business purposes. The School also understands how the use of the Internet social networking sites and blogs can shape the public perception of the School.

The School respects the right of employees to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications upholds the School's identity, integrity, and reputation in a manner consistent with its mission, vision, and core virtues. It is incumbent upon employees not to interact with students or parents on social media platforms except when professionally appropriate, such as with a class website. At all times, employees are expected to maintain professional working relationships among themselves, and with the community at large.

III. Classroom Procedures and Student Conduct

Before/After School Procedures

Before School

- Students are not to enter the building before 7:45 a.m.
- Students arriving after 8:00 a.m. must obtain a tardy slip from the front office.
- Upper School:
    - Students must enter from the lower level by the student parking lot. The lower level doors are open from 7:45-8:00 a.m. The upper level (main entrance) doors will be locked until 8:00 a.m. Staff members are not to let the students come in with them as they enter the upper level, unless the student has an appointment with a teacher for tutoring.
    - After entering, students may go to their lockers, then…
        - Middle School – Students will then proceed to their first period class. Teachers must be in the hall outside their classrooms by 8:55 a.m.
        - High School – Students may then congregate in the hall outside their classrooms or in their classrooms. They may not congregate in the main entrance vestibule. Teachers must be in the hall outside their classrooms by 7:55 a.m.
- Elementary School:
    - Students must enter the building through the west side doors. The west side doors are open from 7:45-8:00 a.m.
    - After entering, students may go to the gym.

Dismissal from School

- Upper School:
    - Students are dismissed at 3:00 p.m. Teachers should be in the hallways monitoring until 3:10 p.m. each day
    - Students must be out of the building by 3:30 p.m. unless they have a pass to meet with a teacher for extra help
    - After school, those upper school students who are picked up in the carline should proceed to the gym to await the calling of their car's number. Upper school students who drive, or are driven by other students, or will be picked up after 3:30 p.m. can congregate in one of two outside areas. High school students may visit on the patio on the lower level. Middle school students may visit on the playground.
- Elementary School:

- Teachers will escort their students to the gym. Students will sit in the gym and wait for their car's number to be called before proceeding outside.

Classroom Procedures

General Guidance

- Teachers should establish classroom procedures before class begins and train students to follow them during the first weeks of school. Sample procedures to discuss with students: entering and exiting the room, turning in homework, asking a question, contributing to discussion, taking notes, using a planner, sitting at the desk, handling supplies, sharpening a pencil so as not to interrupt class, using the restroom, etc.
- Teachers should greet students outside the classroom as students enter the room. This encourages a good rapport and a school-wide community, and it lessens potential behavior problems.
- Students should enter the classroom quietly and orderly. It would be helpful to have some type of warm up activity for students to begin working on immediately, so the teacher has time to take attendance, handle notes from parents, etc.
- Teachers should avoid using cell phones during class.
- At no time should students be left in the classroom without an adult present. No exceptions. If there is a need to leave the classroom, teachers should contact the office. Someone will be sent to relieve the teacher.

First Period

- In the first period, the following activities occur: attendance is taken, the class stands and recites the Pledge of Allegiance, the teacher evaluates uniforms, and any school-wide announcements are made.
- Students are expected to be in their seats with all materials ready at the start of all classes. If class starts at 8:00, students are in their seats at 8:00, not walking through the door or rifling through their backpacks.

Tardy Procedure

- Upper school (for any class throughout the day):
  First tardy of the quarter—verbal warning
  Second tardy of the quarter—verbal warning and phone call home
  Third tardy of the quarter—after-school detention with phone call home

- Elementary school (for first period):

Tardies are tracked by the front office. The front office will send a letter home or call the parents after the third tardy of the quarter.

Leaving the Classroom

- Teachers should make sure students clean up the areas around their seats and push in their chairs before leaving class.
- Upper school:
    - With the exception of physical illness and emergencies, students are not to leave the classroom for any reason (restroom, locker, etc.). If a student does not have his materials, he may not go to his locker to retrieve them.
    - Hall Passes: Every student in the hall during class time must have a signed pass from a teacher. There is a space to write passes in the student planner. The purpose for the pass, the time, and the teacher's signature must be filled out. If a student does not have a signed planner, he must return to the class from which he left.
- Elementary school:
    - The teacher will use his discretion when allowing lower school students to use the restroom. Students should not be continually asking to use the restroom unless for documented medical reasons.
    - Elementary School Dismissal Procedure for Transitions (art, music, P.E., Spanish, bathroom breaks, lunch, recess): A structured dismissal procedure needs to be in place for all elementary school classes. An acceptable procedure would be dismissal by rows, once students are quiet and the areas in the rows are clean from paper and other items. Do not dismiss the class as a whole.

Organization/Materials

- Upper school:
    - Students should have a folder and notebook or a binder with loose-leaf paper for each class. Teachers should give explicit instructions on the organization of that folder, notebook, and binder so that students know what they should keep and for how long. Students should bring the appropriate materials to each class every day.
    - Late homework policy: If a student fails to provide his homework at the pre-established deadline, that student receives a zero that cannot be made up. The student should still be encouraged to turn in the assignment so that the teacher can provide helpful feedback.
    - Students who lack the necessary materials for class are not allowed to leave the class to retrieve materials from their lockers. Instead, they may borrow extra materials from another student or the teacher.

  - Parents should be contacted when a student consistently misses homework deadlines or does not come to class with the appropriate materials.

- Elementary school:
  - Students should have a folder and a notebook/composition book for each subject (Literacy and orthography, Math, Literature, Science, History, and Latin). Teachers may also have a "Take Home Folder," especially in grades K-2, with two labeled pockets: "Return to School" and "Leave at Home."
  - Late homework policy: If a student fails to provide his homework at the pre-established deadline, that student may turn in the work on the following school day for 50% credit. After this grace period, the student will receive no credit for the assignment, but he should still be encouraged to turn in the assignment so that the teacher can provide helpful feedback.
  - Parents should be contacted when a student consistently misses homework deadlines or does not come to school with the appropriate materials.

Daily Campus Duties

General Guidance

A conscientious fulfillment of campus duties is integral to the formation of school culture. Therefore, duties are not to be viewed as inconveniences but as a primary means for the teacher to fulfill his vocation as an educator at ACA. Because of the legal and moral responsibility that we each hold regarding our students, each teacher must be regular and attentive in completing his or her daily duties. Some guidelines for daily campus duties are:

- The teacher should be at his or her assigned duty spot on time.
- Supervising students includes safety, dress code and disciplinary awareness, as well as ensuring that students keep the campus in order.
- If you are relieved at your spot by another teacher, please wait until that teacher arrives before leaving.
- Be prompt in relieving your colleagues from their duty.
- Teachers should not read while on duty or engage in tutoring or conversations that will diminish their ability to fulfill their duty obligation (teachers who monitor sports activities may play with the students as one healthy way to keep the majority of students there engaged, but should frequently interrupt this activity to observe all areas within their duty area).
- One teacher will be assigned as duty supervisor to ensure that the duty coverage is consistent.

Upper School Cafeteria Duty

- Supervise students as they eat lunch.
- Pass out student lunch orders.
- Supervise students as they clean up. After Lunch A, tables and chairs should be wiped off, chairs pushed in, and floor swept around the chairs. After Lunch B, tables and chairs should be wiped off, chairs stacked on clean tables, and floor swept.
- Students are not allowed to bring backpacks or balls into cafeteria.
- Lunch A: Students should be out of the cafeteria by 12:00, but no earlier than 11:55.
- Lunch B: Students should be out of the cafeteria by 1:00, but no earlier than 12:55.

Upper School Recess Duty

- Inside teachers should stand at either end of the trophy hall.
- Outside teachers should monitor the field and bleachers, as well as the area in front of the school.

Crosswalk Duty

- The crosswalk and carline duties are very important for drop-off and pickup. Primarily, the teachers are there to ensure student safety, but also they are there to make sure the car line runs smoothly.
- Set up and take down cones (morning and afternoon).
- Teacher should be at the crosswalk, with the stop/slow sign, on time.
- When the cars are ready to proceed, clear the crosswalk of pedestrians, move to the side, and hold the Slow toward the traffic.
- When cars have pulled forward, and have stopped, turn the sign to Stop, step out into the middle of the crosswalk, and allow pedestrians to cross.
- The teacher should never stop the line of traffic to let people cross. Always wait until the cars pull up and have stopped, before allowing pedestrians to cross.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

Carline Duty

- Teacher stands toward the front of the carline in front of Building 2 or 3.
- Teacher makes sure that cars do not stop in front of their student, but instead pull forward as far as possible before stopping. Students then walk to their car.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

After School Detention

- Be in your classroom by 3:10.

- Detention begins at 3:15. Students who show up late need to serve it another day.
- Check students in [NOTE: Each school will need to develop a protocol for checking students in, determining which students are missing, etc.].
- Check students out when they have served the detention.

Lunch/Recess Detention

- Detention begins immediately after the passing period, at the beginning of lunch, and ends after lunch recess.
- Check students in [NOTE: Each school will need to develop a protocol for checking students in, determining which students are missing, etc.].
- Students should silently eat their lunch and work on homework during lunch detention.
- Check students out at the end of recess.

Classroom Behavior

General Behavior Strategies

- Address ALL misbehavior.
- Address misbehavior immediately if possible.
- Address student misbehavior respectfully, and, if possible, privately.
- Appropriately praise students doing the right thing, but not for the purpose of indirectly correcting other students' behavior.
- Follow up with positive contact.

General Expectations

- No food is allowed in the classroom. This includes gum. Water bottles are permitted if they are clear and filled only with water. Elementary school classrooms should have a designated area for water bottles away from student desks.
- Students are to sit up straight with their feet on the floor. They are to face the teacher.
- Student desks and desk areas are to be neatly kept at all times. Aisles must be clear. Upper school student backpacks may be placed under students' desks or along classroom walls if aisles are too narrow.

Hallway Behavior

Expectations for Students

- Students should walk quietly through the hallways when in transit
- Students should not slam their lockers or bang on the walls while in the hallways

- Students should speak quietly without yelling or using inappropriate language
- Students should keep their hands to themselves
- Students should move quickly so as not to be tardy for their next class.

Expectations for Staff/Faculty

- If inappropriate behavior is exhibited by a student, it is the observing teacher's duty to correct that student's behavior. It is crucial that all teachers participate in the monitoring of the hallway.
- Teachers should stand in the hallways during passing periods before, during, and after school to deter inappropriate behavior
- Teachers should take responsibility if it is necessary to enforce consequences for poor student behavior.
- Teachers should have conversations with students to build rapport.
- Teachers should greet students outside their room as students enter the classroom. This encourages rapport and school-wide community, and lessens potential behavior problems.

Upper School Break

- High School: The passing period between second and third period is extended by three minutes. High school students may use this break period to eat a snack in the hallway or classroom, go to lockers, restroom, etc. Teachers should monitor hallways and restrooms during the break to maintain behavior.
- Middle School: Eighth graders must be in their third period class and seated at their desks during break. The third period teacher will give permission for students to use the bathroom during break. Seventh graders will have limited break privileges and will be given more freedom as the year progresses. These steps for seventh graders will be addressed in Upper School staff meetings.

Lunchroom Behavior

General Guidelines

- Students may sit at tables anywhere in the cafeteria. High school students have the option of sitting outside at the picnic tables when the weather is appropriate. Students are not to eat on the grass.
- All students must be seated while eating lunch.
- After eating, students need to clean their place. After cleaning their place, upper school students may visit at another table or go onto the patio outside.
- Students may not go onto the foot paths outside or to the parking lot.
- Restrooms on the lower level may be used during lunch after the student has obtained permission from the lunchroom monitor.

Teacher Expectations

- The Assistant Principal will create the lunchroom monitor rotation at least one month in advance. All teachers will help monitor the lunchroom, but the frequency of this duty may depend on a particular teacher's teaching load (number of classes, number of preps, number of total students) and/or any additional role the teacher has (Department Head, Lead Teacher, Athletic Director, etc.)
- Monitors who need to miss an assigned time must arrange their own coverage and must notify the Assistant Principal in advance.
- Monitors should check in by signing the lunch clipboard, which also contains the guidelines and expectations for lunch period behavior.
- Monitors must show up on time and remain throughout the lunch period.
- Monitors must actively monitor students, including walking among the lunch tables.
- If high school students are eating outside, one monitor must be outside.
- Monitors provide passes for students to use the bathroom.
- Monitors are responsible for ensuring students clean up their lunch area.
- Monitors will dismiss students by table. Tables must be cleaned, and garbage on or around the table should be thrown away before the table is dismissed.

Special Procedures Regarding Student Food

Students with Allergies

All allergy information comes to the school nurse first, and then to the teachers. The nurse will confirm life-threatening allergies with parents. Students with life-threatening food allergies will be communicated to teachers.

For grades K-5, parents will be informed that a special table is available during lunch for students with allergies. All students with life-threatening nut allergies will sit at the nut-free table unless a parent has given permission otherwise. Only students with life-threatening allergies will sit at the table.

For grades K-5, classrooms with one or more students with a life-threatening nut allergy will be designated nut-free classrooms. This means NO nuts may be eaten in the classroom (snacks, birthday treats, etc.). When this is the case, the nurse will send notification to this classroom's parents. A reminder should be sent to parents in the teacher's weekly email updates and when making arrangements for classroom birthday celebrations.

Birthday Celebrations and Classroom Parties

For grades K-5, food treats may be part of classroom birthday celebrations. Parents of students that have reported food allergies/intolerances must provide an appropriate substitute for birthday celebrations if they would like their son/daughter to participate. It is not practical for teachers to be responsible for checking ingredient lists of all treats provided by parents. Therefore, students with reported allergies/intolerances will not be given a birthday treat that was not provided by their parent.

Student Work

Makeup Work

- In grades 3-12, homework submitted one day late will receive 75% credit and two days late will receive 50% credit. Homework submitted more than two days late will not receive credit.
- If a student is absent, he has two school days to make up the homework for every day absent. Additional guidance:
    - For example, if Becky was absent on Monday, she has Tuesday and Wednesday to make up her work. All of her makeup work would be due on Thursday.
    - Significant assignments given two or more weeks in advance of the due date will, depending upon the assignment, be due immediately upon a student's return or on the original due date (i.e. turned in by a parent or online).
    - Teachers should be flexible if a student misses several days in a row due to an illness or a family emergency.
    - It is the student's responsibility to find out what assignments he has missed. Students can check [Online Gradebook] and/or with the teacher directly before school, after school, or during study hall.
    - If a student is absent for the day of a test, the student should expect to complete that test on the day of his return. If the student is absent for a day or days prior to the test, the teacher is encouraged to be flexible so that the student can obtain notes and other assignments that were missed during his absence.
    - Planned absences (including for school extra-curricular/sports absences): If a student is leaving school early because of an extra-curricular commitment or another appointment, he must get that evening's assignments before he leaves. He must also turn in any homework due that day before he leaves school. The student can check [Online Gradebook] for these assignments or the assignment postings in the classroom.
    - Teachers should have a designated area in their classroom for students to turn in makeup work.

Expectation of Quality for Student Work

All assignments (homework, class work, tests, and papers) must be neat and legible. Ripped, torn, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined notebook paper/loose-leaf paper is required for all upper school assignments unless specifically directed by the teacher.

Standard Heading

Students are expected to use the following Standard Heading for all Upper School classes:

Upper Left Corner	Upper Right Corner
Name	Subject, Period
Date	Assignment
Example:	
Becky Holland	Biology, 4th period
February 22, 2017	2-1 Section Assessment #1-5

Electronic Devices

Definitions and Rules

- If a student's parent feels his child requires a cell phone to use to and from school, he must submit a cell phone permission form. The cell phone ringer must be off while on school grounds, and phones must be kept in lockers during school hours. Students with approval to have cell phones may use them outside after 3:30 p.m.
- Students needing to use a phone between 7:30 a.m. and 3:30 p.m. may ask to use the office phone.
- The school is not responsible for any property lost while at school or at school events.

Procedures for Violations

- If a teacher sees or hears a cellphone in the school prior to 3:30 p.m., he or she should confiscate it immediately and take it to the front office.
- The Assistant Principal should be notified if there is reason to suspect that the device has been used in the transmission or reception of communications prohibited by law or school policy.
- Parents may retrieve confiscated item(s) after school from the front office.
- Repeated violations of this policy will result in more severe penalties.

Student Uniforms

- The Assistant Principal will check student dress throughout the day: before school, in the hallways during transitions, during lunch and recess, and after school. All teachers should also check student dress in first period.
- All staff members are expected to enforce the dress code at all times, regardless of whether or not you have the student in class at the time or even know the student. The Assistant Principal is available to help with any potentially uncomfortable or inappropriate situations (for example, an inappropriately-dressed female student in a male teacher's class).
- If a student is inappropriately attired, inform the student of the violation and send the student to the office. A uniform violation form will be filled out and filed with the Assistant Principal.
- The office will have a variety of uniform items for students to wear to be in compliance. Parents may also be called to assist the student in obtaining the appropriate attire. The student will be allowed to attend class when he is wearing the proper attire. Obtaining the proper items will be done as quickly as possible so that the student does not miss class time.
- Students who are unsure about a particular item should check the uniform policy in the Family Handbook and the school website.
- Multiple violations will be assigned additional consequences.
- Students are required to remain in uniform until leaving campus, unless participating in an after-school activity that requires them to change.

Public Displays of Affection

- The school does not allow any extended public displays of affection. This includes hand-holding, long hugs, and kissing. Teacher presence in the hallways and other areas outside of the classroom helps deter this behavior.
- For a first offense of hugging or holding hands, give the student a gentle reminder to disengage in such behavior
- In the case of student kissing, or multiple violations, tell the students to disengage in the behavior and issue a Poor Behavior Slip.
- If frequent disregard for this rule is observed, notify the Assistant Principal and consider issuing the student(s) a pink slip.

Student Disciplinary Procedures

There are several actions available to teachers when they encounter unvirtuous behavior and violations of the Family Handbook. Generally speaking, teachers should begin with the lightest consequence and increase severity when the action is repeated. Remember that Pink Slips and Poor Behavior Slips (PBS) are just slips of paper, and they are only as effective as the teacher's relationship with the student getting the slip. Don't jump to a severe consequence too early. Leave yourself some options for later in the year and do what you can with verbal

correction and less severe disciplinary methods before reporting the behavior to the student's parents or the office.

Below are some options for correcting student behavior, in order of increasing severity.

- *Verbal Warning, Re-Do:* Give the students a verbal reminder and have students complete the correct behavior, as a reminder of the rule or policy. This should be used frequently at the beginning of the school year, especially with new students. Below are some ways that you might implement this procedure:
    - Go back and walk, not jump or run
    - Walk back and use the crosswalk
    - Walk quietly down the hall, instead of yelling
    - Open locker again and shut it, not slam it
    - Go to the office and get the correct item of clothing
    - Take a tardy, and go get the correct supplies for class
    - Sit in the front of class where you will not be distracted
    - Rewrite the homework so it is readable
    - Repeat what was said or done in a respectful way

- *Lunch Detention*: Lunch detention will occur during the lunch AND recess portions of the student's day, on the day the infraction occurred. Lunch detention will be logged into [Online Gradebook]. Once students arrive, they should not leave the room. Lunch detention will be an assigned teacher duty. It can also be used, at the teacher's discretion, for behaviors that don't merit a PBS, but need a consequence to correct a behavior, behaviors that may include the following:
    - Passing notes
    - Chewing gum
    - Unprepared for class
    - Disrupting class
    - Being in a restricted area
- *After-School Detention*: (This should always have a PBS or Pink slip with it.) After school detention takes place in the assigned teacher's room (it is a duty). The student must be in the room by 3:15 p.m., when detention begins, and the student may not do their own work. They may sit silently, with their head off the desk, pick up trash around the school with the duty teacher, or copy lines from Washington's *Rules of Civility* (or some such book).
    - Detention is served the day it is assigned (exceptions are 6th graders).
    - The student must make arrangements with the assigning teacher if it cannot be served that day, and the students must check in with the detention duty teacher that day to let them know when the detention will be served.

- Students who are assigned a detention, may not participate in extracurricular activities until they have served the detention.

- *Poor Behavior Slip* (PBS): When a student knows the correct behavior and continues to act inappropriately, that student should receive a PBS. Students will bring this home to be signed by parents and returned to the front office on the next school day. Students may receive detention in conjunction with the Poor Behavior Slip. After the third poor behavior slip is received, the Assistant Principal will meet with the student to discuss the student's behavior. For habitual or more serious offenses the student will be sent to the Office and will receive a Pink Slip. A student who has received five Poor Behavior Slips will be given a Pink Slip. PBS behaviors include, but are not limited to, the following:
  - Repeat behaviors—e.g., forgetting supplies, talking out of turn, running in the halls, public displays of affection, yelling inside a building that isn't the gym, having to leave class to go to the restroom, not following classroom procedures, etc.
  - Uniform violations—e.g., not wearing a belt, wearing inappropriate outerwear, long hair (for boys), dyed hair for girls, etc.
  - Disrespect toward the teacher or another student. Depending on the situation, a pink slip might be more appropriate.
  - Disrupting class
  - Cell phone violation
  - Skipping detention
  - Lying or being dishonest
  - Use of profanity, or inappropriate language
  - Littering
  - Vandalism
  - Roughhousing
  - Misusing supplies or equipment
  - Being present in a restricted area
  - Exiting through the wrong exits
  - Not using the crosswalk during carline

- *Pink Slip*: Pink Slips are reserved for serious disciplinary infractions where the school administration should be involved. They may be handed out by teachers or administrators and they will accumulate over the course of the year. A student's total will not reset at the semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance to the school mission. A student may be suspended or expelled immediately for especially serious offenses.

- 1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.
- 2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Assistant Principal to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.
- 3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.
- 4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.
- A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she may be subject to a longer suspension or expulsion.

Pink slips are given out for serious offenses, or patterns of behavior that have led to an accumulation of PBSs:

- Cheating
- Lying
- Disrespect to staff
- Bullying
- Vandalism
- Skipping class
- Leaving the room without permission
- Physical harassment
- Fighting

Procedure:

- Send the student to the office.
- Notify the Assistant Principal.
- Enter the discipline referral in the online management system (protocols should be detailed here).

Corporal Punishment

Corporal punishment is prohibited at American Classical Academy. Employees are specifically prohibited from shoving, striking, grabbing, shaking, or hitting a student. Throwing objects at a student, unreasonably restraining a student, or asking others to engage in any of these activities are also prohibited.

IV. Instruction

Curriculum Oversight

The original source for the American Classical Academy curriculum is the American Classical Education - K-12 Program Guide developed for Barney Charter School Initiative (BCSI) affiliated schools. Due to state requirements, teacher schedules, and financial restrictions, ACA may deviate from the original Program Guide to meet state and local requirements. The School Leader is the director of curriculum, and therefore, all significant decisions about curriculum should be made by the School Leader. The School Leader will construct the curriculum so that it is consistent with the School's mission and the classical, liberal-arts program as described in the School's charter petition. Teachers must design their courses under the School Leader's direction. Teachers must inform the School Leader of any significant changes to a course or subject, whether it is being taught for the first time or has been taught for years. The School Leader will inform American Classical Education, Inc., of any significant changes to a course or subject.

Pedagogy

Philosophical Guidance

Teachers new to classical education often find its pedagogy rather mysterious. They have been trained in various flavors of instruction—project based learning, 1:1 technology methods, learning clusters, direct instruction, etc—and they think that classical education is like that. The truth, however, is that classical pedagogy does not fit into a neat package that can be described with an acronym or a short sentence. To understand classical pedagogy, you'll need to understand several important things about it:

- Classical education is focused on human nature, and takes its cues and direction from that. We are shaping our students in knowledge and in virtue, and we need to account for their capability and maturity while we encourage them towards excellence. This means, among other things, that instruction may look a little different at different grade levels—an idea that the Trivium model usefully simplifies.
- Classical education is traditional. Human beings do not change much over time, and neither do the ways they learn. Teachers should employ strategies that have worked in the past while evaluating whether or not to adapt so-called "new" practices for use in their classrooms. The Trivium model of Grammar, Logic, and Rhetoric has been in use since the Middle Ages, and its staying power is in its truth and simplicity: Students must learn the grammar of a subject before they can learn how its pieces fit together—its logic. And they must understand its logic before they can rearrange or explain its pieces in a way that is compelling or beautiful—its rhetoric.
- Classical education is interested in knowledge for its own sake. We approach the world with wonder because it is full of interesting things to know, regardless of whether this knowledge can easily turn a

profit. We expect that our students will specialize in a particular professional field, but our job is to provide them with a broad and rich knowledge of the world and their place in it, to provide them with a foundation that will allow for all different kinds of specialization.

- Classical education is concerned with the moral formation of students. Moral formation occurs in many different ways, and not least in the curriculum. The stories we tell our students and the subjects we focus on shape their imaginations and teach them about what is important. The intent of our curriculum is not to be morally pedantic, but to shape our students with a view to what is good and beautiful.
- Classical education aspires to Socratic discussion. We want our students to engage seriously in the most difficult questions, but this does not come automatically. It comes by providing our students with a foundation of things to think while simultaneously teaching them how to think. Often this will look like an ordinary lecture or story, but even early elementary teachers should be asking probing questions and helping their students to do the same. With a strong basis in knowledge and the intellectual development that comes from asking and answering tough questions, our students will grow into effective thinkers.

Practical Guidance

- The schedule provides just enough time to offer a lesson and/or a seminar discussion of a topic or work. Each class period is thus used for instruction while homework is reserved for the home. Natural exceptions to this would be, for instance, in-class essay writing, the completion of a study guide, project, or lab, or the completion of sample problems or exercises to test comprehension prior to attempting the homework.
- Teachers should instruct from the front and center of the classroom, and in peripatetic fashion. If you move around the room while teaching it can help students focus. During seminar-style classes in the Upper School, teachers may sit.
- Pedagogy can include daily warm-ups, review of organizing principles or guiding questions, interactive lecture and discussion, Socratic questioning, seminar, debate, reading aloud, close reading, composition, recitation, call and response, demonstration, lab work, music and theatre performance, drawing and painting in art class, formative assessment, and summative assessment.
- Instructional methods to avoid include project-based instruction, group work, PowerPoint, films, fluffy games and activities, crafts, and methods that disturb learning in nearby classrooms. Research should rarely be a significant focus, especially in the lower grades.
- While students are working independently or testing, teachers should monitor students and move about the room to ensure students are on task and that student work is productive. Teachers may sit at their desks for brief periods of time while students are working.

- Class time is precious, and a minute lost is lost forever. A minute per day not used for instruction adds up to three 60-minute blocks of time, or about three and a half class periods, over the course of the school year. Lessons should begin promptly and end on time.

Using Videos for Instruction

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

Videos are typically of three kinds:

1. strictly educational, e.g., a NASA film on rockets;
2. videos of works read by students, e.g., *Pride and Prejudice*;
3. videos viewed for enjoyment and/or artistic value, e.g., *Citizen Kane*.

1. Educational films. Educational films may be shown at the discretion of each faculty member, so long as the selection to be viewed by the class does not run for more than 15 minutes in length. Faculty must view the entire video ahead of time to ensure that the content of the video is appropriate and applicable to the course. The teacher must have a clear rationale for how the video will advance the understanding of the students, and he/she must do some active teaching to integrate the video into the course (post-viewing discussion and/or writing assignment, requirement of note-taking, etc.). It is not adequate to show a video and let it speak for itself; a lifetime of television viewing likely means that when the "tube" is on, the student's mind is habitually off. Teachers must exert extra effort to counteract this unfortunate mental habit so common to the visual age in which we live.
2. Videos of works read by students. Since our school is deeply committed to the reading and understanding of original texts, the viewing of videos of works in the second category—works already read, or to be read—is generally prohibited. The video is a medium entirely different than the book, and is, indeed, another interpretation of the work. Further, a film/video of a work of literature limits the imaginative possibilities of the student, and can be misused as a shortcut to understanding it. In some cases, we do view screenplays of dramatic works we have already read to better understand the interpretive possibilities of stage performance. If a faculty member wishes to show a film in this category, the permission of the School Leader is required. Note that video biographies of authors should likewise not be shown. We read great literature because of what it is, not because of who wrote it; the great books are immeasurably more interesting and rewarding than are facts about the lives of their authors. Class time should always be devoted to these inexhaustible classics, not to biographical curiosity that distracts from the study of these works.

3. Videos viewed for enjoyment and/or artistic value. Videos of this last category are not permitted unless School Leader approval has been granted. There are some films that can offer insight into a historical period or an aspect of classical culture that may be appropriate for a specific course, but this determination will need to be made on a case-by-case basis.

Going Outside for Class

Generally speaking class should not take place outside. The distractions of the outdoors and the novelty of a change of pace often make it impossible for students to learn outside, although the idea does sound nice. Possible exceptions are few and far between, but could include an art lesson sketching from nature or a science lesson gathering natural objects for observation or a lab. In the grammar school, remember that students spend a great deal of time outdoors during recess and encourage them to gather nature samples for science class during that time.

Classroom Appearance

- Classroom décor should reflect the serious work that teachers in a classical school do. Teachers are encouraged to use posters and other decorative items that reflect the course content and a liberal arts environment.
- Classrooms should be clean, organized, and free of clutter. Student work should be displayed in an organized fashion. Truly excellent student work may be displayed on the Wall of Excellence for the whole school to see. We will host many visitors throughout the school year, and to these visitors we are an example of charter education in general and classical education in particular. It is important that we make a good first impression.
- Teachers should decorate the classroom in a way that doesn't cause damage to the walls, ceilings, or floors. Nothing larger than a small nail should be used to hang things on the walls. Teachers should not use tape to affix anything to a wall or window. Teachers may not paint classrooms except with prior permission. In decorating your classroom, avoid clutter. Simplicity is beautiful and gives students room to think.

Homework

General Guidance on Homework

- Every student will have some homework every day. Students in the elementary grades should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned.

- As a general rule, a student can expect 10 minutes of homework per grade level. So, a 1st grader will have approximately 10 minutes of homework per night and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students can expect to have 1.5 to 2 hours of homework per night. This assumes that students are studying efficiently, and it may take a few months for students to build the study skills required to do that. For tips on helping students study efficiently, look at *Study is Hard Work* by William Armstrong.
- Homework should be posted daily in the classroom, and reviewed orally at the beginning or at the end of class. It must also be printed in weekly elementary school newsletters, or for Upper School students, posted on [Online Gradebook] daily.

Don't Overdo It

Homework is important and necessary. It should be directed toward proper ends. What are those ends?

Homework is an essential part of learning. There is no doubt homework done right leads to sustained learning gains. Research from both cognitive science and generations of experience prove this to be true. Having said this, it is important to underscore the following: homework should be targeted and not assigned simply for the sake of giving homework. While we often say that we promote knowledge and learning for its own sake, we do not promote homework for its own sake.

Homework is important as it provides for practice of newly learned concepts, it enables students to prepare for what the class will do in the next day's lesson. Sometimes we can provide sufficient time in class for practice as well as for reading and other preparation for the next lesson. Whenever we can do this, we should. We ought to aim to complete as much in school as possible so that students' homework time is minimal. As we cannot always get it all done in class, we assign homework.

Students spend about 7½ hours per day in school. After a long day's effort, a typical child does not have much left in his intellectual fuel tank. Plus, he has other important waking-hour obligations outside of school, namely, those related to family time. These include the evening meal, chores, devotionals, leisure or play, and rest. We should keep all of this in mind as we plan our lessons and consider what homework to assign each day. While what we do with children at school is weighty and essential, we must always consider their lives beyond the school day and the nature of their human souls. Young people need rest and time to engage in other endeavors. We must strive to provide a vigorous learning experience for our children and avoid overextending them and extinguishing their love of learning.

What kind of targeted homework should we assign to students? There are three types of targeted homework:

- Practice: Quick practice of newly learned content is helpful (e.g. grammar, vocab, math facts or algorithms, recitations). The saying "practice makes perfect" does not only apply to music or athletics,

but it most definitely relates to learning academic facts and concepts. The age-old and classical adage "repetition is the mother of all learning" is apropos. There is no substitute for time on task. Students need practice if concepts are to become part of their long-term memory/learning. We can and should do a good part of this in class. Practice sometimes extends beyond the school day. Note: practice refers to concepts to which students have already been introduced in class. Do not send home new concepts for practice that they need to learn on their own.

- Preparation for new content that will be delivered the next day: Preparatory homework typically involves short assignments that include background reading and "hook exercises" or "preview assignments." These prepare students so they can hit the ground running when they enter class the next day (e.g. reading in history, literature, science, and in other disciplines prior to class discussions), this may involve annotating or answering a very brief number of guided reading questions. If a literature teacher is going to begin a new novel tomorrow, it helps a great deal if students have some background knowledge coming in. Background reading, and hooks or previews, help get students ready to learn. It is important to emphasize that you should not expect students to come in knowing every little detail about the evening reading, and we should emphasize that with the students themselves. The preparatory work is meant to get them ready for class the next day where the teacher will lead students into a deeper understanding of the content.
- Long-term assignments: Long-term assignments include extended essays, research papers, history or science fair projects, etc., and involve both work completed inside the classroom and work done at home, usually over an extended number of days. These are limited in number and geared more toward high school classes, although middle school students complete small projects from time to time. When this type of homework is assigned, other homework should be reduced or eliminated for a time, depending on the length and nature of the assignment, so the student can work on the long-term assignment.

What are some inappropriate uses of homework? 1) Homework should not be used to make up lost time in class whereby students are expected to learn essential content on their own. 2) Homework that falls under the categories of practice and preparation (#'s 1 and 2 above) should not be counted as major portions of students' grades. 3) Under no circumstance should homework be used as a form of punishment.

Tests and Quizzes

General Guidance

- Upper School

  - Tests: a test should take the average student 40-50 minutes to complete. Tests cover a unit of work (for example, a chapter or two in History or Science, a book in Literature, a unit of Grammar). Tests must be announced to the students in advance. It is also advised that teachers spend a class period, or a portion of a class period, reviewing the material that will be assessed. Teachers may not allow students to use their notes or book on tests.
  - Quizzes: a quiz should take the average student no more than 25 minutes to complete. Quizzes can cover anything from last night's reading homework to a portion of a unit. Quizzes may be announced or unannounced (pop quizzes). Teachers may choose to allow their students to use their notes on specific quizzes (such as reading quizzes or pop quizzes). Teachers should consult with their Department Head about this.
  - Exams: A 2-hour assessment is given in each class at the end of each semester. The assessment counts for 10% of the semester grade. Review sheets must be given to the students at least three weeks before the final exam date. Review sheets, exams, and exam answer keys must be approved by the Department Head.
- Lower School
  - Grades K-2: The content and amount of written work, including tests and quizzes, should depend on the class's place within the literacy and orthography. Students should not be writing beyond their phonemic awareness. History, Science, and Literature assessments at these grade levels may be oral, aural, or pictorial. The assessments for Literacy and Math are prescribed by the Literacy Essentials and Singapore Mathematics programs, respectively.
  - Grades 3-6: Students at these grade levels should not be held to the expectations outlined above for upper school students. However, teachers should be mindful of their students' abilities and progress throughout the year, and as they matriculate into grades 5 and 6, in order to create appropriate assessments. Tests at these grade levels should take the average student 20-35 minutes, depending on the specific grade level. Teachers should not give more than one test per day. A one- or two-page review sheet should be given to the students in advance.
  - Elementary school students will not have semester exams.
- Proctoring: Teachers are to actively proctor all assessments. Teachers should spread desks out as precautionary measures. Teachers must go over directions and answer questions before the test begins. Teachers must circulate frequently around the room and up and down the rows. Students are to raise their hand for tissues or to sharpen pencils.

Test Calendar

In 6th-8th no section of students may have more than one test, essay, or major project due on the same day. In 9th-12th, students may have 2 tests, essays, or major projects due on the same day, but no more than that. In all grades, teachers should not to give students more than 3 tests, essays, or major projects per week.

All teachers must record their tests, major quizzes, project due dates, or essay due dates on the shared test calendar for the relevant grade/section of students at least three days in advance of administering them. In other words, teachers for the same section may not administer two tests, or a test and a major quiz, on the same day to the same group of students, nor may they have an essay/project due on the same day as a test, or vice versa. It is acceptable to have a minor quiz on the same day as another teacher has a test (or essay due) for the same group of students. A "minor quiz" would be an evaluation that required no preparation by the student apart from their regular night's homework and which takes the students about 10 minutes of class time to complete. The test calendar does not apply to regular homework assignments.

The calendar works on a first-come, first-served basis, but teachers should be flexible and try to accommodate the reasonable needs of other teachers whenever possible. The purpose of the test calendar is to space out work for our students in a way that allows them to give each major assignment the attention it deserves and to give our students a manageable schedule.

Study Guides

It is important to make use of study guides in a thoughtful way. Used poorly, a study guide could cause students to think that their only task is memorization, not deeper thinking, or it could increase a student's anxiety about a text. Here are some general points about study guides to help you design them well:

- Open-ended questions as a study guide are better than a list of points to memorize. Sometimes both will be necessary, but do not reduce the content to a list of factual points.
- Use the study guide to show the parents and students that what we are teaching is fascinating, and it's open-ended, and it's food for rich discussion. (Remember that we are not going for mastery in all things. Some things can't be mastered.)
- In the elementary grades, the study guide should be no more than 1 page. Provide a list of questions on one side, and then answers on the flip side. Simple, straightforward.
- Open-ended questions are great: Rather than "List all of the steps of mitosis in order," say "Tell me about mitosis." A study guide worded this way makes it easier for parents to study with students at home.
- Remember that tests should be predictable. The study guide should be more challenging than the actual test. Use a study guide to show students the depth and complexity of the subject but then be very reasonable in your expectations for a test.

Grading of Tests and Test Corrections

A test is the student's opportunity to demonstrate comprehension. Tests and quizzes need to carry a high enough percentage of the final grade that a student cannot pass the subject without passing most of the tests. Suggestion: Tests and quizzes should be worth 40% of the grade.

It is a very good idea to have students do test corrections after a test so they have an opportunity to learn what they missed. But, don't include the grade for test corrections in the same category as the test itself—include it as a homework or participation grade. That way a student's grades will reflect whether or not he or she passed the test and understands the materials.

Grading

General Guidance

- A student's grade should reflect their mastery of the content in each subject matter. The mastery of that content will be achieved through the use of good study skills and habits, but it should reflect their knowledge of the content, primarily. In other words, in general, a student should not receive an F on their quiz because they did not write their name on it. It would be appropriate for them to lose a certain amount of points because they did not use the study skill of following directions, but if they know the material, they should pass the quiz. The opposite is also true. If they don't know the content at all, but follow directions perfectly, they should not pass the assignment. If a student is failing because they are not turning in their work, it is a behavioral problem. The teacher should reach out to the parents, and notify the administration.
- Be very intentional about assigning work that is appropriate to the grade level being taught. It will be helpful to discuss types of assignments with other teachers, especially those that teach the level above or below. Teachers should be communicating about the skills and abilities that students have mastered, are learning, will be learning in each grade.
- In general, items should be graded within a week of the due date. Projects, essays, and tests should be graded within two weeks of their due date. Please enter a missing assignment immediately in the gradebook for homework that is not turned in, even if you haven't graded the assignment yet. This enables you to follow the late work policy with consistency.
- When grades for a marking period (half a quarter) are finalized, any students who have failed a class (below 70%) will be ruled ineligible for school athletics or clubs for the following marking period.
- Remember that in classes students take for high school credit, students need to earn both half-credits to pass the course. So, earning a 90% in the first semester and then a 60% in the second semester doesn't count as passing. The student needs to get at least a 70% for both semesters. Keep this in mind if you have a student who is very close to passing but not quite there. It might be fair to give them an

opportunity to earn those last few percentage points rather than making it necessary for them to re-take the entire semester or year.

Grading Scale

In Kindergarten and 1st grade we will use the following marks:

E = Excellent performance
S = Satisfactory performance
N = Performance needs improvement
U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

Progress Reports

- The front office staff pulls progress reports from [Online Gradebook] at 2 p.m. on the fifth Wednesday of each quarter. Grades must be completed no later than noon on those days. Grades for the progress report should include assignments turned in through the prior Friday, at a minimum.
- At the beginning of the school year, it is important that each teacher sets up his grade book in [Online Gradebook] right away. Training will be provided regarding initial set-up of the gradebook.

Upper School teacher gradebook setups must be approved by Department Heads. Lower school teacher gradebook setups must be approved by Lead Teachers.

- Department Heads and Lead Teachers have viewing access to teacher gradebooks within their department/grade level(s). The School Leader and Assistant Principal have viewing access to all teachers' gradebooks.
- Students and parents should always have access to a student's own grades in the [Online Gradebook] gradebook.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) after each progress report.

Report Cards

- Report cards are mailed home at the end of each quarter, every 9 weeks.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) after each report card
- Thoughtful, specific, appropriate comments are encouraged for all students, and required for all students who have D's or F's (or "Needs Improvement" in the early elementary grades).
- Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.
- In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

V. Communication

Communication with Administration

On the Role of the School Leader

The School Leader at American Classical Academy is the sole report to the Board of Directors, and, as such, is ultimately responsible for managing all school operations. The role is similar to the role of a CEO in many organizations, with the unique difference being that the School Leader is also a teacher. Both the terms "principal" and "headmaster," which are traditional titles for a school leader, have their etymological roots in the idea of teaching—with the former referring to the "principal" or main teacher and the latter referring to the lead "master," which is an old word for teacher. While the School Leader at ACA is responsible for much more than teaching, he/she regards this as his first and essential function, as this is the first and essential function of the school.

Because the role of School Leader encompasses so much, he/she has delegated responsibility for specific areas and tasks across the faculty and staff. As much as possible, he/she recommends that concerns within the school be handled according to the principle of subsidiarity—at the most local level. If you have a concern, question, or recommendation, please bring it to the person who is most immediately responsible. If you are unable to resolve the matter at that level, you may bring the concern to the attention of the Assistant Principal or School Leader.

Finally, it is the established practice of the School Leader to support and defend the school and the actions taken by faculty and staff. We operate best as a team, and the School Leader will never intentionally undermine the good efforts of his/her employees, especially when communicating with those who are not an immediate part of that faculty/staff team. But faculty and staff should bear in mind that this is an established practice, not a policy, and it will be employed prudentially.

The Role of Other Administrators

- The Business Manager, alongside the School Leader, is responsible for the school's finances and physical plant. He/she manages human resources functions, budgets, payroll, security, and maintenance.
- The Assistant Principal, alongside the School Leader, is responsible for student discipline and school culture. He/she also teaches and/or acts as a substitute teacher.
- The Academic Dean, alongside the School Leader, is responsible for curriculum and teacher coaching. He/she also teaches and/or acts as a substitute teacher.

Staff Meetings

- Staff Meetings are held at 3:15 p.m. until 4:00 p.m. on Tuesdays.
- Attendance is compulsory. Do not make doctor, dentist, parent, or any other appointments during this time. Coaches are to have an assistant coach take practice, if possible. If an absence is necessary, it must be communicated in advance with the Academic Dean.
- Teachers are to read the Monday Staff Memos, which will include the details of the staff meeting. This is necessary for all staff members to be fully informed on all-school matters.

Communication with Faculty

General Guidance

Talking about one another in the right way is essential to preserving our relationships in the community. We should be positive about the other members of the community and never gossip. When an issue needs to be addressed, it should be done through clear and direct communication and only among the parties directly involved. This applies, of course, to faculty speaking about one another and the school.

Special care should be taken to speak about students charitably, especially when they are struggling. A student is entitled to a good reputation and to being well thought of by faculty and other students. Faculty should build up the student with positive reinforcement at every opportunity. In speaking among ourselves we should be careful to distinguish between constructive speech about students (i.e. speaking about a student's good qualities, or discussing a student's behavioral/academic struggles in a charitable manner with the aim of searching for some solutions) and idle chatter, such as venting our frustrations, blowing off steam, or mocking. The communication of a student's problems or wrongdoing should be made only to those with a "need to know," and only with the aim of working to solve those problems.

Faculty members are expected to comport themselves in a manner which brings honor to ACA and its student body. Dealings with students, parents, and the public must be courteous and professional.

In particular:

- Faculty should be addressed as Mr., Dr., Mrs., or Miss both by students and by other faculty members (when in the presence of students or parents). Academic titles should be used when appropriate.
- Parents should not be addressed by their first name unless the faculty member has a personal relationship with them.

- Inappropriate language (obscenity, profanity, or vulgarity), references, or contact between teacher and student, teacher and teacher, or teacher and parent will not be tolerated.

Lead Teachers

Lead teachers are to be helpful to their colleagues and they do not serve in a supervisory role. As appropriate, the School Leader will identify lead teachers within a grade or series of grades in the elementary school as an instructional leader among his/her peers. This person will assist with grade-level meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures.

Department Heads

Department Heads are to be helpful to their colleagues and they do not serve in a supervisory role, though they are responsible for presenting curricular changes to the School Leader. As appropriate, the School Leader will identify department heads within a subject area as a leader among his/her peers. This person will assist with department meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures. Department heads should be consulted on course syllabi and potential changes to the content, scope, or sequencing of the curriculum.

Grade Level Meetings

- Grade level meetings will initially be held on the first and third Mondays of the month at 3:15 p.m. For the upper school, they will be held only on third Mondays beginning the second quarter.
- Grade level meetings will be led by the Lead Teacher (elementary school) or the teacher designated by the School Leader/Assistant Principal (upper school).
- Grade level meetings allow for all of the teachers of a grade level to discuss cross-curricular challenges, issues, and ideas that are specific to that grade level. Teachers can strategize on how to best serve the students with Ds and Fs, as many times these students are failing multiple subject areas.

Department Meetings (upper school)

Each department (English, Math, History, Science, Latin/Modern Foreign Language, and Fine Arts/P.E.) will meet periodically as a team. The meetings will be led by the department head or the designee of the School Leader. Topics for discussion may include curriculum (resource needs, questions), vertical alignment, upcoming events (science fair, senior thesis defenses), etc.

With Parents

General Guidance

What to Do:

- Post a sign-up sheet for meetings outside your classroom and encourage parents to use it.
- Remember that parents need to hear the good along with the bad, and that you can establish a good relationship with parents by getting to know them through discussions about their child's successes. If a parent knows that you see the good in the student, conversations about discipline will be much more effective.
- Twice a week, email or call parents to say something positive about their child. Make a point of saying something nice about each student each semester.
- Notify parents directly if a student shows a sharp drop in behavior or performance, or performs poorly on a major assignment. No parent should be surprised by the grades or comments on a progress report or report card. No parent should be surprised by news that is shared at a conference.
- Keep emails brief, professional, and kind. If something requires a long discussion make that happen over the phone or in person.

What Not to Do:

- Don't use first names when talking with parents. Though your relationship may be close, it needs to remain professional at all times. Encourage parents to treat you with respect by signing emails with "Mr. or Ms." and your last name, and refer to them that way as well.
- Don't interact with parents or, of course, students via text message, and retain a formal tone in all of your correspondence. You are a professional and your communication should reflect the professional nature of your relationship with students and families.
- Don't interact with parents through social media. Parents should communicate with teachers via email and [Online Gradebook] only when talking about school business. Sometimes after a parent and teacher have known each other for a long time refusing to friend them on social media would be rude and do harm to the relationship. In these cases it's okay to connect with a parent on social media as long as you keep school related communication to email and [Online Gradebook] only.
- Don't talk about your work life on social media in a way that reflects negatively on the school or could be perceived that way. As an employee of the school you are a representative of the school even when you're not at work. Everything you write on Facebook or Instagram is public.

Parent Conferences

- Conferences are held for parents of every student at the end of the first quarter
- Conferences are held for parents of as many students as possible at the end of the third quarter, with scheduling preference given for parents of students who have D's or F's, and are in danger of repeating a course/grade level.
- Teachers should come to conferences prepared to discuss the really important things in specific terms. Remember that knowing a student's grades doesn't mean knowing the student, and that there are many important things happening at school that can't be explained in numbers and percentages. Sometimes it is helpful to put your gradebook to the side (parents can look at it from home, anyway). Instead, use your time with parents to get to the heart of the issue, talking about the virtues a student has displayed, the content he or she has been learning, and his or her enthusiasm for the life of the mind. These are the kinds of conferences that will be helpful in the long run.

Report Cards

- At the end of the second and fourth quarters, teachers should provide extensive comments on students' report cards. These comments serve in lieu of a parent-teacher conference, but are not a substitute for regular parent communication.
- As you prepare report card comments, consider the following:
    - Remember that your comments on the report card have several audiences and you should write with each of them in mind.
        - The parents. Our goal is to give them an accurate understanding of how their child is doing and information about how they can help us and their child at home. Remember that the subject of a child's progress is a very personal one to a parent, and accordingly we must be gentle. However do not shy away from telling the truth.
        - The student . Remember that your students are likely to read what you write, either now or in the future.
        - Your colleagues. These report cards will go into students' files in the office, and your colleagues will read them for years to come as the student gets older. Strive to give a thorough picture of how the student is currently doing, and give some information about what you are doing, too. Information like this is invaluable when a teacher is getting to know a student at the beginning of a new school year.
        - Your future self and other teachers writing letters of recommendation. Remember that report cards are often saved for years and years, and they will be read several times

over the course of a student's childhood. Take the time to make them worth reading and informative.

- Whenever possible, begin and end your comments by saying something positive about each student. There is no need to varnish the truth, but you should be as encouraging as you can. There is something good going on with every student.
- Be specific in your recommendations. Rather than say that "Student X needs to put in more effort," explain exactly what he needs to do better, like studying for tests the week before rather than the night before, or taking more careful notes. If a student is doing well, it is not enough to say "Student X is a bright student and I enjoy having her in class." Explain further. What is she particularly good at? What can she do to improve? There is always something.
- You should not copy and paste comments. Please write something original for each student.
- Your comments should explain how the student has been doing, but also what you have been doing to help. If you have discussed a student's difficulties with parents before and tried something different after speaking with them, mention that. For example, many Upper School students were struggling after 9 weeks because they weren't being consistent with their planners. If you have been helping by doing planner checks, mention that, and explain what results you've seen.
- The comments should be extensive, but even more important is that they are thoughtful. The quality of what you write will be determined by the thinking that you do before you sit down to write. Please don't expect to write all of your comments in one sitting. Write a few a day and really put some thought into them. How much you write will depend on who you teach. Here are some specific guidelines by grade and subject:
    - K-6 classroom teachers. Please say something specific about the student's performance in each subject. You should have at least 2 sentences about how your students have been doing in math, science, history, literature, and spelling/grammar. Treat these subjects separately.
    - K-5 Art, Music, and PE. You teach many students. You should communicate with parents throughout the year, making sure to keep a log and send meaningful notes for each student once per semester.
    - Upper school. Please write at least 3-4 thoughtful sentences about each student. Please address each student's academic performance in your class (knowledge of the material, study habits) and, if you know a student well, please say something about his or her character as well.
    - Special education. Please write 3-4 thoughtful sentences about the students you work with.

Volunteers

- Every year we request that our families prioritize volunteer time on campus. This means, we hope, that there will be more help from parents than ever before.
- Teachers, if you have a parent volunteering for your classroom, it is very important that you are clear about how the parent can be helpful. Don't be afraid to ask if you need something, and when you ask be very specific. The parent is there to help you, and could end up being very unhelpful if you aren't clear about what needs to be done.
- Also remember that you can never be too grateful to a parent, and that volunteers love to be thanked.

In IEP/504 Meetings

- Understand that an accommodation allows the student access to the regular curriculum. A modification is a change to the regular curriculum. Most of the time, we are working with accommodations.
- Teachers and members of the special services team should meet before the meeting to determine modifications/accommodations that will be suggested at the meeting.
- Before the meeting, have RTI data documented appropriately.
- The representative of the student services team will lead the meeting.
- Remember, students with a disability who qualify for a 504/IEP are required by federal law to receive whatever services they need to succeed in the classroom. Do not indicate that we will not/cannot provide certain services. We may suggest alternative accommodations/ modifications that fit in with our philosophy and school culture, but we can't deny a service that is needed.
- Our focus is on providing an education in the Least Restrictive Environment: the goal for modifications/ accommodations is as close to the normal classroom environment as possible.
- Be positive. Emphasize and point out the student's strengths.
- Keep in mind that we are working WITH the parents. The atmosphere should be that of a team meeting.
- Listen to the parents. Sometimes what is going on at school doesn't manifest at home, and sometimes what is going on at home doesn't happen at school.
- Refrain from attributing motivation to behavior. Point out observable behaviors at school, in an objective manner. For instance: Not "He daydreams during lecture", but "He is not able to answer check for understanding questions and he doesn't copy the notes from the board without frequent reminders."

Grievance Policy

- Teachers are subject to the same grievance policy as other members of the school community; that policy is detailed in the ACA Family Handbook.
- Faculty and staff grievances should be directed according to the principle of subsidiarity—in other words, direct grievances to the person or persons most local to the problem. If you are unable to resolve the matter at that level, you should approach the immediate supervisor.
- In cases where the grievance cannot be resolved at a lower level, you may approach the School Leader or another member of the ACA administration.
- If the School Leader is unable to resolve the complaint, you may register a formal grievance, in writing, to the Board of Directors. If you have failed to bring the grievance to the School Leader first, then the Board of Directors will automatically decline to respond.
- Concerns deserving of whistleblower status (regarding, among other things, violations of law or significant ethical concerns) may be brought directly to the School Leader, or, if the School Leader is implicated in these concerns, may be brought directly to the Board of Directors.

Communicating with the Media

- It is important that ACA speak with a single, unified voice when communicating with the Press. Should you be contacted by the media, please refer the contact to the School Leader.
- Only the School Leader and his/her designee are permitted to speak with members of the Press about ACA.
- It is the general practice of ACA to be open to public interest and inquiry, including inviting local media outlets to cover significant events and features at the school. All faculty and staff are expected to help participate in good communication with the public and the Press, and to be ambassadors of the school and the school community.
- At the direction of the School Leader or his/her designee, faculty and staff may be asked to participate in photos or stories for use in social or traditional media on behalf of the school or one of our institutional partners. Faculty and staff are not required to participate, but those who do not wish to participate should provide reasonable notice in writing to the School Leader. The school will make significant effort to honor requests for privacy, but may not be able to honor retroactive requests.

VI. Employee Procedures

Fingerprinting and Background Investigation

All faculty and staff are required to successfully pass a background check, which includes fingerprinting, before employment begins.

Security and Inspection

General Comments on Security

Maintaining the security of American Classical Academy's buildings and vehicles is every employee's responsibility. Employees must develop habits that ensure security as a matter of course.

- Always keep cash properly secured. An employee who is aware that cash is insecurely stored should immediately inform the person responsible.
- Employees should know the location of all alarms and fire extinguishers and be familiar with the proper procedure for using them.
- Employees leaving school premises should ensure that windows are shut and doors are locked. The last employee on the premises should make sure all entrances are properly locked and secured.
- Employees exiting the building after normal hours or on the weekend who leave a door unlocked or ajar will be subject to disciplinary action and may have their keys taken away.
- Employees who are given keys shall be responsible for the cost of lost keys and/or re-keying.
- Be watchful that no unauthorized or suspicious persons are on school property. Always check for identification badges on visitors and volunteers, and immediately report the presence of any suspicious persons to the School Leader or administrative team.
- Do not lend keys, security passes, or identification badges to anyone who is not authorized to possess them.
- The School is not responsible for loss or damage to personal property.

Security Procedures

- Security drills will always be announced, and drills will be used for all three kinds of security procedures (see below).
- In the event a security issue arises, it is important for teachers to keep students calm, take attendance, and make sure that all students are accounted for.
- The School Leader will decide when the building is safe and announce when to return to normal procedures.
- There are three general security procedures:

    - LOCKOUT: The outside doors are locked. Students are kept in the classroom. Transitions between buildings are suspended. A LOCKOUT may be called for in the event of threatening or violent behavior in the neighborhood or outside of the building.
    - LOCKDOWN: The outside doors are locked. All inside classroom doors are locked. Teachers should close the blinds and cover the door windows. Turn off the lights. Students should be quiet in a corner or closet. If any classes are outside, they should go to the nearest classroom. A LOCKDOWN may be called for a threat inside of the building.
    - EVACUATION: [Detail where students should go and any other expectations here.] An EVACUATION may occur in the case of a bomb threat, gas leak, or fire.
- Reminders:
    - Use common sense, especially in the first few weeks of school. Remember that new students are not familiar with all the rules and need your support.
    - The entire faculty and staff is to enforce compliance with school rules at all times, not just in the classroom.

Authority to Search

The School may exercise its right to inspect all classrooms, desks, and closed containers entering and leaving the premises. School rooms, furniture, and electronic devices are school property and may be subjected to searches at any time, with or without cause. Employee email accounts and other software-related tools purchased by the school are similarly the property of the school and may be subject to search.

Additional Emergency Procedures

ACA administration, in conjunction with local authorities and with approval from the Board of Directors, has developed an Emergency Procedures Manual to address a variety of possible emergencies. This manual is available for review in the school office, and questions about it can be directed to the Assistant Principal. Staff and faculty will be notified of any special roles they are expected to fill in specific emergencies.

Time-Off Requests

[Policy TBD]

Substitute Teachers

ACA administration endeavors to use a consistent pool of substitute teachers. These substitute teachers have already provided the necessary background checks and paperwork to the school, and they are generally familiar with the school's culture and expectations. In some cases, they may be invited to attend professional

development alongside fulltime members of the faculty. They are, however, part-time employees and they are a limited resource; it is therefore essential that faculty provide notice of planned leave as soon as possible so that a substitute can be secured.

Teaching Plans for Substitute Teachers

In the event of a planned absence or an absence that is not an emergency, teachers are expected to provide a set of plans to guide the substitute teacher. Plans should include the following:

- Contact information (including phone numbers) for your partner teacher or department head, the Academic Dean, the Assistant Principal, and the front office.
- A note listing the students who are especially helpful and those who can be difficult in class, along with tips for working with these students.
- A schedule of the day that begins with morning assembly and ends with afternoon pick up. Please provide detailed instructions for each lesson of the day and clear information about how the sub should handle assembly, recess, lunch, and pick-up.
- An explanation of classroom rules, including lining up, using the restroom, going to the drinking fountain, and rules for recess.
- Some instructions for classroom discipline, especially procedures or systems that are unique to your classroom (e.g., color charts).
- Enough material for one full lesson in each subject, including activities, worksheets (one copy for each student already made), and suggestions for reading material.
- Please leave behind a sheet that the sub can use to fill you in about the details of the day.
    - Which students were well or poorly behaved?
    - Which lessons were completed?
    - What else does the sub want to tell you?

Notably, several of the items on this list could easily be created at the beginning of the school year and adapted for use as necessary.

Emergency Substitute Plans

Teachers are required to have emergency plans, which will only be used if a teacher has an emergency that does not allow them to leave regular substitute plans. [Plan TBD.]

Professional Development and Reimbursement

Professional development is a high priority of American Classical Academy. All faculty members are expected to attend summer Barney Charter School InitiativeK-12 training, which is typically held the last few weeks of June.

Board members, administrators, faculty and staff should seek out opportunities to deepen or broaden both knowledge and ability to assure the highest quality professionals are working in the School. Reimbursement of such activities is at the discretion of the Board of Directors and School Leader. These activities include but are not limited to: courses, workshops, conferences, exchange programs, participation on committees, etc. The activity must be specifically tied to the area of teaching or role in the School to be considered. Availability of funds, time of request, cost of activity, and academic value will all play a role in the level of reimbursement available and the approval of the request.

ACA strives to provide resources that will cover both the cost of the activity and other expenses related to it (transportation lodging, meals). Faculty and staff are asked to be frugal, treating the School's funds as if they were their own. For activities that are away from the city or state, it is acceptable for family members to accompany a faculty or staff member or for the faculty of staff member to extend a stay to spend time with friends or family. However, these arrangements must be pre-approved and are at the expense of the attendee.

Mileage will be reimbursed at the current IRS mileage rates. Mileage will not be reimbursed for courses earning credit toward a degree. Reimbursement for mileage may not exceed the cost of an airline ticket, unless there is an overall savings to the school. To be reimbursed for driving, employees must submit an online map from the place of origin to the destination.

If multiple persons are attending the same event, one person will be designated the coordinator. The coordinator will ensure that all reimbursements submitted are approved and in order before the information is submitted to the business office for reimbursement.

Personnel Files

It is your responsibility to keep your personal contact information up-to-date. If you have a change in any of the following items, please be sure to notify the Business Manager as soon as possible:

- Legal name
- Home address or mailing address
- Home telephone number
- Emergency Contact
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver's license, if you operate any School vehicles

- Military or draft status
- Exemptions on your W-4 tax form
- Any other matters that will affect your status as an employee.

The school requires official transcripts and evidence of relevant licensure to be on file.
You may review your personal personnel file if you wish (unless information is restricted by law), and you may request and receive copies of all documents you have signed. To obtain these, please make arrangements with the administrative staff.

Observations and Evaluations

Observations

The school leader and Assistant Principal will observe classes frequently and provide teachers with copies of their observations promptly. Teachers can expect a formal observation to happen in the middle of the year and, if needed, close to the end of the year. These observations will be part of a teacher's annual evaluation.

Evaluations

In the spring teachers are asked to complete a self-evaluation form, which uses the same format as the evaluation form used by the school leader and Assistant Principal. These will be taken together as an annual evaluation and performance review. The primary reason for performance reviews is to develop better teachers, but it also serves to make teachers aware of and to document how their job performance compares to the goals and description of their job. The annual evaluation is also a good time to discuss interests and future goals.

VII. Employee Policies

Advertisement of Employment Opportunities

In order to attract the best faculty and staff, ACA strives to post all open positions on the School's website and utilize other local and national services. Questions regarding an opening or potential employment should be directed to the School Leader.

Harassment and Discrimination

Harassment and discriminatory behavior are not tolerated at the School and will be handled in accordance with School policy. The Board of Directors affirms the right of all students and staff to be protected from intimidation, discrimination, physical harm, and harassment.

Behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct, or other expressive behavior that demeans an individual or group. It likewise includes behavior that creates an intimidating, hostile, or demeaning environment for education.

Individuals or groups on school property or at school activities are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or "jokes."
- Physically threaten or harm an individual.
- Display demeaning visual or written material or deface school property or materials.
- Threaten to or actually damage, deface, or destroy private property of any person.

Anyone who believes that he has been the subject of harassment or discriminatory behavior is strongly encouraged to report the incident immediately to the School Leader or designee.

Confidentiality regarding all reports will be maintained whenever possible. The School Leader or designee will investigate reports about harassment or discriminatory behavior immediately.
Anyone who has witnessed harassment or discriminatory behavior should report the incident immediately to a teacher, School Leader, or designee. Confidentiality regarding all reports will be maintained whenever possible. (It is recognized that administrators and faculty have a greater role in implementing this policy and eliminating harassment.) Reports about harassment or discriminatory behavior will be investigated immediately.

Any student who violates this policy by engaging in the conduct defined above will be required to attend a meeting with his parent/guardian and the School Leader or designee. The student will be subject to appropriate disciplinary action including suspension or expulsion.

Any staff member who violates this policy by engaging in discriminatory conduct will be subject to appropriate disciplinary action. This action may range from a verbal reprimand to termination.

Sexual Harassment/Abuse

American Classical Academy maintains a working environment free from sexual harassment/abuse and insists that all faculty, staff, and students be treated with dignity, respect, and courtesy. Harassment/abuse on the basis of sex is a violation of federal law. In addition to being illegal, sexual harassment/abuse will be considered a breach of professional conduct. Any conduct or communication which constitutes sexual harassment/abuse is strictly prohibited. Any faculty or staff member guilty of such conduct will be subject to disciplinary action.

Sexual harassment/abuse is defined as unwelcome sexual advances, requests for sexual favors, and any other conduct of a sexual nature whereby:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including decisions to hire or terminate, promote or demote, or grant or deny privileges or benefits.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Prohibited conduct will include but not be limited to:

- Repeated, offensive sexual flirtations, advances, or propositions, verbal "kidding," abuse, or harassment;
- Continued or repeated verbal remarks of a sexual or demeaning nature;
- Graphic verbal commentaries about an individual's body;
- Sexually degrading words used to describe an individual;
- Displays of sexually suggestive objects or pictures;
- Sexually explicit language or jokes;
- Pressure for sexual activity;
- Unwelcome touching of any kind;
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

A faculty or staff member may file a report of sexual harassment with the School Leader or Board of Directors. Students may report a case of sexual harassment/abuse to a teacher or School Leader. All matters involving sexual harassment complaints will remain confidential to the extent possible. Reporting sexual harassment will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The School strongly encourages faculty and staff who believe they have been sexually harassed to report such incident using the following procedure. All faculty and staff, including those who file complaints, as well as those accused but found to be innocent, will be afforded protection from retaliation within the work environment.

- A faculty or staff member believing that he has been sexually harassed should immediately report the incident to the School Leader. If the School Leader is the alleged cause of the problem, or seems unwilling to resolve the issue, the faculty or staff member should contact the Board of Directors, preferably in writing.
- Every reported incident of sexual harassment will be thoroughly and promptly investigated by the School Leader. The School Leader, and all faculty and staff involved in the investigation, will respect the confidences and sensitivities of all persons involved in the incident. All involved individuals are expected to cooperate.
- If, after investigation, the School Leader determines that the charges of sexual harassment are substantiated, appropriate disciplinary actions will be taken. The disciplinary action may include, but is not limited to, a verbal warning, transfers, demotions, or terminations.
- The School Leader will promptly communicate to the faculty and staff involved the results of the investigation.
- If the alleged victim or the accused disagrees with the results of the investigation, an appeal may be made to the Board of Directors within five days of notification of the results. After considering the appeal, the Board of Directors will render the final decision regarding the incident.

The School insists that faculty and staff who suspect sexual harassment/abuse of a student report it to child protective services.

Drugs, Alcohol, and Tobacco

The School is a drug- and alcohol-free workplace. Drug and alcohol use by faculty or staff members is not tolerated on school premises. A conviction of an alcohol or drug related crime will result in termination.

Employees are responsible for notifying their supervisor or the School Leader, within 5 days of any arrest or conviction.

Smoking is prohibited in the building and on the property, including the parking lot. Faculty and staff are expected to set a positive example for students concerning the use of tobacco by following the district and state laws regarding tobacco possession and its use.

If drug use is suspected while an employee is at work or at any school-related event, the School may require a drug test. If an employee refuses the test, he or she may be terminated.

Family Education and Privacy Act (FERPA)

For more details on FERPA, see ACA's Family Handbook.

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, and non-compliance can result in the loss of those funds.

Confidential education records include, but are not limited to, student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. All Employees who work with or around education records are required to keep this information strictly confidential and secure in order to protect the rights of students.

FERPA provides that:

- Parents have the right to inspect and review their child's education, to the exclusion of third parties. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level ("Eligible Student").
- Parents and Eligible Students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about students, nor permit inspection of students' records, without written permission from the parent or eligible student, unless such action is covered by certain exceptions as stipulated in FERPA.

Intellectual Property Rights

American Classical Academy uses curricula, resources, and training from the Barney Charter School Initiative American Classical Education K-12 program, and these are provided through a licensing agreement. The materials themselves are the intellectual property of the American Classical Education K-12 program and should be treated accordingly.

In the course of work at ACA, teachers will develop curriculum maps, syllabi, assessments, and various other materials for use in their classrooms and the school community. With the exception of a teacher's own notes (e.g., lecture notes), these materials are the intellectual property of ACA. When teachers are no longer employed at the school for any reason, they must turn in copies of all such materials to the School Leader or his designee. Teachers wishing to keep and/or use these materials outside of ACA should consult with the School Leader.

The purpose of this arrangement is twofold: first, to establish that paid work done on behalf of ACA is the property of the school, not the individual staff, faculty, or consultant; second, to ensure that the school builds on its institutional knowledge and experience each year despite faculty turnover.

Outside Employment

The School expects that a full-time position at the School is the employee's primary employment. Any outside activity must not interfere with the employee's ability to perform properly the job duties at the School.

Tutoring, Private Coaching, and Private Lessons

ACA is a challenging school, and parents often ask teachers if they are willing to provide tutoring, private lessons, or individual athletic coaching outside of school hours. There are several types of tutoring available. If you would like to make yourself available for tutoring, please notify the Academic Dean. Please see below for guidelines.

- Tutoring from a teacher to a student enrolled in that teacher's class or on the coach's team: If a teacher or coach makes him or herself available before or after school to provide extra help, he or she may not charge the parent for providing that service, even if the parent offers to pay for it. Tutoring or coaching of this kind should always happen on campus or at the location of normal athletic practice.
- Tutoring from a teacher to a student not enrolled in that teacher's class: If a teacher is not responsible for grading a student, that teacher may accept money in exchange for tutoring or coaching the student as long as there is no other conflict of interest. Teachers may provide this service to students, but not on campus. They may charge the parent for the service. The recommended rate is $25-$30/hour, though teachers who tutor in advanced subjects like Calculus, advanced science, or philosophy may charge more—$40 or $50 per hour. If you are interested in making yourself available for private tutoring please let the Academic Dean know and he/she will add your name to the list of tutors available at the front office.
- Private tutoring from other school students: Successful ACA students in grades 9-12 may make themselves available for private tutoring on or off campus. Except in special circumstances, students should only tutor other students who are at least 2-3 grades younger. To apply to be a private tutor the student must first seek permission from the Academic Dean. After permission is granted the student's name will be added to the tutoring list available at the front office. The recommended rate for student tutoring is $15/hour.
- Tutoring from the National Honor Society: Members of the National Honor Society are available for tutoring during study hall. Students who receive NHS tutoring will be assigned a particular student to

work with. This is a free service—NHS members may not charge. NHS tutoring must always happen on campus.

Communications and Computer Systems Security and Usage

ACA's communication and computer systems are intended for business purposes and may be used only during working time; however, limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voicemail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

School administration may access the voicemail and e-mail systems and obtain the communications within the systems, including past voicemail and e-mail messages, without notice to users of the system, in the ordinary course of business when SJCA deems it appropriate to do so. The reasons for which ACA may obtain such access include, but are not limited to, maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

Further, ACA may review Internet usage to ensure that such use with Academy property, or communications sent via the Internet with Academy property, are appropriate.

Since School communication and computer systems are intended for business use, all employees, upon request, must inform administration of any private access codes or passwords. Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited. No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Non-Disparagement of the School

As an employee of ACA, faculty and staff members have a special responsibility to represent the School to our community and beyond, and disparaging comments made by employees about the School are likely to substantially hurt the School's reputation. The ACA Board and administration therefore expect that employees will not directly or indirectly defame, disparage, or publicly criticize the services, business, integrity, or reputation of the School, its Board, or its employees. Employees and former employees acting in violation of this expectation will be met with disciplinary consequences and/or legal action. Employees with grievances should follow the grievance protocols explained in this handbook and in the ACA Family Handbook.

Acknowledgement of Receipt and Staff Honor Code

This Faculty/Staff Handbook is an important document intended to help you become acquainted with American Classical Academy. This Handbook will serve as a guide; it is not the final word in all cases. Individual circumstances may call for individual attention.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the American Classical Academy Faculty/Staff Handbook, and your willingness to serve the School's mission and Staff Honor Code:

- I have received and read a copy of the Faculty/Staff Handbook. I understand that the policies, rules, and benefits described in it are subject to change at the sole discretion of the School's Board of Directors at any time. I understand that this Handbook replaces (supersedes) all other previous handbooks.
- I further understand that all employment with the School is "at will," which means that my employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or myself, except as otherwise provided by law.
- I understand that no employee agreement other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" employment relationship unless expressed in writing, with the understanding specifically set forth and signed by myself and the Board of Directors of the School. I specifically understand that this Faculty/Staff Handbook does not constitute a contract between the School and me.
- I am aware that during the course of my employment confidential information will be made available to me. I understand that this information must not be given out or used outside of the School's premises or with non-American Classical Academy Faculty and staff other than ACA's Board of Directors. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual.
- I understand that my signature below indicates that I have read and understand the above statements and have received a copy of the Faculty/Staff Handbook.
- Faculty Pledge: I pledge to encourage my students to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my students aspire to excellence in prudence, justice, moderation, courage, and wisdom. I will keep this pledge by my words and instruction, and also by my example.

Printed Name _____Position _____

Employee Signature _____ Date _____

Attachment H – Student Achievement Data

The foundation for ACAJM's plan to provide a high-quality Classical Education option for students and families throughout Madison County is built on its partnership with the Barney Charter School Initiative (BCSI). Established in 2010, BCSI offers a well-rounded liberal arts curriculum developed in partnership with scholars at Hillsdale College and is in a constant state of revision based on feedback from a growing network of 22 BCSI affiliated schools in 11 states. The BCSI curriculum, published as The American Classical Education K-12 Program Guide, was developed from the foundational tenets of several strong and proven academic programs, including The Core Knowledge Sequence, Singapore Math, and Literacy Essentials, and has included significant modification and continuous improvement from the experience of staff, faculty, and teachers from across the BCSI network of schools. This curriculum provides its affiliated schools with a road map to strong academic outcomes not only because of *what* it teaches, but *how* and *when*. It provides the basic curricular framework for teaching history, geography, literature, mathematics, science, visual arts, and music, with an emphasis on cultural literacy. Character development – and a deep appreciation for truth, goodness and beauty – is also an important priority. Students will be encouraged to identify and pursue virtue in a cultural environment in which integrity, decorum, respect, and discipline are expected and required.

It is acknowledged that the American Classical Education - K-12 Program Guide has evolved over time- using anecdotal and empirical evidence from stakeholders. Verbiage on page (viii) lays this out in the following manner:

The K-12 Program Guide is informed by several subject-specific curricula that are in print:

- The K-8 History and Science portions are based on the Core Knowledge Sequence, an original work of the Core Knowledge Foundation made available through licensing under a Creative Commons Attribution- NonCommercialShareAlike 4.0 International License.
- The K-3 Literacy portion is based on Literacy Essentials, by Access Literacy, LLC.
- The 3-6 Grammar portion is based on the Well-Ordered Language series.
- The K-6 Mathematics portion is based on Singapore Math.
- All other parts of the curriculum and related resources are the recommendation of BCSI personnel, and veteran BCSI school leaders and teachers.

By taking full advantage of training offered by BCSI and using The American Classical Education K-12 Program Guide with fidelity, BCSI-affiliated schools across the US have realized success in working toward a shared mission and vision. Additionally, these schools have shown great success in educating students in such a manner that allows them to show full evidence of their learning on state mandated and nationally administered standardized tests. It is clear that the intent of the curricula and teaching strategies is not to "teach to the test": The high achievement scores on the tests are simply evidence of the effective core knowledge and academic, scholarly skills honed by each student.

Since there are currently no BCSI-affiliated schools in Tennessee, for comparison's sake, this attachment contains data from schools in the state of Florida. Florida data from 2015-2021 has been used for the following reasons:

- With six, Florida currently has the greatest number of BCSI schools operating in one state.
- Because of the opening dates of the majority of these schools seven years of data have been included to show longitudinal effects.
- At the time of this writing, the Florida Department of Education offered the most complete data of all states with BCSI schools.
- Florida BCSI-affiliated schools are located in five distinct counties. ACE is applying to open schools in several Tennessee counties.
- 2022 NAEP data shows Florida and Tennessee to be similar in the populations of students with disabilities and English Learners:
    - Florida 4th grade Students with Disabilities- 19.4%
    - Tennessee 4th grade Students with Disabilities- 15.1%
    - Florida 4th grade EL students- 11.5%
    - Tennessee 4th grade EL students- 8.1%
    - Florida 8th grade Students with Disabilities- 19.7%
    - Tennessee 8th grade Students with Disabilities- 13.3%
    - Florida 8th grade EL students- 7%
    - Tennessee 8th grade EL students- 5%
- 2022 NAEP data shows Florida and Tennessee to be similar in achievement scores:
    - Grade 4 Math: Florida-241, Tennessee-236, National Average- 235
    - Grade 4 Reading: Florida-225, Tennessee-214, National Average- 216
    - Grade 8 Math: Florida-271, Tennessee-272, National Average- 273
    - Grade 8 Reading: Florida-260, Tennessee-258, National Average- 259

To this end, the following achievement data is presented as evidence of the success of schools and teachers who implement the American Classical Education K-12 Program Guide curricula and teach strategies with fidelity. These tables and initial analyses show that the BCSI affiliated schools out-perform the state average and same-county local schools lending credence to the efficacy of the curriculum, teacher training, use of instructional strategies and overall Classical Education philosophy of teaching.

Pineapple Cove Classical Academy of Palm Bay (Founded: 2015; Enrollment: 1027; Grades K-12)
Brevard County, Florida
Summary of Data: Since opening in 2015, ELA proficiency scores have far exceeded both the state of Florida and Brevard County levels. This is true for both grade band and cohort level analysis. For example the average third grade proficiency score from 2015 through 2021 for Palm Bay is 79.34% in comparison to Brevard County's 62.38% and the state's average of 56.22%. In looking at cohort longitudinal data, the third grade cohort of 2015 can be traced through their 2021 (eighth grade) state assessment performance. Please note that data for the 2019-20 school year is excluded because of canceled state testing. Therefore, students who began third grade in 2015 will include eighth grade data in 2020-21. Using cohort tracing, Palm Bay also outperformed Brevard County and Florida averages for "same cohort" data (3rd grade/2015 cohort through 8th grade/2021): Palm Bay 66.8%; Brevard County-57.28%; Florida-54.34%. Looking at math proficiency scores, Palm Bay again, consistently outscored both Brevard County and Florida in every grade band and every cohort. For example, in 5th grade math proficiency, Palm Bay students averaged a proficiency rate of 71.4 whereas Brevard County's average was 57.58 and Florida's was 56.72. Cohort data also shows Palm Bay students scoring higher than both the county and state: 6th grade cohort (2015-2021)- Palm Bay students, beginning 5th grade in 2015 and completing 10th grade in 2021 averaged 69.34% proficiency throughout their state testing. The same year's cohort of Brevard County students scored proficient 55.78 % and Florida's cohort were proficient 46.16%. Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" high proficiency data indicates the strong year-to-year vertical alignment of curricula and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized. Looking at the data tables, Palm Bay exceeded both grade band (3, 4, 5, 6, 7, 8, 9, 10) and cohort level data in each year it was collected compared to Brevard County and the state of Florida.

ELA PROFICIENCY DATA (2015/16 - 2020/21)			
	Palm Bay	Brevard Co.	Florida
Gr. 3 avg	79.34	62.38	56.22
Gr 4 avg	72.40	58.30	54.74
Gr 5 avg	70.84	57.46	53.86
Gr 6 avg	71.86	62.32	52.40
Gr 7 avg	67.95	55.90	50.40
Gr 8 avg	68.20	61.24	55.46
Gr 9 avg	68.55	59.16	52.18
Gr 10 avg	66.70	58.28	51.16

MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	Palm Bay	Brevard Co.	Florida
Gr. 3 avg	65.44	60.12	59.58
Gr 4 avg	69.50	60.54	60.22
Gr 5 avg	71.40	57.58	56.72
Gr 6 avg	67.30	66.86	50.34
Gr 7 avg	80.25	64.22	55.74
Gr 8 avg	71.00	63.60	60.90
Gr 9 avg	79.05	61.92	56.42
Gr 10 avg	65.60	39.60	38.62

SAME COHORT DATA: ELA AND MATH PROFICIENCY SCORES- PALM BAY, BREVARD COUNTY, STATE OF FLORIDA								
	Gr 3 (2015-21)	Gr 4 (2015-21)	Gr 5 (2015-21)	Gr 6 (2015-19)	Gr 7 (2016-19)	Gr 8 (2017-19)	Gr 9 (2018-19)	Gr 10 (2020-21)
PALM BAY- ELA	66.80	69.76	64.66	74.72	71.07	71.25		
BREVARD CO.- ELA	57.28	58.2	58.34	62.1	60.60	61.05		
FLORIDA- ELA	54.34	51.58	52.42	54.05	53.47	52.10		
PALM BAY- MATH	66.5	73.92	65.92	69.34	69.67	68.2	68.35	65.60
BREVARD CO-MATH	60.34	60.94	57.34	55.78	51.38	49.075	43.2	31.1
FLORIDA- MATH	58.86	55.06	51.04	48.66	46.16	46.02	35.47	31.55

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

BREVARD COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	5,600	59.70%	5,623	65.00%	5,273	63.50%	5,291	64.10%	5,102	59.60%
04–Fourth	5,064	56.70%	5,476	58.20%	5,571	56.90%	5,376	61.20%	4,997	58.50%
05–Fifth	5,160	55.80%	5,177	59.30%	5,511	54.10%	5,613	59.50%	4,988	58.60%
06–Sixth	5,196	62.60%	5,250	63.90%	5,252	62.70%	5,621	60.40%	5,196	62.00%
07–Seventh	5,016	55.50%	5,214	59.10%	5,301	55.60%	5,284	57.60%	5,283	51.70%
08–Eighth	5,209	63.00%	5,046	62.20%	5,210	64.50%	5,262	62.50%	5,243	54.00%
09–Ninth	5,422	58.00%	5,462	60.70%	5,347	60.20%	5,447	62.20%	5,115	54.70%
10–Tenth	5,276	58.30%	5,234	58.40%	5,250	61.40%	5,166	59.40%	4,994	53.90%

PALM BAY- BREVARD COUNTY										
ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	54	77.80%	69	84.10%	87	77.00%	88	80.70%	70	77.10%
4	38	65.80%	58	74.10%	63	77.80%	69	68.10%	84	76.20%
5	40	57.50%	40	70.00%	64	65.60%	65	78.50%	86	82.60%
6	42	85.70%	42	71.40%	44	72.70%	55	52.70%	99	76.80%
7	.	.	58	70.70%	55	67.30%	49	65.30%	89	68.50%
8	.	.	.	.	56	80.40%	53	60.40%	94	63.80%
9	.	.	.	.	.	.	29	62.10%	68	75.00%
10	.	.	.	.	.	.	.	.	33	66.70%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

BREVARD COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	5,597	60.50%	5,639	62.90%	5,305	61.80%	5,296	61.00%	5,075	54.40%
4	5,119	60.00%	5,501	61.20%	5,604	59.50%	5,380	63.60%	5,012	58.40%
5	5,190	57.10%	5,207	58.10%	5,540	58.40%	5,605	60.10%	4,991	54.20%
6	5,218	67.60%	5,281	68.20%	5,282	68.40%	5,617	67.40%	5,194	62.70%
7	4,947	65.90%	5,183	64.50%	5,187	65.70%	5,199	67.10%	5,303	57.90%
8	5,305	67.40%	5,233	65.50%	5,396	63.50%	5,363	67.40%	5,567	54.20%
9	4,613	62.80%	4,468	65.30%	3,753	66.20%	3,936	64.20%	5,936	51.10%
10	4,617	48.50%	4,239	45.90%	2,432	37.40%	2,503	37.90%	3,751	28.30%
11	2,224	24.10%	2,196	26.00%	769	20.90%	912	26.20%	1,386	19.10%
12	342	15.80%	411	18.20%	234	18.80%	269	14.10%	248	21.40%

PALM BAY- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	54	57.40%	70	75.70%	86	48.80%	88	68.20%	70	77.10%
4	37	56.80%	58	70.70%	63	84.10%	69	66.70%	85	69.40%
5	40	40.00%	39	64.10%	64	75.00%	65	96.90%	84	81.00%
6	42	57.10%	43	62.80%	44	77.30%	55	67.30%	100	72.00%
7	.	.	58	74.10%	55	78.20%	50	90.00%	89	78.70%
8	.	.	.	.	56	67.90%	53	83.00%	95	62.10%
9	.	.	.	.	.	.	30	76.70%	70	81.40%
10	.	.	.	.	.	.	.	.	32	65.60%
11	.	.	.	.	.	.	.	.	10	60.00%

Pineapple Cove Classical Academy at West Melbourne (Founded: 2018; Enrollment: 824; Grades K-8)
Brevard County, Florida
Summary of Data: Since opening in 2018, Pineapple Cove Classical Academy at West Melbourne's ELA proficiency scores have far exceeded both the state of Florida and Brevard County levels. For example, the average third grade proficiency score from 2018 through 2021 for Pineapple Cove Classical Academy at West Melbourne is 79.5% in comparison to Brevard County's 62.38% and the state's average of 56.22%. Of all grade band proficiency scores recorded in ELA and math, only one did not exceed the district or state level: 3rd grade math. West Melbourne's proficiency rate was 54.9% with Brevard County (60.12) and Florida (59.58) scoring higher. It should be noted, however, that the 2018 cohort of students who scored a 50% proficiency rate as third graders earned 75.6% proficiency as fifth graders in 2020. (Data was not collected in 2019 due to testing cancellation.) Looking at math proficiency scores, Pineapple Cove Classical Academy at West Melbourne again, consistently outscored both Brevard County and Florida in every grade band. For example, in 5th

grade math, Pineapple Cove Classical Academy at West Melbourne students averaged a proficiency rate of 72.3 whereas Brevard County's average was 57.58 and Florida's was 56.72. Cohort data also shows West Melbourne's students scoring higher than both the county and state.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" proficiency data indicates the strong year-to-year vertical alignment of curriculum and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized.

Looking at the data tables, Pineapple Cove Classical Academy at West Melbourne exceeded grade band (3,4,5,6,7,8) data for ELA and MATH in each year it was collected compared to Brevard County and the state of Florida.

ELA PROFICIENCY DATA (2018/19 - 2020/21)			
	West Melbourne	Brevard County	Florida
Gr. 3 avg	79.50	62.38	56.22
Gr 4 avg	69.75	58.30	54.74
Gr 5 avg	78.45	57.46	53.86
Gr 6 avg	73.90	62.32	52.40
Gr 7 avg	66.00	55.90	50.40
Gr 8 avg	74.00	61.24	55.46

MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	West Melbourne	Brevard County	Florida
Gr. 3 avg	54.90	60.12	59.58
Gr 4 avg	67.95	60.54	60.22
Gr 5 avg	72.30	57.58	56.72
Gr 6 avg	77.90	66.86	50.34
Gr 7 avg	69.60	64.22	55.74
Gr 8 avg	74.00	63.60	60.90

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

BREVARD COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	5,600	59.70%	5,623	65.00%	5,273	63.50%	5,291	64.10%	5,102	59.60%
04–Fourth	5,064	56.70%	5,476	58.20%	5,571	56.90%	5,376	61.20%	4,997	58.50%
05–Fifth	5,160	55.80%	5,177	59.30%	5,511	54.10%	5,613	59.50%	4,988	58.60%
06–Sixth	5,196	62.60%	5,250	63.90%	5,252	62.70%	5,621	60.40%	5,196	62.00%
07–Seventh	5,016	55.50%	5,214	59.10%	5,301	55.60%	5,284	57.60%	5,283	51.70%
08–Eighth	5,209	63.00%	5,046	62.20%	5,210	64.50%	5,262	62.50%	5,243	54.00%
09–Ninth	5,422	58.00%	5,462	60.70%	5,347	60.20%	5,447	62.20%	5,115	54.70%
10–Tenth	5,276	58.30%	5,234	58.40%	5,250	61.40%	5,166	59.40%	4,994	53.90%

WEST MELBOURNE- BREVARD COUNTY				
ELA PROFICIENCY SCORES				
FLORIDA STANDARDS ASSESSMENTS				
Year	2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	71	76.10%	87	82.80%
4	63	63.50%	75	76.00%
5	42	81.00%	83	75.90%
6	42	71.40%	55	76.40%
7			50	66.00%
8			50	74.00%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

BREVARD COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	5,597	60.50%	5,639	62.90%	5,305	61.80%	5,296	61.00%	5,075	54.40%
4	5,119	60.00%	5,501	61.20%	5,604	59.50%	5,380	63.60%	5,012	58.40%
5	5,190	57.10%	5,207	58.10%	5,540	58.40%	5,605	60.10%	4,991	54.20%
6	5,218	67.60%	5,281	68.20%	5,282	68.40%	5,617	67.40%	5,194	62.70%
7	4,947	65.90%	5,183	64.50%	5,187	65.70%	5,199	67.10%	5,303	57.90%
8	5,305	67.40%	5,233	65.50%	5,396	63.50%	5,363	67.40%	5,567	54.20%
9	4,613	62.80%	4,468	65.30%	3,753	66.20%	3,936	64.20%	5,936	51.10%
10	4,617	48.50%	4,239	45.90%	2,432	37.40%	2,503	37.90%	3,751	28.30%
11	2,224	24.10%	2,196	26.00%	769	20.90%	912	26.20%	1,386	19.10%
12	342	15.80%	411	18.20%	234	18.80%	269	14.10%	248	21.40%

WEST MELBOURNE- BREVARD COUNTY MATH PROFICIENCY SCORES FLORIDA STANDARDS ASSESSMENTS				
Year	2018–19		2020–21	
Grade Level	# of Students	% of Students (Level 3 & Above)	# of Students	% of Students (Level 3 and Above)
3	70	50.00%	87	59.80%
4	63	55.60%	76	80.30%
5	42	69.00%	82	75.60%
6	42	66.70%	55	89.10%
7			46	69.60%
8			48	68.80%

St. John's Classical Academy (Founded: 2017, Enrollment: 795, Grades: K-12)
Clay County Fleming Island, Florida
Summary of Data: Since opening in 2017, St. John's Classical Academy's ELA proficiency scores have far exceeded both the state of Florida and Clay County levels in every grade ban. For example, the average third grade proficiency score from 2017 through 2021 for St. John's Classical Academy is 76% in comparison to Clay County's 66.28% and the state's average of 56.22%. Looking at math proficiency scores, St. John's outscored both Clay County and Florida in two grade bands but fell below the county or state in the others. For example, in 5th grade math proficiency, St. John's Classical Academy students averaged a proficiency rate of 50.83% whereas Clay County's average was 60.22 and Florida's was 56.72. Cohort data, however, shows St. Johns closing the gap significantly. For example, although the average proficiency rate for St. John's 4th graders from 2017 through 2021 is 45.53 (compared to the county's 65.26% and the state's 60.22%), by looking at the cohort data, significant growth is seen.

The 2017 4th grade cohort improved their longitudinal proficiency rate to 62.87 by 2021. The district's fourth grade cohort, however, averaged a lower (58.70) average proficiency rate by 2021 for the same group of students. In a parallel manner, the state's cohort average for those students who were 4th graders in 2017 decreased to 57.10%. The cohort data shows that while the students in this sub-group at St. Johns may have begun elementary with very low math skills (4th grade proficiency was 20%, by the time they reached 7th grade their proficiency rate was 62% proficiency.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" proficiency data indicates the strong year-to-year vertical alignment of curriculum and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized. Even when students enter the school with low or deficient skills, with the guidance and direction of the teachers, these students are exhibiting growth- sometimes in significant numbers.

Looking at the data tables, St. John's Classical Academy exceeded both grade band (3,4,5,6,7,8) and cohort level data for ELA in every category. In math, growth is clearly seen by the increase in cohort proficiency.

ELA PROFICIENCY DATA (2017/18 - 2020/21)			
	St. Johns	Clay Co.	Florida
Gr. 3 avg	76.00	66.28	56.22
Gr 4 avg	64.23	60.68	54.74
Gr 5 avg	62.63	58.72	53.86
Gr 6 avg	65.33	63.12	52.40
Gr 7 avg	58.23	54.80	50.40
Gr 8 avg	68.43	61.08	55.46
Gr 9 avg	70.55	55.94	52.18
Gr 10 avg	55.60	54.60	51.16

MATH PROFICIENCY DATA (2017/18 - 2020/21)			
	St. Johns	Clay Co.	Florida
Gr. 3 avg	63.70	67.46	59.58
Gr 4 avg	45.53	65.26	60.22
Gr 5 avg	50.83	60.22	56.72
Gr 6 avg	46.00	67.02	50.34
Gr 7 avg	67.20	61.64	55.74
Gr 8 avg	61.10	67.80	60.90
Gr 9 avg	81.75	61.42	56.42
Gr 10 avg	48.30	55.62	38.62

SAME COHORT DATA: ELA AND MATH PROFICIENCY SCORES- ST. JOHNS- CLAY COUNTY, STATE OF FLORIDA						
	Gr 3 (2017-21)	Gr 4 (2017-21)	Gr 5 (2017-21)	Gr 6 (2017-21)	Gr 7 (2017-21)	Gr 8 (2017-21)
ST JOHNS- ELA	67.37	62.87	64.93	62.13	62.27	66.30
CLAY COUNTY- ELA	65.70	58.70	60.53	59.00	56.53	63.90
FLORIDA- ELA	55.83	53.20	53.83	51.13	52.70	53.60
ST JOHNS- MATH	67.37	62.87	64.93	62.13	62.27	66.30
CLAY CO-MATH	69.63	59.47	66.47	63.60	54.80	49.17
FLORIDA- MATH	56.70	57.10	56.6	53.13	49.57	45.6

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

CLAY COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	2,656	62.80%	2,683	69.70%	2,623	67.80%	2,687	67.90%	2,611	63.20%
04–Fourth	2,694	56.00%	2,684	61.00%	2,737	61.50%	2,725	64.00%	2,560	60.90%
05–Fifth	2,603	53.20%	2,816	58.60%	2,765	58.60%	2,842	62.10%	2,709	61.10%
06–Sixth	2,666	62.60%	2,698	60.40%	2,968	63.10%	2,936	64.20%	2,754	65.30%
07–Seventh	2,725	50.50%	2,743	57.70%	2,770	54.50%	3,028	58.80%	2,925	52.50%
08–Eighth	2,668	59.00%	2,815	59.00%	2,813	66.50%	2,822	62.10%	2,896	58.80%
09–Ninth	2,885	52.30%	2,773	55.10%	2,955	55.90%	2,906	61.30%	3,068	55.10%
10–Tenth	2,828	54.10%	2,974	51.10%	2,792	57.90%	2,921	56.90%	2,858	53.00%

ST. JOHNS- CLAY COUNTY						
ELA PROFICIENCY SCORES- FL. STANDARDS ASSESSMENT						
Year	2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	40	77.50%	55	72.70%	72	77.80%
4	40	65.00%	64	59.40%	63	68.30%
5	40	50.00%	60	66.70%	66	71.20%
6	41	61.00%	63	69.80%	66	65.20%
7	40	60.00%	64	57.80%	65	56.90%
8	22	59.10%	52	71.20%	56	75.00%
9	.	.	34	73.50%	37	67.60%
10	.	.	.	.	27	55.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

CLAY COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	2,656	66.10%	2,709	67.20%	2,637	70.30%	2,674	71.40%	2,603	62.30%
4	2,710	62.80%	2,718	65.10%	2,752	66.40%	2,728	69.40%	2,569	62.60%
5	2,616	54.80%	2,847	57.40%	2,780	65.40%	2,842	64.10%	2,703	59.40%
6	2,670	61.70%	2,727	65.50%	2,993	68.30%	2,941	70.40%	2,807	69.20%
7	2,725	64.30%	2,751	65.00%	2,775	62.30%	2,788	68.70%	2,267	47.90%
8	2,681	71.50%	2,873	67.70%	2,816	69.80%	3,067	66.40%	3,679	63.60%
9	2,901	62.80%	2,792	68.20%	2,852	61.80%	2,614	60.50%	3,629	53.80%
10	2,389	62.70%	2,221	65.20%	1,562	56.50%	1,411	58.00%	2,519	35.70%
11	1,602	32.00%	1,333	34.00%	749	19.40%	625	18.60%	919	17.20%
12	132	25.80%	245	25.70%	98	37.80%	104	21.20%	85	17.60%

ST JOHNS- MATH PROFICIENCY SCORES FLORIDA STANDARDS ASSESSMENTS						
Year	2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	40	50.00%	53	67.90%	71	73.20%
4	40	20.00%	64	54.70%	63	61.90%
5	39	48.70%	60	41.70%	66	62.10%
6	41	26.80%	63	46.00%	66	65.20%
7	39	61.50%	64	78.10%	50	62.00%
8	23	43.50%	52	63.50%	76	76.30%
9	.	.	33	93.90%	46	69.60%
10	.	.	.	.	29	48.30%

Treasure Coast Classical Academy (Founded: 2019, Enrollment: 1183, Grades: K-8)
Martin County Stuart, Florida

Summary of Data:
Since opening in 2019, Treasure Coast Classical Academy's ELA proficiency scores have far exceeded both the state of Florida and Martin County levels. For example, the average third grade proficiency score from 2019 through 2021 for Treasure Coast Classical Academy is 68.20% in comparison to Martin County's 55% and the state's average of 56.22%.

Looking at math proficiency scores, Treasure Coast Classical Academy again, consistently outscored both Martin County and Florida in every grade band. For example, in 6th grade math proficiency, Treasure Coast Classical Academy students averaged a proficiency rate of 68% whereas Martin County's average was 54% and Florida's was 50.34. Cohort data also shows Treasure Coast students scoring higher than both the county and state.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. Since this school has recently opened, there is no same cohort

Looking at the data tables, Treasure Coast Classical Academy exceeded all grade band (3, 4, 5, 6, 7) proficiency rates for ELA in each year it was collected compared to Martin County and the state of Florida. In MATH, Treasure Coast Classical Academy exceeded the proficiency rates of the county and state in grades 3, 6, and 7, but fell short of the state average in grades 4 and 5.

ELA PROFICIENCY DATA (2015/16 - 2020/21)			
	Treasure Coast	Martin Co.	Florida
Gr. 3 avg	68.20	55.04	56.22
Gr 4 avg	71.70	53.78	54.74
Gr 5 avg	62.30	55.16	53.86
Gr 6 avg	76.00	56.84	52.40
Gr 7 avg	73.40	54.52	50.40

MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	Treasure Coast	Martin Co.	Florida
Gr. 3 avg	64.80	49.60	59.58
Gr 4 avg	57.70	50.10	60.22
Gr 5 avg	49.60	50.90	56.72
Gr 6 avg	68.00	54.00	50.34
Gr 7 avg	73.10	59.10	55.74

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

MARTIN COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	1,385	52.80%	1,395	59.60%	1,378	56.90%	1,398	53.60%	1,273	52.30%
04–Fourth	1,358	51.60%	1,310	56.60%	1,323	55.20%	1,290	57.00%	1,505	48.50%
05–Fifth	1,337	54.00%	1,394	53.90%	1,327	58.30%	1,317	55.40%	1,312	54.20%
06–Sixth	1,308	56.40%	1,330	59.50%	1,416	56.10%	1,323	57.00%	1,318	55.20%
07–Seventh	1,295	56.10%	1,322	55.50%	1,344	56.50%	1,446	52.90%	1,305	51.60%
08–Eighth	1,417	65.00%	1,345	62.60%	1,358	62.80%	1,377	61.70%	1,278	51.30%
09–Ninth	1,458	60.40%	1,530	62.00%	1,451	61.40%	1,488	60.80%	1,400	53.30%
10–Tenth	1,523	63.50%	1,449	60.00%	1,514	59.20%	1,436	58.80%	1,338	60.20%

TREASURE COAST- MARTIN COUNTY		
ELA PROFICIENCY- FL STANDARDS ASSESSMENT		
2020–21		
Grade Level	# of Students	% of Students Level 3 & Above
3	129	68.20%
4	138	71.70%
5	114	62.30%
6	146	76.00%
7	94	73.40%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

TREASURE COAST- MARTIN COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students
3	128	64.80%
4	137	57.70%
5	113	49.60%
6	147	68.00%
7	93	73.10%

Jacksonville Classical Academy (Founded: 2020, Enrollment: 758, Grades: K-7)
Duval County Jacksonville, Florida
Summary of Data: Since opening in 2020, Jacksonville Classical Academy's ELA proficiency rates have not exceeded the state of Florida or Duval County levels. For example, the average third grade proficiency score from 2020 through 2021 for Jacksonville Classical Academy is 42.4% in comparison to Duval County's 50.12% and the state's average of 56.22%. Looking at math proficiency scores, Jacksonville Classical Academy again, fell short of Duval County and Florida in most every grade band with grade six performing better in math. For example, in 5th grade math proficiency, Jacksonville Classical Academy students averaged a proficiency rate of 31.7% whereas Duval County's average was significantly higher at 51.90% and the state's at 56.72. It will be of great importance to track the cohort proficiency rates of this population of students. Hillsdale affiliated schools often see lower student proficiency rates in the first two years of opening while also experiencing significant growth. By tracking the cohort data, the school will be able to identify gaps in teaching strategies, or content.

ELA PROFICIENCY DATA (2020/21)					**MATH** PROFICIENCY DATA (2020/21)			
	Jacksonville	Duval Co.	Florida			Jacksonville	Duval Co.	Florida
Gr. 3 avg	42.40	50.12	56.22		Gr. 3 avg	30.00	50.50	59.58
Gr 4 avg	44.70	48.58	54.74		Gr 4 avg	34.20	53.10	60.22
Gr 5 avg	35.70	48.64	53.86		Gr 5 avg	31.70	51.90	56.72
Gr 6 avg	50.60	44.18	52.40		Gr 6 avg	51.20	39.10	50.34

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

DUVAL COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &
03–Third	10,996	49.80%	11,119	51.30%	11,175	50.30%	10,585	50.80%	9,835	48.40%
04–Fourth	10,106	45.90%	9,981	51.90%	10,296	48.90%	10,370	52.00%	9,756	44.20%
05–Fifth	9,323	45.70%	9,946	48.00%	9,890	50.70%	10,168	50.40%	9,194	48.40%
06–Sixth	8,860	43.70%	8,924	43.40%	9,475	43.50%	9,397	46.80%	8,837	43.50%
07–Seventh	8,462	42.60%	8,722	43.80%	8,771	41.40%	9,371	43.70%	8,584	39.20%
08–Eighth	8,216	54.00%	8,524	49.90%	8,645	50.60%	8,699	48.80%	8,339	46.70%
09–Ninth	8,394	45.20%	8,017	49.50%	8,137	48.10%	8,588	47.80%	8,197	42.40%
10–Tenth	7,954	43.60%	8,051	45.20%	7,865	49.20%	7,897	48.40%	7,537	45.50%

JACKSONVILLE CLASSICAL- DUVAL COUNTY		
ELA PROF - FL STANDARDS ASSESSMENT		
2020–21		
Grade Level	# of Students	% of Students Level 3 & Above
3	59	42.40%
4	38	44.70%
5	42	35.70%
6	85	50.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

DUVAL COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020–21	
Grade Level	# of Students	% of Students Level 3 & Above
3	9,803	50.50%
4	9,888	53.10%
5	9,258	51.90%
6	8,636	39.10%
7	8,591	45.00%
8	9,007	48.70%
9	6,538	48.50%
10	5,520	23.60%
11	3,412	11.70%
12	826	9.90%

JACKSONVILLE- DUVAL COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	60	30.00%
4	38	34.20%
5	41	31.70%
6	84	51.20%

Tallahassee Classical School (Founded: 2020, Enrollment: 530, Grades: K-9)
Leon County Tallahassee, Florida
Summary of Data: Since opening in 2020, Tallahassee Classical Academy's ELA proficiency rates have not met or exceeded the state of Florida or Leon County levels with slight increases in 4th and 7th. For example, the average third grade proficiency score from 2020 through 2021 for Tallahassee Classical Academy is 54.3% in comparison to Leon County's 59.94% and the state's average of 56.22%.. Looking at math proficiency scores, Tallahassee Classical Academy again, is currently short of Duval County and Florida in most grade bands except 3rd and 7th being slightly higher. It will be of great importance to track the cohort proficiency rates of this population of students. Hillsdale affiliated schools often see lower student proficiency rates in the first two years of opening while also experiencing significant growth. By tracking the cohort data, the school will be able to identify gaps in teaching strategies, or content.

ELA PROFICIENCY DATA (2020/21)					**MATH** PROFICIENCY DATA (2020/21)			
	Tallahassee	Leon Co.	Florida			Tallahassee	Leon Co.	Florida
Gr. 3 avg	54.30	59.94	56.22		Gr. 3 avg	66.70	50.30	59.58
Gr 4 avg	61.80	57.52	54.74		Gr 4 avg	54.30	49.30	60.22
Gr 5 avg	44.40	56.92	53.86		Gr 5 avg	41.30	48.70	56.72
Gr 6 avg	51.50	54.12	52.40		Gr 6 avg	50.00	46.10	50.34
Gr 7 avg	55.60	53.38	50.40		Gr 7 avg	63.00	51.20	55.74

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

LEON COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	2,716	61.30%	2,732	61.80%	2,684	61.30%	2,585	61.00%	2,398	54.30%
04–Fourth	2,498	60.40%	2,619	58.80%	2,652	57.50%	2,600	57.30%	2,380	53.60%
05–Fifth	2,496	57.10%	2,455	60.90%	2,619	56.80%	2,668	55.70%	2,228	54.10%
06–Sixth	2,430	54.00%	2,421	54.20%	2,332	56.50%	2,514	54.40%	2,224	51.50%
07–Seventh	2,268	54.20%	2,436	53.30%	2,346	54.50%	2,333	56.00%	2,268	48.90%
08–Eighth	2,175	59.90%	2,278	59.40%	2,380	61.60%	2,358	59.40%	2,211	53.10%
09–Ninth	2,378	57.90%	2,266	56.40%	2,355	59.70%	2,489	58.40%	2,028	53.00%
10–Tenth	2,285	53.90%	2,359	57.10%	2,251	57.80%	2,298	57.40%	2,120	51.70%

TALLAHASSEE - LEON COUNTY		
ELA PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	35	54.30%
4	34	61.80%
5	45	44.40%
6	33	51.50%
7	27	55.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

LEON COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020–21	
Grade Level	# of Students	% of Students Level 3 & Above
3	2,389	50.30%
4	2,415	49.30%
5	2,169	48.70%
6	2,253	46.10%
7	2,182	51.20%
8	2,352	50.70%
9	1,524	59.80%
10	1,231	28.50%
11	666	11.00%
12	114	7.00%

TALLAHASSEE- LEON COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	36	66.70%
4	35	54.30%
5	46	41.30%
6	34	50.00%
7	27	63.00%

Attachment J – Proof of Insurance

Alliant Insurance Services, Inc.
520 Summit Hill Drive
Suite 1005
Knoxville, TN 37902

P (865) 279-0358
CA License No. 0C36861
Alliant.com

January 12, 2023

American Classical Education Tennessee
1831 12th Avenue South
Suite 188
Nashville, TN 37203
ATTN: Joel Schellhammer
Via email: yvonne@adkinsandcompany.com

Re: Coverage Summary

Joel,

American Classical Education Tennessee will have the following insurance policies in place once the schools are approved:

- Commercial Package
  - Real Property – *Replacement Cost Values*
  - Personal Property – *Replacement Cost Values*
  - General Liability – *1M occurrence/2M aggregate*
  - Employee Benefits – *1M occurrence/2M aggregate*
  - School and Educators Legal Liability – *5M*
  - Education Institution Employment Practices Liability – *5M*
  - Education Institution Employment Practices Liability – *5M*
  - Sexual Abuse and Molestation – *1M*
- Commercial Auto – *1M*
- Commercial Umbrella – *5M*
- Workers Compensation – *Statutory*
- Commercial Crime – *1M*
- Commercial Cyber – *3M*
- Student Accident

Notification within 10 days of any cancellation made to the policy.

Please feel free to contact me with any questions.

Sincerely,

Dee Anderson
EVP, Regional Director

Attachment K – CMO Agreement

This Attachment is Not Applicable.

ACE does not plan to contract with a CMO. And, ACE is not a sponsor of an existing school in the ASD.

Attachment L – Network Annual Report

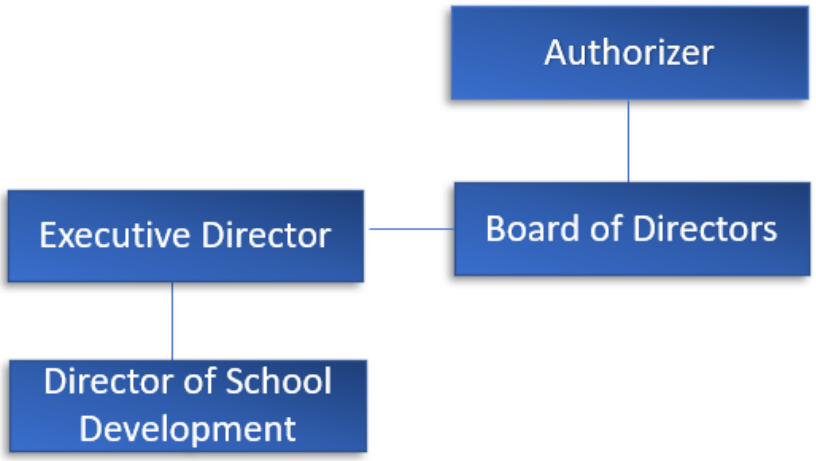
This Attachment is Not Applicable.

ACE does not operate any schools yet and therefore, has no annual report.

Attachment M – Network Organizational Chart

AMERICAN CLASSICAL EDUCATION (YEARS 1-5)

AMERICAN CLASSICAL EDUCATION
ORGANIZATIONAL CHART



Joel Schellhammer, ACE Executive Director

The Executive Director will work to support the board and collaborate with school leaders on governance oversight requirements, school facility, and development needs. The Executive Director will perform the same functions for each school approved across the network and may be assisted by one or two operations coordinators. Additionally, he will oversee performance management of partner school contracts within Tennessee. The Executive Director will lead the state's charter school authorization, renewal processes and the partner school effort, and will work to develop and deliver effective support and communication between charter schools, partner schools, and ACE itself.

The Executive Director is responsible for overseeing the administration, programs and strategic plan of the organization. The position reports directly to the Board of Directors.

General Responsibilities:

1. Board Governance: Works with the Board in order to fulfill the organization's mission.
    a. Responsible for leading ACE in a manner that supports and guides the organization's mission as defined by the Board of Directors.
    b. Responsible for communicating effectively with the Board and providing, in a timely and accurate manner, all information necessary for the Board to function properly and to make informed decisions.

2. Financial Performance and Viability: Develops resources sufficient to ensure the financial health of the organization.
    a. Responsible for fundraising and developing other revenues necessary to support ACE's mission.
    b. Responsible for the fiscal integrity of ACE, to include submission to the Board of a proposed annual budget and monthly financial statements, which accurately reflect the financial condition of the organization.
    c. Responsible for fiscal management that generally anticipates operating within the approved budget, ensures maximum resource utilization, and maintenance of the organization in a positive financial position.
3. Organization Mission and Strategy: Works with the Board and staff to ensure that the mission is fulfilled through programs, strategic planning, and community outreach.
    a. Responsible for implementation of ACE's programs that carry out the organization's mission.
    b. Responsible for strategic planning to ensure that ACE can successfully fulfill its mission into the future.
    c. Responsible for the enhancement of ACE's image by being active and visible in the community and by working closely with the authorizer and other professional, civic, and private organizations.
4. Organization Operations: Oversees and implements appropriate resources to ensure that the operations of the organization are appropriate.
    a. Responsible for the hiring and retention of competent, qualified staff.
    b. Responsible for the effective administration of ACE operations.
    c. Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.

Actual Job Responsibilities:

1. Report to and work closely with the Board of Directors to seek their involvement in policy decisions.
2. Strategic planning and implementation.
3. Fund development planning and operation of the annual budget.
4. Serve as ACE's primary spokesperson to the organization's constituents, the media, and the general public.
5. Establish and maintain relationships with various organizations and utilize those relationships to strategically enhance ACE's Mission.
6. Oversee marketing and other communications efforts.
7. Support organization's Board and committee meetings.
8. Other duties as assigned by the Board of Directors.

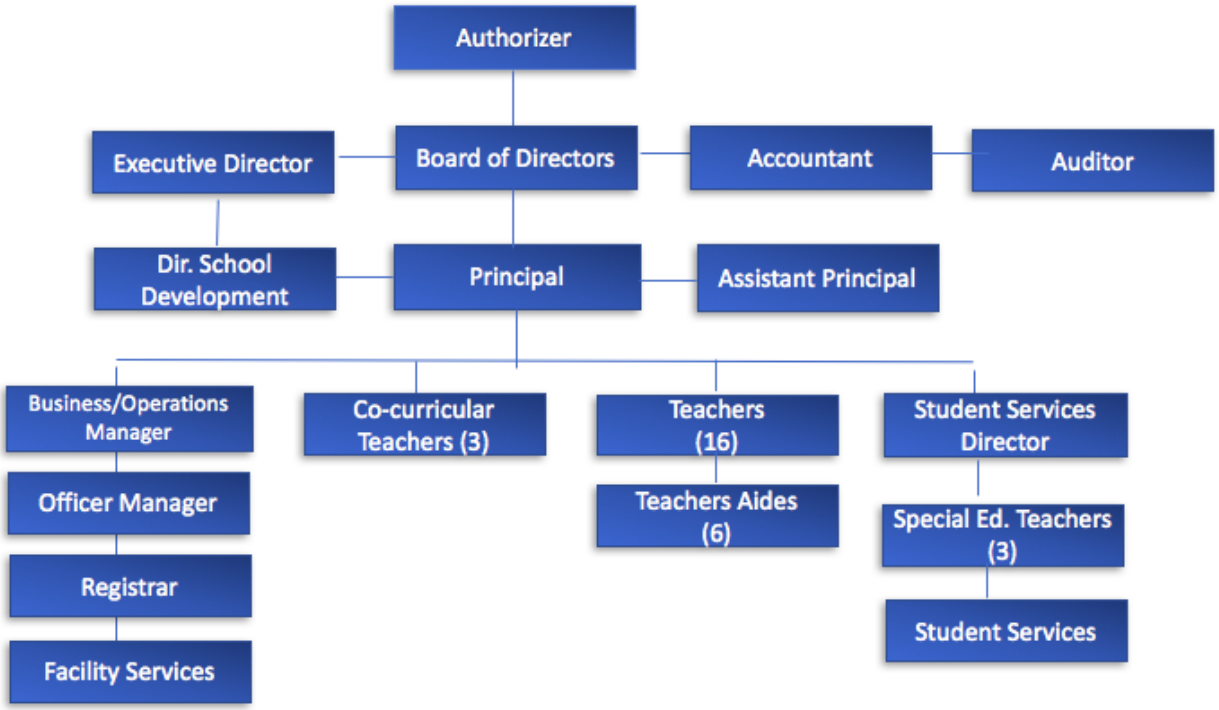
<u>Phillip Schwenk, ACE School Development Director</u>

The School Development Director works to support the development of the schools, reporting to the Executive Director.

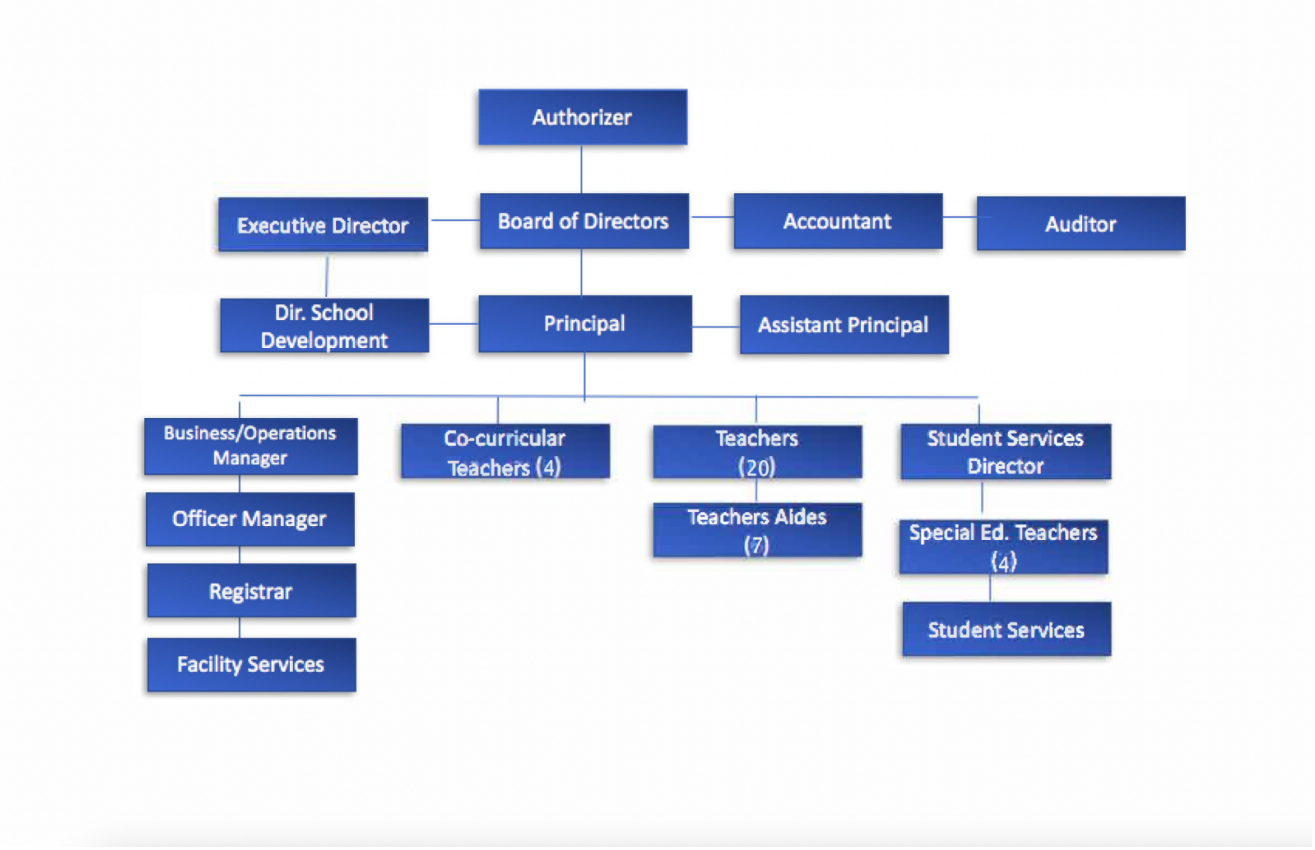
General Responsibilities:

1. Supervise and collaborate with organization staff.
2. Establish employment and administrative policies.
3. Work with leadership to develop procedures for day-to-day operations.
4. Other duties as assigned by the Board of Directors.

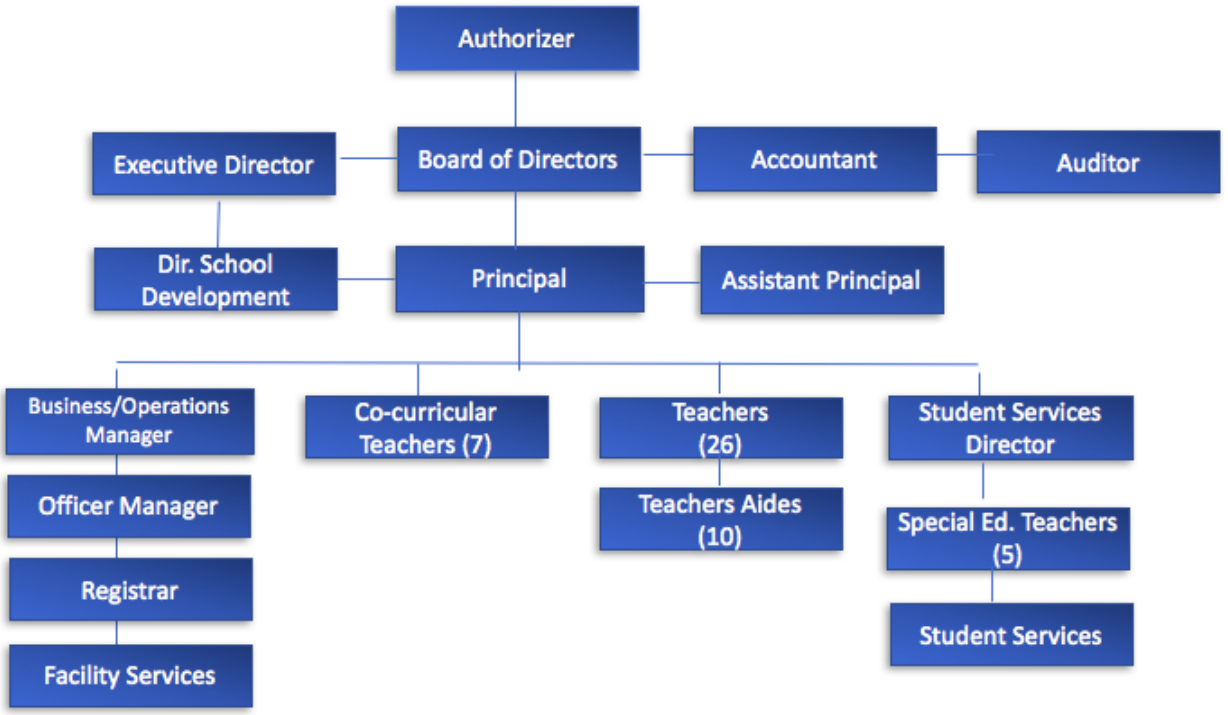
<u>Principal and all school level job description are included in Attachment G - Organizational Chart and Staff Job Descriptions.</u>


Authorizer
Executive Director
Board of Directors
Accountant
Auditor
Dir. School Development
Principal
Assistant Principal
Business/Operations Manager
Co-curricular Teachers (3)
Teachers (16)
Student Services Director
Officer Manager
Teachers Aides (6)
Special Ed. Teachers (3)
Registrar
Student Services
Facility Services

AMERICAN CLASSICAL ACADEMIES (EACH SCHOOL YEAR THREE OF OPERATIONS)



AMERICAN CLASSICAL ACADEMIES (EACH SCHOOL YEAR FIVE OF OPERATIONS)


Authorizer
Executive Director
Board of Directors
Accountant
Auditor
Dir. School Development
Principal
Assistant Principal
Business/Operations Manager
Co-curricular Teachers (7)
Teachers (26)
Student Services Director
Officer Manager
Teachers Aides (10)
Special Ed. Teachers (5)
Registrar
Student Services
Facility Services

Phillip Schwenk

Work Experience:

NORTHWEST OHIO CLASSICAL ACADEMY Toledo, Ohio July 2019 - June 2022

Founding *Principal/Superintendent* of original Barney Charter School Initiative school (affiliated with Hillsdale College) in Ohio whose mission is to serve K-12 students from the larger Toledo area by "training the minds and improving the hearts of young people through a rigorous, content-rich classical curriculum in the liberal arts and sciences, one that produces thoughtful leaders and virtuous citizens." Primary tasks include building a school consistent with the school's mission, instructional leadership, administrative oversight, and growing the student population. NOCA opened in August 2019 with 185 students and 13 teachers. Entering into the 2022-23 school year the school has over 500 students and over 30 teachers. Daily work includes the formation of many of the foundational documents and systems necessary for creating a new, functional school. Responsible for hiring, developing, and evaluating teachers and staff; planning the master schedule and bell schedule of classes; forming and supporting the discipline policies; directing financial and human resources; facility maintenance and upkeep; federal, state and sponsor compliance; marketing and school advertising; working closely with students, parents and the community to ensure the best opportunity for student academic, personal, moral and civic growth; and implementing support networks for students and their families.

PROMISE ACADEMY Cleveland, Ohio October 2018 - June 2019

***Principal* tasked with renovating a declining Drop Out Recovery high school previously associated with Cleveland Metropolitan School District by establishing a new academic program, increasing student attendance, developing and evaluating teachers and staff, and working with the Board to gain a new state sponsor. Began the establishment of a more rigorous and supportive academic plan, increased the attendance rate and graduation rate, and secured a new state sponsor.**

CLEVELAND METROPOLITAN SCHOOL DISTRICT Cleveland, Ohio July 2011 – June 2018

***Max S. Hayes High School (July 2011-June 2015): Principal* charged with the responsibility of building the 'New Max Hayes' as described in the *Take It To The Max!* document (a plan put together by Cleveland Metropolitan School District and Big Picture Learning that acts as a framework for forming the existing high school into a rigorous state of the art career tech education curriculum that was placed in a new updated facility in 2015). Instructional leader focused on the social, emotional and academic growth of all Max S. Hayes students. Tasks included implementation of a multi-year plan for the school's development that covers curriculum design (including significant focus on project-based learning), staffing, professional development, performance evaluation, operations, and community engagement. Responsible for forging relationships with key industry and business organizations to open additional career and academic opportunities for students.**

***Success Tech Academy (July 2015-June 2017): Principal* charged with promoting, supporting, and securing the successful graduation and post-secondary placement of all Success Tech Academy students. Consistent with the Cleveland Metropolitan School District vision for school-site leadership, *Instructional leader* focused on the social, emotional and academic growth of all Success Tech Academy students. Tasks include curriculum design (including significant focus on project-based learning and 21st Century Skills), staffing, professional development, performance evaluation, operations, and community engagement.**

***John Adams College and Career Academy (October 2017- June 2018): Principal* charged with managing and establishing the vision, culture and structural norms of a start-up Mastery high school created in line with the expectations and promises of the Cleveland Metropolitan School District Cleveland Plan. Tasks include professional development, master plan and curriculum design, staffing, performance evaluation, operations, and community engagement.**

ANIMO LOCKE ACE ACADEMY (Green Dot Public Schools), Los Angeles, California July 2008 – June 2011

Founding *Principal* with the primary responsibility of being the administrative and instructional leader of the ACE Academy (an institution that seeks to educate students through a synthesis of college preparatory curriculum and career technology education). Tasks included the formation of many of the foundational documents and systems necessary for creating a new, functional school. Responsible for hiring, developing, and evaluating staff; planning the master schedule of classes; forming and supporting the discipline policies; directing financial and human resources; working closely with students, parents and the community to ensure the best opportunity for student academic and personal growth; and implementing support networks for students and their families.

ENVIRONMENTAL CHARTER HIGH SCHOOL, Lawndale, California July 2005 – July 2008

***Co-Principal/Assistant Principal* who headed various departments including College Prep and Advising, Academic Counseling, Extended Learning, Athletics, Discipline and Academic Reporting. The various tasks included working**

collaboratively with administrators, teachers and students in management and peer roles. Tasks included organizing classes and curriculum, advising students in preparation for college attendance, reporting academic/school information as needed by internal and external parties, oversight of college entrance exams, teaching Senior Seminar courses and an elective, coordinating community service efforts, and oversight of the athletic department.

DISCOVERY CHARTER PREPARATORY SCHOOL, Pacoima, California July 2002 – July 2005

Lead Teacher **and** ***Academic Coordinator*** **who played a primary and founding role in the establishment of a charter high school in Pacoima, California. Role included teaching Non-Western World History, Advanced Placement United States History, Latin American Studies and English Enhancement courses; training and evaluating teachers; establishing curriculum; gaining accreditation of courses from the University of California and the Western Association of Schools and Colleges; creation of academic environment, culture and infrastructure; consultation in the formation of the counseling component of the school; consulting in the area of teacher compensation; interviewing potential teachers; consultation on school security; maintaining computerized grade books; and statistical analysis of student academic performance.**

LOS ANGELES UNIFIED SCHOOL DISTRICT Los Angeles, California September 1996 – June 2002

Grover Cleveland High School Humanities Magnet (August 1997 – June 2002): Teacher **in the subject areas of Social Institutions, Advanced Placement United States History, Economics, Government, Non-Western and Western World History, and Latin American Studies. Participant in Humanities Magnet that is dedicated to teaching effective writing and integrating areas of study (social institutions, art history, religion, literature) through thematic units. Continuously active in the creation of new curriculum. Head Coach of Girls Junior Varsity Basketball team and the Boys Freshman-Sophomore Basketball team. Sponsor of various school clubs.**

George K. Porter Junior High School(September 1996 – August 1997): Teacher **in subject areas of United States History and World History. Two classes dedicated to English as Second Language learners. Active participant in after-school tutoring project dedicated to encouraging and supporting students in becoming diligent life-long learners.**

Education:

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Master of Arts in Education Administration and Administrative Credential (2009)

Coursework includes: **Curriculum and Program Development and Evaluation; Instructional Leadership and Assessment; Leadership, Organizational Management, and Ethics; Legal Aspects of Education: Implications and Applications for School Leaders; Financial Resource Educational Administration; Human Resources in Educational Administration; Urban Schools and the Community; Education Measurement and Statistics; Language and Education Policy; Masters Research Educational Administration**

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Master of Arts in Educational Foundations (2002) and Teaching Credential (2001)

Coursework includes: **Comparative Education, Psychological Foundations of Education, Social Foundations of Education, Classroom Management in Secondary Schools, Instructional Strategies in Secondary Teaching, Using English as a Second Language in the Content Areas, Introduction to Computers and Their Use in the Classroom, Foundations of Special Education, Health Studies on Alcohol, Narcotics, Nutrition, and Tobacco, Race and Culture in the Americas.**

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania Bachelor of Science in Economics, concentration in Marketing (1995) *Activities*: Team Leader and Tutor

for West Philadelphia Tutoring Project, Tutor for Positive Images, Peer Counselor in the Office of International Programs, The Friars Senior Honor Society, Staff Writer for the *Daily Pennsylvanian*, Athletes in Action, Entrepreneurial Club, Intramural Sports.

EL INSTITUTO CULTURAL, Oaxaca, Mexico, Spring Semester of 1994

Completed four courses for credit at the University of Pennsylvania. Courses included: Contemporary Mexican Politics, Mexican History, Spanish Composition, and Spanish Grammar.

Profile:

Highly collaborative individual who works well with others. Even-mannered, consistent, hardworking, focused and ethical. Quick study, enjoy learning, high interpersonal skills. Excellent writing, reading and speaking skills. Strong leadership and visionary attributes. Seeks the well-being of others. Conversational in Spanish. Avid reader; Interested in history, culture, and language; Appreciate participating in, coaching, and watching sports (especially basketball).

Joel Schellhammer

Work Experience:

Joel Schellhammer serves as Executive Director of American Classical Education. Prior to this role, he served as Chief Innovation and Strategy Officer for NSF International where he lead strategy, innovation, corporate development and regulatory affairs. Joel was previously Vice President, Growth for Steelcase where he managed a $800M portfolio of internal brands, more than 50 partnerships focused on the ancillary category, and all global digital marketing and ecommerce. Prior to this role, Joel lead Strategy and Corporate Development for Steelcase as VP, Global Head of Strategy where he successfully lead Steelcase's first acquisitions in over 10 years as well as authored a new growth strategy for the company that resulted in record top line growth in 2019.

Joel has a long history in the B2B and B2C space, having spent time at Fortune 25 brand Kimberly-Clark where he lead the $1B Health & Wellness portfolio as well as serving as the Global Head of Innovation for Kimberly-Clark's $4B B2B business. Previous to Kimberly-Clark, Joel spent 4 years at McKinsey & Company where as a member of the Marketing & Sales practice he worked with a wide variety of B2C and B2B brands across the consumer and retail segments. Joel holds a JD from Harvard Law School, a M.Phil. in Japanese Studies from Cambridge University, and a B.A. in Asian Studies from Hillsdale College.

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

Input financial information into light yellow cells

Input assumption information or notes into light green cells

Provides additional information or instruction for specific tab or section of tab

Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with

Tennessee Charter School Center

edtec Business and Development Specialists for Charter Schools

Template Version 12152022

American Classical Academy Madison
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	American Classical Academy Madison
Lead Sponsor Name	Dolores Gresham
Lead Sponsor E-mail Address	operations@americanclassicalschool.scom
Lead Sponsor Phone Number	901-268-8998
CMO/EMO Affiliation	N/A

Proposed Authorizer	Madison County Schools
Proposed Opening Grade Level(s)	K-5
Proposed Final Grade Level(s)	K-12
Proposed First Year of Operations	2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	340	390	440	490	540

Note: These cells auto-populate after completing Tab 2.

American Classical Academy Madison
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	60	60	60	60	60
1st Grade	60	60	60	60	60
2nd Grade	60	60	60	60	60
3rd Grade	60	60	60	60	60
4th Grade	50	50	50	50	50
5th Grade	50	50	50	50	50
6th Grade	0	50	50	50	50
7th Grade	0	0	50	50	50
8th Grade	0	0	0	50	50
9th Grade	0	0	0	0	50
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment (excluding Pre-Kindergarten)	**340**	**390**	**440**	**490**	**540**
Change in Net Enrollment	**340**	**50**	**50**	**50**	**50**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	3	3	3	3	3
1st Grade	3	3	3	3	3
2nd Grade	3	3	3	3	3
3rd Grade	3	3	3	3	3
4th Grade	2	2	2	2	2
5th Grade	2	2	2	2	2
6th Grade	0	2	2	2	2
7th Grade	0	0	2	2	2
8th Grade	0	0	0	2	2
9th Grade	0	0	0	0	2
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	**16**	**18**	**20**	**22**	**24**
Change in Net # of Classes	**16**	**2**	**2**	**2**	**2**

American Classical Academy Madison
New Charter School Application Budget Template
Student Assumptions

	Other Key Assumptions Enter Estimated Percentages				
SPED %	14%	14%	14%	14%	14%
SPED Count	**49**	**56**	**63**	**70**	**77**
ELL %	5%	5%	5%	5%	5%
ELL Count	**18**	**21**	**23**	**26**	**29**
Anticipated Paid %	60%	60%	60%	60%	60%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	40%	40%	40%	40%	40%
Anticipated Paid Count	**204**	**234**	**264**	**294**	**324**
Anticipated Reduced Count	**0**	**0**	**0**	**0**	**0**
Anticipated Free Count	**136**	**156**	**176**	**196**	**216**
Total Free and Reduced Count	**136**	**156**	**176**	**196**	**216**
School Days	180	180	180	180	180
Attendance Rate	94%	94%	94%	94%	94%

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Budget

Revenue Assumptions

		Year 0 2023-24	
Federal Revenues	**Rate/Assumption**	**Amount**	**Assumption Notes**
CSP Startup Grant	$750,000	250,000	Approved schools must apply for this grant; (Non Interest Loan Available if CSP not awarded).
Fundraising & Philanthropy			**Detail any private funding sources**
Other		$0	
Other		$0	
Other		$0	
Other		$0	
Other		$0	
Total Revenues		250,000	

Additional Space to Provide Fundraising Details

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Budget

Compensation Assumptions

		Year 0 2023-24	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$79,167	Pro rata; Anticipated hire date 9/1/23
Assistant Principal	0.00	$0	
Special Education Coordinator	0.00	$0	
Deans, Directors	0.00	$0	
Other (Specify in Assumptions)	1.00	$30,000	Pro rata; Operations/Business Manager anticipated hire date 1/15/24
Total Administrative Compensation	**2.00**	**109,167**	
Instructional Staff			
Teachers	0.00	$0	
Special Education Teachers	0.00	$0	
Eduacational Assistants/Aides	0.00	$0	
Elective Teachers	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Instructional Compensation	**0.00**	-	
Non-Instructional Staff			
Clerical Staff	0.00	$0	
Custodial Staff	0.00	$0	
Operations	0.00	$0	
Social Workers/Counseling	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	**0.00**	-	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	**2.00**		
Total Compensation		**109,167**	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Budget

Employer Benefits & Tax Assumptions

	Base Assumption	Year 0 2023-24	Assumption Notes
Social Security	6.20%	$6,768	Based on Federal requirement
Medicare	1.45%	$1,583	Based on Federal requirement
State Unemployment	$400 per employee	$800	Based on State requirement
Disability/Life Insurance	0.00%	$0	
Workers Compensation Insurance	1.00%	$1,330	Based on State requirement
Other Fringe Benefits	0.00%	$0	
Medical Insurance	$7,284	$9,712	Based on TN Employer Share rate for Employee
Dental Insurance	$0	$0	
Vision Insurance	$0	$0	
Other Retirement	0.00%	$0	
Total Employer Benefits & Taxes		**20,193**	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Budget

		Operating Expenses	
		Year 0	
		2023-24	
Contracted Services			**Assumption Notes**
Professional Development	$0	$0	
Financial Services	$0	$5,000	Based on contracted agreement with current financial services providers for ~150 hours
Audit Services	$0	$0	
Legal Fees	$0	$5,000	Based on contracted agreement with current legal counsel for ~ 30 hours
Copier Lease and Usage	$0	$0	
Internet and Phone Service	$0	$0	
Cell Phone Service	$0	$2,500	Based on existing ACE contract with AT&T
Payroll Services	$0	$0	
Health Services	$0	$0	
Transportation	$0	$0	
IT Services	$0	$5,000	Based on contracted agreement review with current IT providers for other network school
Contracted SPED Services	$0	$0	
Insurance	$0	$4,750	Based on rates provided by current insurance provider
Postal Charges	$0	$2,500	Based on experience of network schools
Bank Charges	$0	$1,000	Based on experience of network schools
Supplies & Materials			
Textbooks and Instructional Supplies	$0	$0	
Education Software	$0	$10,000	Infinite Campus, School Final Forms, and ITC based on current pricing provided by IT providers for other network schools
Student Supplies	$0	$0	
Faculty Supplies	$0	$0	
Library Books	$0	$0	
Testing & Evaluation	$0	$0	
Student Laptops	$0	$0	
Faculty Laptops	$0	$5,000	Based on existing agreement with CDW
Office Supplies	$0	$5,000	Based on experience of network schools
Printing Paper	$0	$0	
Marketing Materials	$0	$25,000	Based on launch costs for community awareness campaign (PiP) as experienced by other network schools
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$0	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Budget

Facility Related Expenses			
Rent	$0	$50,000	Based on $12 sq/ft
Utilities	$0	$17,000	Utilities, trash, common area maintenance based on experience of network schools
Custodial	$0	$0	
Waste	$0	$0	
Faculty Furniture	$0	$10,000	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Student Furniture	$0	$0	
Internet/Network Equipment	$0	$0	
Other Equipment	$0	$10,000	Based on experience of network schools
Building Decorum	$0	$0	
Tenant Improvements	$0	$30,000	Will pursue grants and facility incentive funding after authorization
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$0	$0	
Student Recruitment & Community Engagement	$0	$20,000	Based on discussions with NorthStar Marketing consultants for general recruitment costs, including translation
Parent & Staff Meetings	$0	$10,000	Based on $500 budgeted expense for 20 planned meetings
Authorizer Fee	$0	$2,500	Application fee
Other	$0	$0	
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		**220,250**	
Total Expenses		**349,610**	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	200,000	**200,000**	**190,979**	**259,458**	**242,751**	**226,044**	**359,337**	**342,630**	**289,756**	**216,883**	**209,009**	**176,135**	**143,262**		
Revenues															
Federal Revenues	250,000	-	75,000	-	-	150,000	-	-	-	25,000	-	-	-	250,000	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	250,000	-	75,000	-	-	150,000	-	-	-	25,000	-	-	-	250,000	-
Expenses															
Staffing	109,167	-	-	7,917	7,917	7,917	7,917	12,917	12,917	12,917	12,917	12,917	12,917	109,167	-
Employer Benefits & Taxes	20,193	-	-	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	20,193	0
Contracted Services	25,750	1,938	1,938	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,182	25,750	-
Supplies & Materials	45,000	2,083	2,083	2,083	2,083	2,083	2,083	12,083	2,083	2,083	2,083	2,083	12,087	45,000	-
Facility-Related Expenses	117,000	-	-	-	-	-	-	21,167	51,167	11,167	11,167	11,167	11,167	117,000	0
Other Charges	32,500	5,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	32,500	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	349,610	9,021	6,521	16,707	16,707	16,707	16,707	52,874	72,874	32,874	32,874	32,874	42,872	349,610	0
Operating Income (Loss)	(99,610)	(9,021)	68,479	(16,707)	(16,707)	133,293	(16,707)	(52,874)	(72,874)	(7,874)	(32,874)	(32,874)	(42,872)	(99,610)	(0)
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**190,979**	**259,458**	**242,751**	**226,044**	**359,337**	**342,630**	**289,756**	**216,883**	**209,009**	**176,135**	**143,262**	**100,390**		

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Cash Flow

Details of Cash Flow

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP	Assumption Notes
Revenues	**Revenues**															
Federal Revenues																
CSP Startup Grant	250,000	-	75,000	-	-	150,000	-	-	-	25,000	-	-	-	250,000	-	3 Annual Payments of 250k for CSP
Fundraising & Philanthropy																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**250,000**	**-**	**75,000**	**-**	**-**	**150,000**	**-**	**-**	**-**	**25,000**	**-**	**-**	**-**	**250,000**	**-**	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Cash Flow

Compensation

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	79,167	$0	$0	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	79,167	-	Estimated hire date 9/1/23
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	30,000	$0	$0	$0	$0	$0	$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	30,000	-	Estimated hire date 1/15/24
Total Administrative Compensation	109,167	-	-	**7,917**	**7,917**	**7,917**	**7,917**	**12,917**	**12,917**	**12,917**	**12,917**	**12,917**	**12,917**	**109,167**	**-**	
Instructional Staff																
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Eduacational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Instructional Staff																
Clerical Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bonus	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**109,167**	**-**	**-**	**7,917**	**7,917**	**7,917**	**7,917**	**12,917**	**12,917**	**12,917**	**12,917**	**12,917**	**12,917**	**109,167**	**-**	

Employer Benefits & Taxes

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP	Assumption Notes
Social Security	6,768	$0	$0	$677	$677	$677	$677	$677	$677	$677	$677	$677	$677	6,768	0	Based on Federal requirement
Medicare	1,583	$0	$0	$158	$158	$158	$158	$158	$158	$158	$158	$158	$158	1,583	(0)	Based on Federal requirement
State Unemployment	800	$0	$0	$80	$80	$80	$80	$80	$80	$80	$80	$80	$80	800	-	Based on State requirement
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Workers Compensation Insurance	1,330	$0	$0	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	1,330	-	Based on State requirement
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	9,712	$0	$0	$971	$971	$971	$971	$971	$971	$971	$971	$971	$971	9,712	-	Based on TN Employer Share rate for Employee
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	**20,193**	**-**	**-**	**2,019**	**2,019**	**2,019**	**2,019**	**2,019**	**2,019**	**2,019**	**2,019**	**2,019**	**2,019**	**20,193**	**0**	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Cash Flow

Operating Expenses

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP	Assumption Notes
Contracted Services																
Professional Development	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Financial Services	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$413	5,000	-	See pre-opening budget worksheet
Audit Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Legal Fees	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$413	5,000	-	See pre-opening budget worksheet
Copier Lease and Usage	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Internet and Phone Service	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Cell Phone Service	2,500	$0	$0	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	2,500	-	See pre-opening budget worksheet
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Transportation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
IT Services	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$413	5,000	-	See pre-opening budget worksheet
Contracted SPED Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Insurance	4,750	$396	$396	$396	$396	$396	$396	$396	$396	$396	$396	$396	$394	4,750	-	See pre-opening budget worksheet
Postal Charges	2,500	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$212	2,500	-	See pre-opening budget worksheet
Bank Charges	1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$87	1,000	-	See pre-opening budget worksheet
Supplies & Materials																
Textbooks and Instructional Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Education Software	10,000	$0	$0	$0	$0	$0	$0	$10,000	$0	$0	$0	$0	$0	10,000	-	See pre-opening budget worksheet
Student Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Faculty Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Library Books	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Testing & Evaluation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Student Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Faculty Laptops	5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,000	5,000	-	See pre-opening budget worksheet
Office Supplies	5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,000	5,000	-	See pre-opening budget worksheet
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Marketing Materials	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,087	25,000	-	See pre-opening budget worksheet
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Health Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

American Classical Academy Madison
New Charter School Application Budget Template
Pre-Opening Cash Flow

Facility Related Expenses																
Rent	50,000	$0	$0	$0	$0	$0	$0	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	50,000	0	See pre-opening budget worksheet
Utilities	17,000	$0	$0	$0	$0	$0	$0	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	17,000	0	See pre-opening budget worksheet
Custodial	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Faculty Furniture	10,000	$0	$0	$0	$0	$0	$0	$10,000	$0	$0	$0	$0	$0	10,000	-	See pre-opening budget worksheet
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Internet/Network Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Equipment	10,000	$0	$0	$0	$0	$0	$0	$0	$10,000	$0	$0	$0	$0	10,000	-	See pre-opening budget worksheet
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Tenant Improvements	30,000	$0	$0	$0	$0	$0	$0	$0	$30,000	$0	$0	$0	$0	30,000	-	See pre-opening budget worksheet
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Charges																
Staff Recruitment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Student Recruitment & Community Engagement	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	See pre-opening budget worksheet
Parent & Staff Meetings	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	See pre-opening budget worksheet
Authorizer Fee	2,500	$2,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	2,500	-	See pre-opening budget worksheet
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**220,250**	**9,021**	**6,521**	**6,771**	**6,771**	**6,771**	**6,771**	**37,938**	**57,938**	**17,938**	**17,938**	**17,938**	**27,936**	**220,250**	**0**	
Total Expenses	**349,610**	**9,021**	**6,521**	**16,707**	**16,707**	**16,707**	**16,707**	**52,874**	**72,874**	**32,874**	**32,874**	**32,874**	**42,872**	**349,610**	**0**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	340	390	440	490	540
# of Classes	16	18	20	22	24
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00	1.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Deans, Directors	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	1.00	1.00	1.00	1.00	1.00
Total Administrative FTE	**3.00**	**3.00**	**3.00**	**3.00**	**3.00**
Instructional Staff					
Teachers	16.00	18.00	20.00	22.00	24.00
Special Education Teachers	3.00	3.00	4.00	4.00	5.00
Eduacational Assistants/Aides	6.00	7.00	8.00	9.00	10.00
Elective Teachers	3.00	3.00	4.00	5.00	6.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	**28.00**	**31.00**	**36.00**	**40.00**	**45.00**
Non-Instructional Staff					
Clerical Staff	1.00	1.00	2.00	2.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	**3.00**	**3.00**	**4.00**	**4.00**	**4.00**
Total FTE	**34.00**	**37.00**	**43.00**	**47.00**	**52.00**

American Classical Academy Madison
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Compensation Assumptions

		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	
	Annual Increase	2.00%	2.00%	2.00%	2.00%	2.00%	
	Cumultative Increase	102.00%	104.04%	106.12%	108.24%	110.41%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$95,000	96,900	98,838	100,815	102,831	104,888	Principal - Salary indexed by market
Assistant Principal	$64,074	65,355	66,663	67,996	69,356	70,743	
Special Education Coordinator	$62,681	-	-	-	-	-	
Deans, Directors	$68,681	-	-	-	-	-	
Other (Specify in Assumptions)	$60,000	61,200	62,424	63,672	64,946	66,245	Student Services Director
Total Administrative Compensation		**223,455**	**227,925**	**232,483**	**237,133**	**241,875**	
Instructional Staff							
Teachers	$50,761	828,420	950,611	1,077,360	1,208,797	1,345,062	Dynamic avg of state/county scale
Special Education Teachers	$50,681	155,085	158,187	215,134	219,437	279,782	Based on anticipated weighted caseload I/S options avg
Eduacational Assistants/Aides	$27,500	168,300	200,277	233,466	267,902	303,622	6 Yr 1; +1 ea Yr 2-4 until One Per Grade K-5
Elective Teachers	$50,761	155,329	158,435	215,472	274,727	336,265	Art, Music, PE; +1 ea Yr 3-5
Other (Specify in Assumptions)		-	-	-	-	-	
Total Instructional Compensation		**1,307,133**	**1,467,510**	**1,741,431**	**1,970,863**	**2,264,731**	
Non-Instructional Staff							
Clerical Staff	$33,800	34,476	35,166	71,738	73,172	74,636	Office Manager / Registrar - Year 1-2
Custodial Staff	$32,960	-	-	-	-	-	
Operations	$50,000	51,000	52,020	53,060	54,122	55,204	Operations Manager
Social Workers/Counseling	$55,000	56,100	57,222	58,366	59,534	60,724	Counselor
Other (Specify in Assumptions)	$51,780	-	-	-	-	-	
Total Non-Instructional Compensation		**141,576**	**144,408**	**183,165**	**186,828**	**190,564**	
Bonuses		128,000	34,600	42,000	44,800	51,000	Instructional Signing and Performance Bonuses
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		**1,800,165**	**1,874,443**	**2,199,079**	**2,439,623**	**2,748,171**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Employer Benefits & Tax Assumptions

	Base Assumption	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumption Notes
Social Security	6.20%	$111,610	$116,215	$136,343	$151,257	$170,387	Based on Federal Requirements
Medicare	1.45%	$26,102	$27,179	$31,887	$35,375	$39,848	Based on Federal Requirements
State Unemployment	$400 per employee	$13,600	$14,800	$17,200	$18,800	$20,800	Based on State Requirements
Disability/Life Insurance	0.00%	$0	$0	$0	$0	$0	
Workers Compensation Insurance	1.00%	$18,002	$18,744	$21,991	$24,396	$27,482	Based on State Requirements
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0	
	Health Insurance Annual Increase	3.00%	3.00%	3.00%	3.00%	3.00%	
	Cumultative Increase	103.00%	106.09%	109.27%	112.55%	115.93%	
Medical Insurance	$7,236	$246,024	$267,732	$311,148	$340,092	$376,272	Based on TN Employer Share rate for Employee
Dental Insurance	$0	$0	$0	$0	$0	$0	
Vision Insurance	$0	$0	$0	$0	$0	$0	
TCRS Certified Legacy	10.13%	$132,413	$148,659	$176,407	$199,648	$229,417	Faculty TCRS, based on estimated TCRS rate
TCRS Certified Hybrid	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	
Other Classified Retirement	9.86%	$22,033	$22,473	$22,923	$23,381	$23,849	Staff, based on estimated TCRS rate
Other Retirement	0.00%	$0	$0	$0	$0	$0	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

	Year 1
	2024-25
Annual Revenue Increase	2.00%
Cumultative Increase	102.00%

State Revenues	**Rate/Assumption**		**Assumption Notes**
TISA Base Rate	$6,860	$2,379,048	340 Students
TISA Weights	See Tracker	$563,157	Using 20-21 (most recent available) Madison County Demographic Percentages
TISA Direct	See Tracker	$213,296	Charter School Students Direct Funding and K-3 Literacy
Other	Local Tax Base	$340,000	$1,000 local base per pupil
Other			
Federal Revenues	$0	$0	
Title I	$0	$0	Funding is dependent upon District allocation
Title II	$0	$0	
Title III	$250	$13,250	Based on county average ~5% ELL enrollment
NSLP	$0	$130,000	Three-four months for reimbursements to get started (request can go back two months)
E-Rate	$0	$6,000	
CSP Startup Grant	$0	$250,000	Based on 250k for 2 first years, as well as planning year
Other	$1,500	$72,930	Based on $1,500 per pupil and county average ~14% SpEd enrollment
Other	$0	$0	
School Activity Revenues			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Fundraising & Philanthropy			
Other	$150,000	$150,000	Expections of PTO and Advisory Team to coordinate fundraising
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Total Revenues	**$4,117,681**

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Budget

Compensation

		Year 1 2024-25	Assumption Notes
Administrative Staff	**FTE Count**		
Principal/School Leader	1.00	96,900	Principal - Salary Indexed by Market
Assistant Principal	1.00	65,355	Assistant Principal - Salary Indexed by Market
Special Education Coordinator	0.00	-	
Deans, Directors	0.00	-	
Other (Specify in Assumptions)	1.00	61,200	Student Services Director
Total Administrative Compensation	**3.00**	223,455	
Instructional Staff			
Teachers	16.00	828,420	16 Classrooms Year 1
Special Education Teachers	3.00	155,085	3 SPED teachers - Salaries Indexed by market
Eduacational Assistants/Aides	6.00	168,300	Educational Assistants - Salary Indexed by Market (Year 1)
Elective Teachers	3.00	155,329	Art/PE/Music Teachers
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	**28.00**	1,307,133	
Non-Instructional Staff			
Clerical Staff	1.00	34,476	Office Manager
Custodial Staff	0.00	-	
Operations	1.00	51,000	Operations Manger - Salary Indexec by Market
Social Workers/Counseling	1.00	56,100	Counselor
Other (Specify in Assumptions)	0.00	-	
Total Non-Instructional Compensation	**3.00**	141,576	
Other Compensation		128,000	Signing and performance bonus
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		**1,800,165**	

Employer Benefits & Taxes

	Year 1 2024-25	Assumption Notes
Social Security	111,610	Based on Federal requirement
Medicare	26,102	Based on Federal requirement
State Unemployment	13,600	Based on State requirement
Disability/Life Insurance	-	
Workers Compensation Insurance	18,002	Based on State requirement
Other Fringe Benefits	-	
Medical Insurance	246,024	Based on TN Employer Share rate for Employee
Dental Insurance	-	
Vision Insurance	-	
TCRS Certified Legacy	132,413	Faculty TCRS, based on estimated TCRS rate
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	22,033	Staff, based on estimated TCRS rate
Other Retirement	-	
Total Employer Benefits & Taxes	**569,784**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Budget

	Operating Expenses		
		Year 1	
		2024-25	
Contracted Services			**Assumption Notes**
Professional Development	$0	$59,980	Based on experience of network schools
Financial Services	$0	$40,800	Based on contracted agreement with current financial services providers for ~150 hours
Audit Services	$0	$10,000	Based on contracted agreement with current financial services providers for ~150 hours
Legal Fees	$0	$15,000	Based on contracted agreement with current legal counsel for ~ 90 hours
Copier Lease and Usage	$0	$20,000	Based on existing contract with CDM
Internet and Phone Service	$0	$15,000	Based on contract with FIT
Cell Phone Service	$0	$5,000	Based on existing ACE contract with AT&T
Payroll Services	$0	$20,000	Based on contracted agreement with current financial services providers for ~150 hours
Health Services	$0	$30,000	School nurse cost based on experience of network schools
Transportation	$0	$115,000	Transportation placeholder based on hourly bus driver costs in County
IT Services	$0	$29,990	Based on contracted agreement review with current IT providers for other network school
Contracted SPED Services	$0	$75,250	All student contracted services: LSSP, Occup Therapy, psychology, speech, budget based on experience of network schools
Insurance	$0	$35,550	Based on rates provided by current insurance provider
Postal Charges	$0	$2,000	Based on experience of network schools
Bank Charges	$0	$1,200	Based on experience of network schools
Supplies & Materials			
Textbooks and Instructional Supplies	$275	$93,500	Based on 21-22 guidelines of for textbooks, mat'ls, and SpEd I&S mat'ls and application to intended curriculum
Education Software	$0	$17,000	Infinite Campus, School Final Forms, and ITC
Student Supplies	$36	$12,257	Based on 36.00 ADM for consummable supplies
Faculty Supplies	$36	$12,257	Based on 36.00 ADM for consummable supplies
Library Books	$0	$10,000	Based on experience of network schools
Testing & Evaluation	$0	$10,000	Based on experience of network schools
Student Laptops	$0	$10,000	Based on existing contract with CDM
Faculty Laptops	$0	$25,000	Based on existing contract with CDM
Office Supplies	$0	$5,000	Based on experience of network schools
Printing Paper	$0	$0	
Marketing Materials	$0	$59,980	Based on discussions with NorthStar Marketing consultants for general recruitment costs, including translation
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$5,000	Based on experience of network schools

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Budget

Facility Related Expenses			
Rent	$0	$353,600	Based on 80 sq ft/pupil; $12 sq/ft
Utilities	$0	$84,000	Utilities, trash, common area maintenance based on experience of network schools
Custodial	$0	$36,000	Based on TN Charter School budget base assumption
Waste	$0	$0	inncluded in utilities
Faculty Furniture	$0	$10,000	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Student Furniture	$0	$80,000	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Internet/Network Equipment	$0	$15,000	Based on contract with FIT
Other Equipment	$0	$5,000	Based on contract with FIT
Building Decorum	$0	$0	
Tenant Improvements	$0	$0	
Other	$0	$34,743	All other plant operations; based on $3.55/sq ft
Other	$0	$155,000	Food service expenses based on conversations with food service providers
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$0	$0	
Student Recruitment & Community Engagement	$0	$0	
Parent & Staff Meetings	$0	$0	
Authorizer Fee	$0	$35,000	3% PPR up to $35,000
Other	$0	$80,000	Salary and Fringe costs for ACE excecutive director and ACE director of schools
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		**1,623,107**	
Total Expenses		**3,993,055**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP
Beginning Cash	**100,390**	**100,390**	**103,864**	**51,438**	**23,181**	**25,911**	**56,614**	**98,127**	**80,429**	**91,882**	**121,685**	**152,487**	**189,196**		
Revenues															
State Revenues	3,495,501	$291,292	291,292	291,292	291,292	291,292	291,292	291,292	291,292	291,292	291,292	291,292	291,292	3,495,501	-
Federal Revenues	472,180	250,000	-	-	-	27,773	27,773	27,773	27,773	27,773	27,773	27,773	27,773	472,180	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	150,000	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	-
Total Revenues	4,117,681	553,792	303,792	303,792	303,792	331,564	331,564	331,564	331,564	331,564	331,564	331,564	331,564	4,117,681	-
Expenses															
Staffing	1,800,165	189,347	139,347	139,347	139,347	139,347	139,347	189,347	139,347	139,347	139,347	139,347	167,347	1,800,165	-
Employer Benefits & Taxes	569,784	47,482	47,482	47,482	47,482	47,482	47,482	47,482	47,482	47,482	47,482	47,482	47,482	569,784	-
Contracted Services	474,770	40,378	47,708	49,169	39,427	39,427	35,217	38,427	39,427	39,427	39,427	39,427	27,305	474,770	0
Supplies & Materials	259,994	151,415	26,485	11,605	8,260	8,060	8,060	8,060	8,060	7,960	7,960	7,654	6,415	259,994	(0)
Facility-Related Expenses	773,343	115,029	88,529	60,279	59,879	59,879	53,279	59,279	61,629	60,879	59,879	54,279	40,529	773,343	(0)
Other Charges	115,000	6,667	6,667	24,167	6,667	6,667	6,667	6,667	24,167	6,667	6,667	6,667	6,667	115,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,993,055	550,318	356,218	332,049	301,062	300,862	290,052	349,262	320,112	301,762	300,762	294,856	295,745	3,993,056	(0)
Operating Income (Loss)	124,626	3,474	(52,426)	(28,257)	2,730	30,703	41,513	(17,697)	11,453	29,803	30,803	36,709	35,820	124,625	0
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**103,864**	**51,438**	**23,181**	**25,911**	**56,614**	**98,127**	**80,429**	**91,882**	**121,685**	**152,487**	**189,196**	**225,015**		

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP	
Revenues						**Revenues**										**Assumption Notes**
State Revenues																**Assumption Notes**
TISA Base Rate	2,379,048	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	$198,254	2,379,048	-	TISA base rate for SY2023-24 is $6860.
TISA Weights	563,157	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	$46,930	563,157	-	Using Madison County Demographic Percentages
TISA Direct	213,296	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	$17,775	213,296	-	Charter School Students Direct Funding and K-3 Literacy
Other	340,000	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	$28,333	340,000	-	$1,000 local base per pupil
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Federal Revenues																
Title I	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Funding is dependent upon District allocation
Title II	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Title III	13,250	$0	$0	$0	$0	$1,656	$1,656	$1,656	$1,656	$1,656	$1,656	$1,656	$1,656	13,250	-	
NSLP	130,000	$0	$0	$0	$0	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	130,000	-	Reimb expected to begin within two-three months
E-Rate	6,000	$0	$0	$0	$0	$750	$750	$750	$750	$750	$750	$750	$750	6,000	-	
CSP Startup Grant	250,000	$250,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	250,000	-	3 Annual Payments of 250k for CSP
Other	72,930	$0	$0	$0	$0	$9,116	$9,116	$9,116	$9,116	$9,116	$9,116	$9,116	$9,116	72,930	-	Based on $1,500 per pupil
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Fundraising & Philanthropy																
Other	150,000	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	150,000	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**4,117,681**	**553,792**	**303,792**	**303,792**	**303,792**	**331,564**	**331,564**	**331,564**	**331,564**	**331,564**	**331,564**	**331,564**	**331,564**	**4,117,681**	**-**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	96,900	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	$8,075	96,900	-	Principal - Salary indexed by market
Assistant Principal	65,355	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	$5,446	65,355	-	Assistant Principal - Salary Indexed by Market
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	61,200	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	$5,100	61,200	-	Student Services Director
Total Administrative Compensation	**223,455**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**18,621**	**223,455**	**-**	
Instructional Staff																
Teachers	828,420	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	$69,035	828,420	-	Dynamic avg of state/county scale
Special Education Teachers	155,085	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	$12,924	155,085	-	Based on anticipated weighted caseload I/S options avg
Educational Assistants/Aides	168,300	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	$14,025	168,300	-	6 Yr 1; +1 ea Yr 2-4 until One Per Grade K-5
Elective Teachers	155,329	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	$12,944	155,329	-	Art, Music, PE; +1 ea Yr 3-5
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	**1,307,133**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**108,928**	**1,307,133**	**-**	
Non-Instructional Staff																
Clerical Staff	34,476	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	$2,873	34,476	-	Office Manager / Registrar
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	51,000	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	$4,250	51,000	-	Operations Manager
Social Workers/Counseling	56,100	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	$4,675	56,100	-	Counselor
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	**141,576**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**11,798**	**141,576**	**-**	
Other Compensation	128,000	$50,000	$0	$0	$0	$0	$0	$50,000	$0	$0	$0	$0	$28,000	128,000	-	Signing and performance bonus
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**1,800,165**	**189,347**	**139,347**	**139,347**	**139,347**	**139,347**	**139,347**	**189,347**	**139,347**	**139,347**	**139,347**	**139,347**	**167,347**	**1,800,165**	**-**	

Employer Benefits & Taxes

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP	Assumption Notes
Social Security	111,610	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	$9,301	111,610	-	Based on Federal requirement
Medicare	26,102	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	$2,175	26,102	-	Based on Federal requirement
State Unemployment	13,600	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	$1,133	13,600	-	Based on State requirement
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Workers Compensation Insurance	18,002	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	18,002	-	Based on State requirement
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	246,024	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	$20,502	246,024	-	Based on TN Employer Share rate for Employee
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Certified Legacy	132,413	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	$11,034	132,413	-	Faculty TCRS, based on estimated TCRS rate
TCRS Certified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Classified Retirement	22,033	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	$1,836	22,033	-	Staff, based on estimated TCRS rate
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	**569,784**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**47,482**	**569,784**	**-**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP	Assumption Notes
Contracted Services																
Professional Development	59,980	$25,000	$10,830	$6,791	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,927	59,980	0	Professional Development
Financial Services	40,800	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	40,800	-	Financial Services
Audit Services	10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000	10,000	-	Audit Services
Legal Fees	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Legal Fees
Copier Lease and Usage	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Copier Lease and Usage
Internet and Phone Service	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet and Phone Service
Cell Phone Service	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Cell Phone Service
Payroll Services	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Payroll Services
Health Services	30,000	$0	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$0	30,000	-	Health Services
Transportation	115,000	$0	$12,000	$12,000	$12,000	$12,000	$8,000	$11,000	$12,000	$12,000	$12,000	$12,000	$0	115,000	-	Transportation
IT Services	29,990	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	$2,499	29,990	-	IT Services
Contracted SPED Services	75,250	$0	$6,500	$12,000	$7,120	$7,120	$6,910	$7,120	$7,120	$7,120	$7,120	$7,120	$0	75,250	-	Contracted SPED Services
Insurance	35,550	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	$2,963	35,550	-	Insurance
Postal Charges	2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	-	Postal Charges
Bank Charges	1,200	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	1,200	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	93,500	$80,000	$13,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	93,500	-	Textbooks and Instructional Supplies
Education Software	17,000	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	17,000	-	Education Software
Student Supplies	12,257	$10,250	$210	$200	$200	$200	$200	$200	$200	$200	$200	$197	$0	12,257	-	Student Supplies
Faculty Supplies	12,257	$10,250	$210	$200	$200	$200	$200	$200	$200	$200	$200	$197	$0	12,257	-	Faculty Supplies
Library Books	10,000	$4,000	$2,000	$1,200	$600	$400	$400	$400	$400	$300	$300	$0	$0	10,000	-	Library Books
Testing & Evaluation	10,000	$0	$3,250	$3,190	$445	$445	$445	$445	$445	$445	$445	$445	$0	10,000	-	Testing & Evaluation
Student Laptops	10,000	$10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	-	Student Laptops
Faculty Laptops	25,000	$25,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	25,000	-	Faculty Laptops
Office Supplies	5,000	$3,000	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$0	5,000	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper
Marketing Materials	59,980	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	$4,998	59,980	(0)	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	5,000	$2,500	$700	$200	$200	$200	$200	$200	$200	$200	$200	$200	$0	5,000	-	Health Supplies

American Classical Academy Madison
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses																
Rent	353,600	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	$29,467	353,600	-	Based on 80 sq ft/pupil; $12 sq/ft
Utilities	84,000	$6,500	$7,500	$6,750	$6,500	$6,500	$8,250	$8,250	$8,250	$7,500	$6,500	$6,500	$5,000	84,000	-	Utilities, trash, common area maintenance
Custodial	36,000	$4,500	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$1,500	36,000	-	Custodial
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	included in Utilities
Faculty Furniture	10,000	$10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	-	Faculty Furniture
Student Furniture	80,000	$60,000	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	80,000	-	Student Furniture
Internet/Network Equipment	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet/Network Equipment
Other Equipment	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Other Equipment
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Building Decorum
Tenant Improvements	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Tenant Improvements
Other	34,743	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	34,743	(0)	All other plant operations; based on $3.55/sq ft
Other	155,000	$0	$24,000	$16,500	$16,350	$16,350	$8,000	$14,000	$16,350	$16,350	$16,350	$10,750	$0	155,000	-	Food service expenses
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Staff Recruitment
Student Recruitment & Community Er	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Parent Meetings
Authorizer Fee	35,000	$0	$0	$17,500	$0	$0	$0	$0	$17,500	$0	$0	$0	$0	35,000	-	3% PPR up to $35,000
Other	80,000	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	80,000	-	Salary and Fringe costs for ACE excecutive director and ACE director of schools
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**1,623,107**	**313,489**	**169,389**	**145,220**	**114,233**	**114,033**	**103,223**	**112,433**	**133,283**	**114,933**	**113,933**	**108,027**	**80,916**	**1,623,107**	**(0)**	
Total Expenses	**3,993,055**	**550,318**	**356,218**	**332,049**	**301,062**	**300,862**	**290,052**	**349,262**	**320,112**	**301,762**	**300,762**	**294,856**	**295,745**	**3,993,056**	**(0)**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2024-25	2025-26	2026-27	2027-28	2028-29	
Annual Revenue Increase		2.00%	2.00%	2.00%	2.00%	2.00%	
Cumultative Increase		102.00%	104.04%	106.12%	108.24%	110.41%	
State Revenues	**Assumption**						**Assumption Notes**
TISA Base Rate	$6,860	2,379,048	$2,728,908	$3,078,768	$3,428,628	$3,778,488	$6,860 base rate with 2% inflation factor multiplied by per pupil count
TISA Weights	See Tracker	563,157	$645,975	$728,792	$811,610	$894,427	Using 20-21 (most recent available) Madison County Demographic Percentages
TISA Direct	See Tracker	213,296	$227,016	$240,736	$254,456	$268,176	Charter School Students Direct Funding with K-3 Literacy
Other		340,000	$390,000	$440,000	$490,000	$540,000	$1,000 local base per pupil
Other		-	$0	$0	$0	$0	
Federal Revenues							
Title I	$0	-	$0	$0	$0	$0	
Title II	$0	-	$0	$0	$0	$0	
Title III	$250	13,250	$11,750	$13,250	$14,750	$16,250	Based on county average ~5 ELL enrollment
NSLP	$0	130,000	$159,650	$164,440	$169,373	$174,454	Reimbursement expected to begin within two-three months of the school's opening
E-Rate	$0	6,000	$6,180	$6,365	$6,556	$6,753	
CSP Startup Grant	$0	250,000	$250,000	$0	$0	$0	3 Annual Payments of 250k for CSP
Other	$1,500	72,930	$83,655	$94,380	$105,105	$115,830	Based on county average ~14% SpEd enrollment
Other	$0	-	$0	$0	$0	$0	
School Activity Revenues							
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
		-					
Fundraising & Philanthropy		-					
Other	$0	150,000	$150,000	$150,000	$150,000	$150,000	Expections of PTO and Advisory Team to coordinate fundraising
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Total Revenues		**4,117,681**	**4,653,134**	**4,916,731**	**5,430,478**	**5,944,378**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 2 Through 5 Budget

Compensation

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2024-25	2025-26	2026-27	2027-28	2028-29	
Administrative Staff						**Assumption Notes**
Principal/School Leader	96,900	98,838	100,815	102,831	104,888	Principal - Salary indexed by market
Assistant Principal	65,355	66,663	67,996	69,356	70,743	Assistant Principal - Salary Indexed by Market
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	-	-	-	-	-	
Other (Specify in Assumptions)	61,200	62,424	63,672	64,946	66,245	Student Services Director
Total Administrative Compensation	**223,455**	**227,925**	**232,483**	**237,133**	**241,875**	
	-					
Instructional Staff						
Teachers	828,420	950,611	1,077,360	1,208,797	1,345,062	Dynamic avg of state/county scale
Special Education Teachers	155,085	158,187	215,134	219,437	279,782	Based on anticipated weighted caseload I/S options avg
Eduacational Assistants/Aides	168,300	200,277	233,466	267,902	303,622	6 Yr 1; +1 ea Yr 2-4 until One Per Grade K-5
Elective Teachers	155,329	158,435	215,472	274,727	336,265	Art, Music, PE; +1 ea Yr 3-5
Other (Specify in Assumptions)	-	-	-	-	-	
Total Instructional Compensation	**1,307,133**	**1,467,510**	**1,741,431**	**1,970,863**	**2,264,731**	
Non-Instructional Staff						
Clerical Staff	34,476	35,166	71,738	73,172	74,636	Office Manager / Registrar - Year 1-2
Custodial Staff	-	-	-	-	-	
Operations	51,000	52,020	53,060	54,122	55,204	Operations Manager
Social Workers/Counseling	56,100	57,222	58,366	59,534	60,724	Counselor
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional Compensation	141,576	144,408	183,165	186,828	190,564	
Other Compensation	128,000	34,600	42,000	44,800	51,000	Signing and performance bonus
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	**1,800,165**	**1,874,443**	**2,199,079**	**2,439,623**	**2,748,171**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 2 Through 5 Budget

Employer Benefits & Taxes

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
	2024-25	2025-26	2026-27	2027-28	2028-29	
Social Security	111,610	116,215	136,343	151,257	170,387	Based on Federal requirement
Medicare	26,102	27,179	31,887	35,375	39,848	Based on Federal requirement
State Unemployment	13,600	14,800	17,200	18,800	20,800	Based on State requirement
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	18,002	18,744	21,991	24,396	27,482	Based on State requirement
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	246,024	267,732	311,148	340,092	376,272	Based on TN Employer Share rate for Employee
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	132,413	148,659	176,407	199,648	229,417	Faculty TCRS, based on estimated TCRS rate
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	22,033	22,473	22,923	23,381	23,849	Staff, based on estimated TCRS rate
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	**569,784**	**615,803**	**717,898**	**792,949**	**888,055**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 2 Through 5 Budget

Operating Expenses

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2024-25	2025-26	2026-27	2027-28	2028-29	
Annual Expense Increase		0.00%	2.00%	2.00%	2.00%	2.00%	
Cumultative Increase		100.00%	102.00%	104.04%	106.12%	108.24%	
Contracted Services							**Assumption Notes**
Professional Development	$0	59,980	$80,498	$84,867	$94,208	$103,584	Based on experience of network schools
Financial Services	$0	40,800	$46,800	$52,800	$58,800	$64,800	Based on contracted agreement with current financial services providers for annual support
Audit Services	$0	10,000	$10,200	$10,404	$10,612	$10,824	Based on contracted agreement with current financial services providers for annual support
Legal Fees	$0	15,000	$10,000	$10,200	$10,404	$10,612	Based on contracted agreement with current legal counsel for annual support
Copier Lease and Usage	$0	20,000	$20,400	$20,808	$21,224	$21,649	Based on existing contract with CDM
Internet and Phone Service	$0	15,000	$15,300	$15,606	$15,918	$16,236	Based on contract with FIT
Cell Phone Service	$0	5,000	$5,100	$5,202	$5,306	$5,412	Based on existing ACE contract with AT&T
Payroll Services	$0	20,000	$20,400	$20,808	$21,224	$21,649	Based on contracted agreement with current financial services providers for annual support
Health Services	$0	30,000	$30,600	$31,212	$31,836	$32,473	School nurse cost based on experience of network schools
Transportation	$0	115,000	$131,912	$148,824	$165,736	$182,647	Transportation placeholder based on hourly bus driver costs in County
IT Services	$0	29,990	$30,590	$31,202	$31,826	$32,462	Based on contracted agreement review with current IT providers for other network school
Contracted SPED Services	$0	75,250	$76,755	$78,290	$79,856	$81,453	All student contracted services: LSSP, Occup Therapy, psychology, speech, budget based on experience of network schools
Insurance	$0	35,550	$80,498	$84,867	$94,208	$103,584	Based on rates provided by current insurance provider
Postal Charges	$0	2,000	$2,040	$2,081	$2,122	$2,165	Based on experience of network schools
Bank Charges	$0	1,200	$1,224	$1,248	$1,273	$1,299	Based on experience of network schools
Supplies & Materials							
Textbooks and Instructional Supplies	$275	93,500	$109,395	$125,888	$142,998	$160,741	Based on 21-22 guidelines of for textbooks, mat'ls, and SpEd I&S mat'ls and application to intended curriculum
Education Software	$0	17,000	$17,340	$17,687	$18,041	$18,401	Infinite Campus, School Final Forms, and ITC
Student Supplies	$36	12,257	$14,341	$16,503	$18,746	$21,072	Based on 36.00 ADM for consummable supplies
Faculty Supplies	$36	12,257	$14,341	$16,503	$18,746	$21,072	Based on 36.00 ADM for consummable supplies
Library Books	$0	10,000	$0	$0	$0	$0	Based on experience of network schools
Testing & Evaluation	$0	10,000	$12,502	$12,752	$13,007	$13,267	Based on experience of network schools
Student Laptops	$0	10,000	$0	$0	$0	$0	Based on existing contract with CDM
Faculty Laptops	$0	25,000	$0	$0	$5,000	$0	Based on existing contract with CDM
Office Supplies	$0	5,000	$5,100	$5,202	$5,306	$5,412	Based on experience of network schools
Printing Paper	$0	-	$0	$0	$0	$0	
Marketing Materials	$0	59,980	$10,000	$10,000	$10,000	$10,000	Based on discussions with NorthStar Marketing consultants for general recruitment costs, including translation
Student Uniforms	$0	-	$0	$0	$0	$0	
Gifts & Awards - Students	$0	-	$0	$0	$0	$0	
Gifts & Awards - Teachers and Staff	$0	-	$0	$0	$0	$0	
Health Supplies	$0	5,000	$5,100	$5,202	$5,306	$5,412	Based on experience of network schools

American Classical Academy Madison
New Charter School Application Budget Template
Year 2 Through 5 Budget

Facility Related Expenses							
Rent	$0	353,600	$413,712	$466,752	$519,792	$572,832	Based on 80 sq ft/pupil; $12 sq/ft per conversations with local real estate professionals
Utilities	$0	84,000	$99,244	$115,326	$132,284	$150,156	Utilities, trash, common area maintenance based on experience of network schools
Custodial	$0	36,000	$36,720	$37,454	$38,203	$38,968	Based on TN Charter School budget base assumption
Waste	$0	-	$0	$0	$0	$0	inncluded in utilities
Faculty Furniture	$0	10,000	$4,250	$4,335	$4,422	$4,510	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Student Furniture	$0	80,000	$4,080	$4,162	$4,245	$4,330	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Internet/Network Equipment	$0	15,000	$15,300	$15,606	$15,918	$16,236	Based on contract with FIT
Other Equipment	$0	5,000	$5,100	$5,202	$5,306	$5,412	Based on contract with FIT
Building Decorum	$0	-	$0	$0	$0	$0	
Tenant Improvements	$0	-	$0	$0	$0	$0	
Other	$0	34,743	$41,048	$42,952	$43,980	$44,094	All other plant operations; based on $3.55/sq ft
Other	$0	155,000	$159,650	$164,440	$169,373	$174,454	Food service expenses
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other Charges							
Staff Recruitment	$0	-	-	-	-	-	
Student Recruitment & Community Engagement	$0	-	-	-	-	-	
Parent & Staff Meetings	$0	-	-	-	-	-	
Authorizer Fee	$0	35,000	35,000	35,000	35,000	35,000	3% PPR up to $35,000
Other	$0	80,000	80,000	80,000	48,000	48,000	Salary and Fringe costs for ACE excecutive director and ACE director of schools
Debt Service							
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Total Operating Expenses		**1,623,107**	**$1,644,539**	**1,779,384**	**1,898,226**	**2,040,218**	
Total Expenses		**3,993,055**	**4,134,785**	**4,696,361**	**5,130,799**	**5,676,445**	

American Classical Academy Madison
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Starting Fund Balance	200,000	**100,390**	**225,015**	**743,364**	**963,734**	**1,263,413**
State Revenues	**-**	**3,495,501**	**3,991,899**	**4,488,296**	**4,984,694**	**5,481,091**
Federal Revenues	**250,000**	**472,180**	**511,235**	**278,435**	**295,784**	**313,287**
School Activity Revenues	**-**	**-**	**-**	**-**	**-**	**-**
Fundraising & Philanthropy	**-**	**150,000**	**150,000**	**150,000**	**150,000**	**150,000**
Total Revenues	**250,000**	**4,117,681**	**4,653,134**	**4,916,731**	**5,430,478**	**5,944,378**
Staffing	**109,167**	**1,800,165**	**1,874,443**	**2,199,079**	**2,439,623**	**2,748,171**
Employer Benefits & Taxes	**20,193**	**569,784**	**615,803**	**717,898**	**792,949**	**888,055**
Contracted Services	**25,750**	**474,770**	**562,316**	**598,419**	**644,554**	**690,849**
Supplies & Materials	**45,000**	**259,994**	**188,119**	**209,737**	**237,149**	**255,378**
Facility-Related Expenses	**117,000**	**773,343**	**779,104**	**856,228**	**933,522**	**1,010,992**
Other Charges	**32,500**	**115,000**	**115,000**	**115,000**	**83,000**	**83,000**
Debt Service	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses	**349,610**	**3,993,055**	**4,134,785**	**4,696,361**	**5,130,799**	**5,676,445**
Net Income	**(99,610)**	**124,626**	**518,349**	**220,370**	**299,679**	**267,933**
Ending Fund Balance	100,390	225,015	743,364	963,734	1,263,413	1,531,347

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

(a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

The American Classical Academy (ACE) board expects to open American Classical Academy Jackson-Madison (ACAJM) with modest enrollment in year one with projected class sizes averaging 20 students in K-3 and no more than 25 students per class in 4-5 as required. This document describes the resources that are needed to support the school during its initial years of operation in order to produce a school that is high-performing, has a stable enrollment, and will establish itself as a successful part of the local community in which it serves.

ACAJM plans to operate in a way that allows the school to succeed largely from the public revenues generated for the students who choose to attend the school. The financial plan and budget reflect these conservative assumptions.

ACAJM faces the facility challenges common to all Tennessee public charter schools: a comparative lack of access to funding for facility acquisition, lease, and capital improvements. In 2023, ACAJM also faces an unusually scarce facility market.

In light of these facility challenges and, most importantly, ACE's commitment to launching a strong school to serve the community, the school will have access to a $750,000 no-interest startup loan from the American Classical Education Foundation, and ACAJM will have access to a $1 million line of credit through the American Classical Education Foundation to further support the school's needs. (*see* **Attachment E -Letters of Support**). Additionally if needed, ACE will assist the school through additional fundraising efforts.

Before leveraging those funds, however, the school will pursue funds through Tennessee's Charter School Program (CSP) grant and existing facility funding appropriations.

The school will apply for the charter school program (CSP) grant in the amount of $750,000 ($250,000 in the planning year, $250,000 in year one, and $250,000 in year two), if available. The Tennessee Department of Education has confirmed that it has been awarded the renewal grant, but because ACE cannot be sure that those charter school program funds will be available to ACAJM, the contingency plans above have been secured to manage all required startup expenses regardless of the CSP grant award. Having access to a $750,000 startup loan, and, if necessary, a $1 million line of credit through the American Classical Education Foundation will provide assurance that all initial expenses will be funded and the school will have the working capital and necessary cash flow to carry the school until TISA and federal formula and grant funds are consistently flowing to pay all required expenses for the school. An initial starting fund balance of $200,000 is reflected in the budget using these resources.

With these supports in place, ACAJM is confident that the school will be able to launch successfully regardless of the facility challenges or any changes in the availability of CSP or other dedicated charter school funding sources.

While the school will start with a modest enrollment and staffing model during its first years, initial staff salaries, student recruitment, local marketing efforts, and capital expenditures needed for the purchase of furniture, fixtures, classroom technology, and potential facility improvements must be in place prior to the first day of instruction. Moving forward, additional funds will be necessary to support the growth of the school and the capacity growth in all of those areas as well as professional development, student support services, technology, curriculum, and operations as a whole.

The school will grow annually with the addition of two classes per grade level. By year five, the school will include high school beginning with grade 9 and the school will continue to grow until its first senior class has graduated. The budget projections show an annual improvement in cash balance growth at year-end.

(b) An explanation of student enrollment and TISA projections;

ACAJM enrollment projections by year and by grade level are as stated herein. Each district's revenue rates vary slightly. Using $6,860 from for the 2024-2025 base rate and applying a 2% annual increase has been confirmed with the Tennessee Department of Education as a fair estimate to use for the school's budget.

The first year budget reflects 340 students in grades K-5 which will yield $3,155,501 in TISA revenue when using demographic data for the county pulled from the TDOE in the weights.

Grade Level	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	At Capacity 2033-34
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9					50	50
10						50
11						50
12						50
Totals	340	390	440	490	540	690

(c) An explanation of all anticipated funding sources, including grants, state, federal, and local per- pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

As detailed in **Attachment N – Planning and Budget Worksheet,** ACAJM's funding is based on the following funding sources:

- State Revenue TISA – primary source
- Federal Funding including Title I, Title II, Title IV, IDEA, eRate,
- The school will apply for the CSP grant when it becomes available for additional startup resources
- Fundraising and donations will be received by supporters of the Hillsdale College Barney Charter School Initiative classical education model
- $750,000 startup loan from ACE (If CSP is not granted)
- ACE's access to an additional $1 million line of credit through ACE to further support the school's needs

In addition to TISA funding, federal program revenue has been forecasted conservatively in the budget, consisting of IDEA funding for special needs, Title funding and school meals reimbursements. While this may change in the future, the board has been advised by the TN Department of Education to use an estimated amount of $1,500 for the projected special education population at 14.3% which is reflective of the local community. The budget assumes 40% for Title I and free and reduced lunch population and 5.3% for the ELL population. These are estimates in order to project the budget. Any allocation in excess of these projections will reduce the amount of funding received and will require adjustment of working capital advances required in the initial years of operation.

Additional working capital will be available in the form of a no-interest startup loan to the school in the amount of $750,000. This loan is made available to the school as a contingency plan if the school does not receive the startup Charter School Program grant. At this time, the Tennessee Department of Education has confirmed renewal CSP grant; and if awarded the school will apply so that these additional CSP funds may be used for program implementation expenses year one and year two in the amount of $750,000 or in the amount awarded to the school.

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

ACAJM expenditures as detailed in **Attachment N – Planning and Budget Worksheet** include the 3% authorizer fee up to the $35,000 state limit. There will be no debt service for the ACE startup loan, however additional detail in the Planning and Budget Worksheet include the following:

Employees
During the planning year, ACAJM will hire a principal and will have limited staffing expenses, however, as expected with most schools, salaries and benefits are the primary expense estimated at 60% of revenue during the school's initial years with annual increases estimated at 2%.

Contracted Services
ACAJM will contract for services beginning in year one and will continue to do so during the early growth years. Services contracted will assist with budgeting as enrollment grows. Services include accounting

and audit services, IT services, contracted special education oversight, student services, food service, facility services, and professional development related fees.

Facility and Operational Costs
While the classical education model is not driven by technology, there are still significant expenses associated with technology to facilitate necessary cabling, hardware, software, and equipment. Technology estimates are included in the budget as well as curriculum, furniture, fixtures, utilities, and various other assets and supplies necessary for school operations.

(e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

The board will engage with an independent accountant and auditor to ensure that financial controls, checks, and balances are in place during the planning year. ACE has established a relationship with a reputable and knowledgeable charter school accountant (Prestige School Solutions) who will provide payroll and fiscal controls policies under which the school will operate. The board will secure a contract upon approval of the application if not sooner. Fiscal control policies and procedures will be adopted to ensure compliance with Tennessee and local district rules and laws.

(f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

ACAJM has secured a contract with a reputable and knowledgeable charter school accountant and will secure a contract with an independent auditor during the planning year – well in advance of the school's opening. These relationships will be established early in the planning process to ensure that appropriate accounts are established, leaders are knowledgeable of all federal, state, and Tennessee Department of Education requirements, and so that the school is adequately prepared from a fiscal standpoint prior to opening.

(g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

The ACE board brings significant financial and operational experience to the school. Oversight of financials is a primary role of the board, so fiscal expertise on the board is important. The board will hire an experienced accountant to provide detailed monthly financials, report to the board and submit financial reporting to the authorizer and the state as required. The board's accountant will be involved with the audit process and keep the principal and board informed of progress and/or anything needed to ensure compliance. The board has not yet hired ACAJM's principal, however, the accomplished expertise on the board is impressive and will manage the processes throughout the application period until such roles have been secured.:

Michelle Garcia – Director of Finance and Operations, Men of Valor.
Dennis Pearson – Ph.D. in Economics and deep business fiscal experience

When the ACE board begins hiring and contracting skilled expertise, the ACAJM principal will be

responsible for preparing and presenting to the board for adoption a budget for the school annual operations as well as a five-year forecast.

The accountant will be responsible for preparing monthly financials, preparing payroll and paying into required benefits and retirement systems for all staff members, working with the principal to ensure alignment with the budget and federal program allocations, in addition to ensuring authorizer reporting is accurate; and the auditor will be responsible for conducting an annual audit as required by the authorizer.

(h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
(i) The level of financial expertise of the proposed school's internal and external team members;

As stated herein, ACE has contracted with an accountant and will contract with an independent auditor. The ACE governing board will oversee the school's contracts and the accountant and auditor will report directly to the board. The school's budget is developed by the principal and managed by the principal and operations/business manager. The board has an established finance committee and is engaged in oversight at the committee level and the board level, receiving regular reporting and updates on the school's financial position.

The board is composed of members with legal, business, financial and educational backgrounds, and expertise. The board believes that securing a strong principal with experience in charter school operations and classical education coupled with the support from a qualified and experienced operations/business manager is important to the school's success. While these positions have not yet been secured, experience and success in charter school operations is a requirement for consideration of the role.

The addition of a contracted accountant and auditor additionally provide confidence to the board that they will have the skills necessary to provide effective school fiscal management and oversight.

(j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
(k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

The school will apply for the charter school program (CSP) grant through the Tennessee State Department of Education, upon confirmation of eligibility. The Tennessee Department of Education's (TN DOE) charter school grant has been renewed and is expected to result in awards of $750,000 for new schools. As a budget projection, ACAJM assumes receipt of a CSP grant award of $750,000. ACAJM will be eligible for a year one and two implementation grant with a projected 2024-2025 start date. The CSP grant award will be significant in helping to meet financial startup needs for the planning year, year one, and year two, with $250,000 available each of those years.

In addition to the CSP grant, the school has a contingency plan. ACAJM will have access to a $750,000 interest-free loan from the American Classical Education Foundation. Evidence of the American Classical

Education Foundation loan commitment is attached to this application in **Attachment E – Letters of Support**. If the school does not receive the CSP grant award, if enrollment goals are not met, or if there are revenue delays that could cause cash flow problems, the American Classical Education Foundation startup loan in the amount of $750,000 is vital in ensuring the school has funds necessary to pay staff, purchase necessary furniture and equipment, and sustain operations during initial years.

Additionally, ACAJM will have access to a $1 million line of credit through the American Classical Education Foundation. This line of credit may be used to assist with the school's development in supporting facility acquisition, expansion, or other operational needs that would develop due to reduced enrollment revenues or delays in revenues. Evidence of the ACAJM's access to a $1 million line of credit is attached to this application in **Attachment E – Letters of Support.**

ACE is the governing board of the school and will be a 501c3 nonprofit. The organization is a Tennessee nonprofit and has started the federal 501c3 application processes. The ACE Board will conduct additional fundraising to further support the efforts of the American Classical Academy Madison.

(l) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Special education needs can vary significantly. The Tennessee Department of Education suggests that ACAJM use an estimated $1,500 allocation estimate for special needs students, but the school is aware that depending upon a student's designation and required needs, costs associated with services can range well beyond $1,500. ACAJM's fiscal representatives and operations/business manager will ensure reporting of special needs students is accurate to ensure all federal dollars are received to cover the costs of additional services and accommodations. It is known that, especially in recent years, federal grant dollars are not always received as quickly as needed. ACAJM's access to a line of credit through ACE will lessen the burden and address any concerns with short-term cash flow shortfalls.

a. **Provide, as Attachment P, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:**
   - **A back-office budget**
     N/A - ACE does not provide back-office services; back-office services are contracted for at a local school level. As stated throughout this application, each school will operate independently governed by the ACE Board. If multiple schools are approved in Tennessee, the ACE Board will rely on each school's principal and advisory school council to assist the ACE Board in making decisions that are best for each school, its enrollment and the school's community and all stakeholders.
   - **Financial implications of facilities plans**
     N/A - Facility plans are managed at a local school level. As stated throughout this application, each school will operate independently governed by the ACE Board. If multiple schools are approved in Tennessee, the ACE Board will rely on each school's principal and advisory school council to assist the ACE Board in making decisions that are best for each school, its enrollment and the school's community and all stakeholders.
   - **All major assumptions including but not limited to:**
     Student enrollment - The below charts assume that three (3) American Classical Education (ACE) schools are approved in 2023, to open in 2024-25, and two (2) more are approved in the 2024 application cycle, to open in 2025. Each school begins with elementary grades, begins adding middle grades starting in Year 2, and begins adding high school grades starting with 9th grade in Year 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of schools with elementary grades	3 (340 elementary students per school)	5 (340 elementary students per school)	5 (340 elementary students per school)	5 (340 elementary students per school)	5 (340 elementary students per school)
Number of schools with middle school grades	0	3 (50 sixth graders per school)	5 (50 sixth graders per school; 50 seventh graders in the first three schools)	5 (100 sixth and seventh graders per school; 50 eighth graders in the first three schools)	5 (150 middle school students per school)
Number of schools with high school grades	0	0	0	0	1 (50 9th graders in the first three schools)
Total schools	3	5	5	5	5

Student enrollment	1,020	1,850	2,000	2,250	2,500

- **All anticipated funding sources (at the network level), including:**
  - **Local, state, and federal per-pupil funding; eligibility levels; and annual increases**
    N/A - ACE does not anticipate any Local, state, and federal per-pupil funding at the network level.

  - **Other government resources**
    N/A - ACE does not anticipate any funding from other government resources at the network level.

  - **Private fundraising**
    N/A - ACE does not anticipate any funding from private fundraising at the network level.

  - **eRate**
    N/A - ACE does not anticipate any funding from eRate at the network level.

  - **Student fees**
    N/A - ACE does not anticipate any funding from student fees at the network level.

  - **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school**
    The network total cost consists of $240,000 annually for the salary and fringe of the ACE executive director and director of school development. Each school within the network will have an annual max expense of $80,000 per year as detailed in the Planning and Budget Worksheet in section 3.1. If not enough schools exist in the network to fund these costs, the difference will be funded by ACE so that no school allocates more than $80,000 annually towards the network.

  - **Management fees and any other management compensation to the CMO or network (if applicable)**
    N/A - ACE does not charge a management fee.

  - **Capital, contingency, and insurance reserve funds.**
    ACE has been generously funded through donations and will cover the compensation of the executive director and director of school development if fewer than 3 schools are approved. Each school within the network will have an annual max expense of $80,000 per year as detailed in the Planning and Budget Worksheet in section 3.1.

Detailed Network Budget

ACE employs an Executive Director and a Director of School Development at the Network Level to support the ACE Board and its school development efforts. Each school will act as an independent entity led by a very capable school principal as the school's executive director - these budgets are

detailed in Attachments O and N. Each ACE Classical Academy authorized and approved will have a similar budget.

As a network, ACE will not provide extensive services to individual schools, and therefore, its staff includes only an executive director with the primary responsibility of supporting the Board and a director of school development with the primary responsibility to support new schools in their development. Each approved school will pay a proportional share of the network costs, which consist only of the salaries for the executive director and director of school development, both employed to support the board and developing schools. Per direction from Nathan Park, Director of Charter Schools, TDOE, ACE's network budget, therefore, consists only of the salary and fringe costs for the two employees ACE employs.

If three schools are authorized in Year 1 and two more in Year 3, as modeled throughout the application, then the network costs would be borne as follows (two positions costing $120,000 in annual salary + benefits). The school budget documents reflect these costs.

All other costs listed in this section are included in each school's budget and managed per school.

Management Organization Positions	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Executive Director	1	1	1	1	1
Director of School Development	1	1	1	1	1
Total ACE FTEs	2	2	2	2	2

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Per school share of network salaries	$80,000	$80,000	$80,000	$48,000	$48,000

Attachment Q – Student Achievement / Growth Results

This Attachment is Not Applicable.

ACE does not operate any schools yet, and has no past student achievement or growth results.

Attachment R – School Reports / Authorizer Evaluations

This Attachment is Not Applicable.

ACE does not operate any schools, and has no prior school reports or authorizer evaluations.

Attachment S – School Financials

This Attachment is Not Applicable.

ACE does not operate any schools, and has no school financial reports.

Attachment T – Litigation Documents

This Attachment is Not Applicable.

ACE does not operate any schools, and is not currently involved in any litigation.

Attachment U – Portfolio Summary Template

This Attachment is Not Applicable.

ACE is a sponsor with no schools open or operating; and therefore, this attachment does not apply.