



Department of
Education

Charter Schools

Application for a Public Charter School

Opening in the 2023-24
School Year

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APPLICATION COMPLETION AND SUBMISSION INSTRUCTIONS

Introduction

This application is designed for use by sponsors seeking to start public charter schools in Tennessee, including: (i) a new-start applicant, (ii) an existing Tennessee sponsor proposing a new school with a change in focus/grade structure, (iii) an out-of-state sponsor, (iv) an existing Tennessee sponsor proposing to replicate an existing school, or (v) an existing sponsor of a charter school in the Achievement School District (ASD) seeking authorization from its home LEA. A **separate** application shall be submitted for each proposed school.

Definitions

Below are the definitions of certain terms used in this application.

1. Academic focus: a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia (T.C.A. §49-13-104(1)).
2. Academic plan: a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school (T.C.A. § 49-13-104(2)).
3. Authorizer: a local board of education, the Tennessee public charter school commission, or the achievement school district as defined in § 49-1-614, that makes decisions regarding approval, renewal, and revocation of a public charter school application or agreement (T.C.A. § 49-13-104(3)). For purposes of this application, the authorizer is the local board of education.
4. Blended learning: the combination of virtual learning with the integration of in-person teaching practices. Blended learning occurs in a school building and can be teacher led or involve the purchase or use of a technology (T.C.A. § 49-18-102(1)).
5. Charter agreement: a fixed-term renewable agreement between a public charter school and the authorizer that outlines the rights, responsibilities, and performance expectations of each party (T.C.A. § 49-13-104(4)).
6. Charter Management Organization or CMO: a nonprofit entity that manages or operates two (2) or more public charter schools (T.C.A. § 49-13-104(5)).
7. Conversion public charter school: a charter school established by the conversion of an existing non-charter public school into a charter school (T.C.A. § 49-13-104(7)).
8. Currently operating: the school is open and educating students as of the date of this application.
9. Governing body: the organized group of persons who will operate a public charter school or schools by deciding matters, including, but not limited to, budgeting, curriculum and other operating procedures for the public charter school and by overseeing management and administration of a public charter school (T.C.A. § 49-13-104(9)).
10. Local Education Agency or LEA: any county, city, or special school district, unified school district, school district of any metropolitan form of government or any other school system established by law (T.C.A. § 49-3-302(11)).
11. Proposed school: the new charter school that the sponsor is proposing to open, or an existing charter school in the ASD that the governing body is proposing to move to its home LEA.
12. Public charter school: a public school in this state that is established and operating under the terms of a charter agreement and in accordance with Tennessee Code Annotated Title 49, Chapter 13 (T.C.A. § 49-13-104(12)).

13. Sponsor: a proposed governing body filing an application for the establishment of a public charter school, that:

(A) Is not a for-profit entity; nonpublic school as defined in § 49-6-3001; other private, religious, or church school; or postsecondary institution not regionally accredited; and

(B) Does not promote the agenda of any religious denomination or religiously affiliated entity (T.C.A. § 49-13-104(13)).

Before starting a charter school application, sponsors should:

- Review all elements of the [Tennessee Public Charter Schools Act](#) (Tennessee Code Annotated Title 49, Chapter 13).
- Review the guides, checklist, timeline, and other materials available on the application page of the [Charter Schools website](#).
- Contact the authorizer to which the sponsor is applying to determine if there are any local guidelines for applicants. Several Tennessee authorizers have, as a means of defining what they believe are “the best interests of the students, LEA or community” (T.C.A. § 49-13-108), outlined specific priorities they ask sponsors to address in applications. Sponsors may choose not to address any of those priorities and may not be denied for failing to do so.

The table below should be used to determine which sections of this application must be completed.

| Category | Applicant Type | Description | Required Sections |
|----------|---|--|--|
| 1 | New-start applicant | Sponsor with no currently operating schools proposing to start a new school in Tennessee | <ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.11 Financial Plan and Capacity: 3.1 and 3.2 |
| 2 | Existing Tennessee sponsor proposing a new school with a change in focus/grade structure OR Out-of-state sponsor | <p>Sponsor with at least one school currently operating in Tennessee proposing to start a new school with a change in focus and/or grade structure from the existing school</p> <p>OR</p> <p>Sponsor with at least one school currently operating outside of Tennessee and no schools currently operating in Tennessee proposing to start a new school in Tennessee</p> | <ul style="list-style-type: none"> Academic Plan Design and Capacity: 1.1 through 1.12 Operations Plan and Capacity: 2.1 through 2.15 Financial Plan and Capacity: 3.1 through 3.3 Portfolio Review and Performance Record: 4.1 |
| 3 | Existing Tennessee sponsor proposing to replicate an existing school | Operator with at least one school currently operating in Tennessee proposing to start a new school with no material change in focus or grade structure from the existing school | <ul style="list-style-type: none"> Submit application of school being replicated Academic Plan Design and Capacity: 1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12 Operations Plan and Capacity: 2.12 through 2.15 Financial Plan and Capacity: 3.1, 3.2 and 3.3 Portfolio Review and Performance Record: 4.1 |
| 4 | Existing sponsor of a charter school in the Achievement School District (ASD) seeking authorization from its home LEA | Sponsor with an existing school in the ASD proposing to exit the ASD and transition to its home LEA pursuant to an ASD School Exit Plan | <ul style="list-style-type: none"> Submit original application Academic Plan Design and Capacity: 1.2, 1.3(i), 1.7(a), 1.8, 1.9, 1.10, 1.11, and 1.12 Operations Plan and Capacity: 2.2, 2.3, 2.4, 2.7(c), 2.8, 2.9(g), and 2.10(b) Financial Plan and Capacity: 3.1 and 3.2 Portfolio Review/ Performance Record: 4.1 |

Category 3 and 4 Applicants:

A Tennessee sponsor requesting replication or exiting the ASD must:

- Be in compliance with all local, state, and federal laws and its existing charter agreement;
- Be in at least year two (2) of operating its existing school; and
- Provide student performance data from both internal assessments and state assessments in years when assessments were held, including but not limited to:TCAP/TN Ready Achievement, EOC, ACT and TVAAS.

Contents

A completed application shall include the following:

1. General information;
2. Assurances form signed by the authorized representative of the sponsor;
3. Application narrative that addresses each applicable section;
4. Projected budget; and
5. Applicable attachments.

Format

- The application, excluding attachments and budget worksheets, may not exceed 250 pages. For Category 3 and 4 applicants, inclusion of the original application does not count towards the 250-page limit.
- Hard copies of the application should be placed in three ring binders, with the front cover and spine labeled with, at a minimum, the name of the proposed charter school and its applicable authorizer.
- Each section of the application should be tabbed and clearly labeled according to the table of contents.
- All pages in the application (after the table of contents) should be numbered sequentially (e.g., 1 of 178).
- Applicable attachments should be clearly labeled and referenced as appropriate in the narrative.
- The electronic copy should be an exact version of the hard copy and should be submitted as one PDF document including all attachments and the budget. In addition, one Excel version of the budget worksheet should be attached.

Filing

A completed application must be submitted to both the authorizer and the Tennessee Department of Education (TDOE) by **February 1**. *Note: When the February 1 deadline falls on a Saturday, Sunday, or State-observed holiday, the application materials are due the next business day.* When amended applications are submitted to an authorizer, one electronic copy must also be submitted to TDOE.

Applicants may be required to submit up to five (5) hard copies, and one electronic copy of the application materials to the authorizer. Authorizers may charge an application fee of up to \$2,500 per school.

Electronic copies may be submitted to TDOE via email, online file transfer service, CD, USB drive, etc. Please submit applications to TDOE using the contact information below:

Email: Charter.Schools@tn.gov

Mail: Director of Charter Schools
Tennessee Department of Education
Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

GENERAL INFORMATION

Name of proposed school: Founders Classical Academy

Projected year of school opening with the identified authorizer: 2023

Charter authorizer for proposed school: Williamson County Schools

Sponsor/Sponsoring entity: Del Rey Education, Inc.

The sponsor is a not-for-profit organization with 501(c)(3)status: Yes No In Process

Model or focus of proposed school: Classical Education

City or geographic community for proposed school: Williamson County

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

Primary Contact mailing address: 100 Powell Pl. #1136, Nashville, TN 37204

Primary Contact work telephone: (512) 333-1520 Primary Contact mobile telephone: ()

Primary Contact email address: bhaas@delreyeducation.org

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 |
|----------------|--|-------------------------------|
| Cassie Chapman | Parent of special needs 2 nd grader in Williamson County. Former board member with USA Classical Academy. | Board Chair |
| Brian Haas | Commercial Realtor | Board Vice President |
| Carma DiCianni | Blackbird Academy - Director | Board Treasurer |
| Austin Tallant | Ramsey Education Solutions – K-12 Account Executive | Board Secretary |
| Mitch Emoff | EVP, Goldner Associates, Inc. Former board chair with USA Classical Academy. | Board Member |
| Mike Terry | ResponsiveEd – Superintendent of Classical Schools | CMO Superintendent |

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

If yes, identify the CMO or other partner organization: ResponsiveEd

Does this applicant have charter school applications under consideration by any other authorizer? Yes No

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

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date | Proposed opening year |
|-------|-----------------------|----------------------------|----------------------|---------------|-----------------------|
| TN | Sumner County Schools | Founders Classical Academy | | | 2024 |

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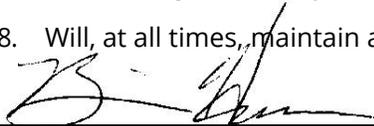
Indicate Applicant Type:

- New-Start Applicant (Category 1)
- Sponsor of Existing TN School Proposing New School with Change in Focus/Grade (Category 2)
- Out-of-State Sponsor (Category 2)
- Sponsor of Existing TN School Proposing to Replicate (Category 3)
- Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4)

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Del Rey Education's classical academy (named Founders Classical Academy) _____ 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 T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, 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 (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Brian Haas

Printed Name of Authorized Representative

Title of Authorized Representative

Executive Summary

In three pages or less, provide an executive summary about your proposed charter school. The executive summary should provide a concise overview of the following:

- The plan for the proposed school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

Del Rey Education, Inc. is an education-focused non-profit entity seeking to bring high quality classical education to Williamson County. Del Rey's goal is to bring together coalitions of local parents who have expressed interest in creating additional public school options alongside traditional district option by pursuing charter school authorization and providing ongoing local representation and governance.

Two members of USA Classical Academy's board, Mitch Emoff and Cassie Chapman, have joined Del Rey Education's Board of Directors after the withdrawal of USA Classical's own application, to help deliver stronger, more unified support of the classical education model and this curriculum. With the shared interest in Classical education and outstanding community support, this unification presents an even stronger commitment to the success of classical charter education in Williamson County.

The Del Rey Board is now made up of six Tennessee residents and two Williamson County parents. Each member of this founding board is committed to the idea of introducing a classical charter school unaffiliated with any political group or movement to options currently provided by the Williamson County School District.

Currently, a rigorous classical education is only available only to families who can afford private education. It is the goal of the Del Rey board to make this option more readily available to all parents who believe a classical liberal arts education will offer their children an advantage in an increasingly competitive global environment. Del Rey, in partnership with local groups, has heard from hundreds of Williamson County families (as shown by our meeting sign in sheets) who would like to see this classical option made available to them.

By "classical," we mean a form of schooling that is grounded in the Great Books tradition and is concerned principally will ennobling the hearts and minds of the students, orienting them towards truth, goodness, and beauty, and helping them to become ethical and responsible people. Students in the classical tradition become knowledgeable, sound thinkers, who become excellent speakers and humble leaders.

Students from all walks of life will be exposed to explicit phonics instruction, great literature, music and art, extensive history and geography, advanced mathematics and sciences, along with Latin and other languages. This will allow students to advance toward cultural literacy and engage in society in ways that contribute to their own success, as well as the betterment of our country as a whole.

The classical model moves early learners to increased levels of content learning while instilling

qualities of scholarly perception and response to that content. This methodology is teacher-directed in a classroom environment. Educators focus on teaching students to think for themselves, analyze and integrate learning in practical application.

In order to ensure the success of the school, Del Rey Education is partnering with Responsive Education Solutions, a not-for-profit charter school operator based in Lewisville, Texas, and in particular its Founders Classical Academy schools, to operate the Del Rey campus. ResponsiveEd has been operating Founders Classical Academies for ten years in Texas and Arkansas, growing the unit from one school of 450 students in 2012 to 21 campuses and more than 13,000 students today. The Founders academies are among the highest performing schools in their respective states, and Del Rey believes that by bringing Founders to Williamson County, we can provide parents who might otherwise leave the district a high performing option that will close learning gaps and produce the level of outcomes Williamson County parents expect. Del Rey will look to ResponsiveEd as the instructional and operational management partner (via a CMO agreement) to ensure those high-quality outcomes and responsible management of the school.

The Del Rey board, in turn, will ensure that the school is staying on mission and will oversee all policy and fiduciary responsibilities to ensure the long-term viability of the program. In addition, the Del Rey board will expect the instructional leaders of the school and their staff to encourage lifelong learning and will interact with other associated campuses in Texas, Arkansas and Florida to ensure Founders Classical Academy of Williamson County follows a true "classical" program.

Such a program prioritizes the following elements:

- it values knowledge for its own sake and for the public good;
- It upholds the standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- it promotes moral virtue of its faculty, staff and students;
- and it prepares human beings to assume their places as responsible citizens in the political order.

The Academic program of a Founders Classical Academy focuses on:

- Civility and self-government are clearly taught through all course content;
- Core and Fine Arts curriculum is knowledge-rich, and built around the belief that there is a common body of knowledge that all members of society should master;
- Emphasis is placed on minds-on learning and fosters a spirit of inquiry;
- Literacy is taught through explicit phonics, traditional grammar and composition;
- Logic and rhetoric are emphasized in the middle and upper school grades;
- Greek and Latin root words are taught in 3rd grade through 6th grade, and Latin begins in 7th grade. Students will take at least two years of Latin;
- Math and science are pursued for knowledge, and not merely for their practical applications;
- Literature and history are rooted in primary sources and great books.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:

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

Mission: The mission of Del Rey Education and its schools is to develop the minds and improve the hearts of students through a classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

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

Vision: Del Rey Education's vision is to make high quality classical education accessible to every family that desires it. Our aim is to provide a classical education designed for a free people. It follows the vision of the American Founders and other civic leaders and educators throughout our history. This vision holds that a traditional, liberal education is the surest foundation for individual flourishing and leads, through a robust yet civil conversation about our well-being, to civic freedom, justice, and happiness for all.

- (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).

The mission and vision of Del Rey Education and Founders Classical Academies meet the 6 prescribed purposes found in T.C.A. § 49-13-102 in the following ways:

(1) Improve learning for all students and close the achievement gap between high and low students;

By introducing ResponsiveEd's Founders program demanding literacy-based program, Del Rey's school will equip students from the earliest age to master language. Starting in kindergarten, students are provided with robust orthography and grammar instruction that boosts reading levels early in their learning experience. Typically this intensive instruction is carried out in kindergarten through third grade, but where gaps are identified, our program will be implemented through fifth grade. Their test scores in Texas and Arkansas demonstrate that where gaps exist in elementary and middle school, those issues are worked out by the high school years.

One of the reasons Del Rey elected to partner with Founders Classical academies is that they have a track record of quickly addressing learning gaps. When students enroll at Founders and are determined to be below grade level in math and reading based on NWEA MAP assessments and previous year state assessments, they are placed in an RTI-like protocol designed to address particular deficiencies and are provided instructional interventions through pullouts, customized assignments, additional phonics or math tutoring to close the gaps. If historical state performance data indicated deficiencies on state standards exist as well (likely as there is a correlation between NWEA MAP scores and state testing performance), weekly standards reviews and quizzes are

administered to address and track progress towards goals. While phonics are typically only taught in K-3 at Founders schools, older students with reading gaps benefit from the phonics instruction as well. This is usually accomplished through tutoring time. Math deficiencies are handled through ability grouping. By instituting a common math block, students can move to other grade levels during math time in order to receive instruction. This approach requires a multi-year plan for each student. It is unusual for schools to achieve more than 1.25-1.5 years of growth each year. To bring a student who is one year behind usually takes 2-3 years of intervention. If a significant number of newly enrolled students are either expected to be or found to be below grade level, an intervention block is inserted into the schedule to provide additional time to focus on deficiencies. Doing so typically requires all periods be shorted by 5-10 minutes in order to accommodate the intervention period.

(2) Provide options for parents to meet educational needs of students;

Another reason Del Rey elected to work with ResponsiveEd and Founders is that we agree that in order for students to succeed, they must be challenged with rich content, a theory supported by E.D. Hirsch's Core Knowledge Foundation from which Founders draws much of its curricular direction. Using an in-depth course of source materials, novels, and historical resources, Founders stands apart from most contemporary school programs, offering a distinct choice to parents. Children from a range of socio-economic backgrounds are challenged to reach a higher academic bar at Founders, and the vast majority discover they are more than capable of doing so.

The Founders program intent is to provide a coherent classical liberal arts program with traditional instructional design. It stands as a distinct approach to educating students by putting the emphasis initially on language development through phonics instruction, formation of organized thought (logic) in middle school, and later on the ability to draw conclusions and speak convincingly about a broad range of subject matter (rhetoric). At every grade level, the students are given opportunities to practice all three major learning paradigms.

It is important to emphasize that students engage in a range of interactions with content in order to address a multisensory approach to learning. As they progress through language and numeracy mastery in the early grades, they participate in read-alouds, narration, recitation, memorization, singing and artistic expression. This allows students to speak, hear, write, recite, and touch the content they encounter. All student participate in each aspect of learning, but by providing a broad range of encounters/reinforcement as a standard feature of learning, students will derive the most benefit, particularly in areas for which they are particularly suited.

This pattern continues in middle school with enhancements. Because they are entering a period of their lives that are characterized by a broad range of emotional responses to their environment and instructional activities, it is essential that they are taught the essential principles of sound thinking. Founders models question-asking throughout its program, but the art of understanding rationality, logical progression, syllogisms, and the uses and abuses of arguments, as well as the mastery of outlining (or organization of thought in support of a thesis) becomes a central focus in middle school. Parents of classically educated students recognize a more reasoned, cognitive focus in their middle school students as a result of this education.

At the high school level, Founders' goal is to create independent thinkers and compelling speakers. In ninth grade, we focus on composition forms and on public speaking. In addition, we introduce the Socratic Seminar method (which the students have seen in subtle ways in elementary and middle school through the dialectical process of getting to know a text through close reads and

scaffolded questions targeting different learning levels). In the high school, the responsibility for this exercise is transferred from the teacher to the students, who are expected to lead class sessions and speak from an informed standpoint on the subject matter while responding respectfully.

(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;

At Founders Classical Academies, teachers are empowered as subject matter experts to direct learning through a variety of methods, including direct instruction, Socratic discussion, ability groupings, utilization of primary source documents, and teaching of self-study skills.

While teachers are expected to follow a defined curricular framework, teaching is both a science and an art, so Del Rey and Founders expect a broad range of creative approaches in the classroom as supervised by the campus leader. The goal is that the curiosity of students is piqued and independent learning is promoted. By high school students should be taking responsibility for most of the learning that is happening through directing Socratic Seminars, debates, panel discussions, creative expression through the arts, and independent study in the practical applications of math and science to develop a better understanding of the natural world.

(4) Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;

Del Rey wants to promote a culture of high standards and continuous improvement ensures the opportunity for students to reach proficiency in not only core subject areas, which are aligned with state standards, but all aspects of learning. Proficiency and improvement are assured using results of integrated, ongoing assessments and feedback collected from teachers, students, parents, and administrators.

All teachers are expected to possess a firm understanding of Tennessee State Academic Standards for their grades and subject areas and articulate them in the context of their curricular objectives. Where students have demonstrated gaps based on NWEA MAP and previous TCAP assessments, reteaching of skills and knowledge in intervention periods, tutoring sessions, and Saturday Schools where permitted. Founders has consistently taken this approach in the two states where it operates school and has earned the privilege to expand there due to its successes.

(5) Create new professional opportunities for teachers;

Classical education affords new opportunities for teachers who seek a more empowered instructional environment and utilization of deeper knowledge of rich content. The emphasis on music/fine arts and their related history, as well as Latin, create more opportunities for teachers that are not necessarily found in a K-12 environment.

Additionally, Del Rey, as it expands the number of locations throughout a metropolitan area or state, will offer teachers opportunities to move quickly into leadership roles at the school or network level. We encourage the development of our teachers through our leadership readiness framework. In addition, we seek grants and special funding to create master teacher/advisor positions to give experienced teachers the opportunity to guide novice teachers through the early years of their instructional careers.

(6) Afford parents substantial meaningful opportunities to participate in the education of their children.

A cornerstone of classical education is parental engagement and, as such, Del Rey expects its schools have a high expectation of parental involvement. In addition to standard electronic communications, informational campus meetings and periodic gatherings, parents will have the opportunity to participate in the school's Community Advisory Council (CAC), as well as volunteer their time or resources to help further the objectives of the school and their children's education.

Del Rey expects the curricular objectives to be transparent, enabling parents to know exactly what their children are studying each week subject by subject. The Founders curricular objectives are posted either on the schools' websites or our internal parent portal so that parents can track their students' curricular progress. Founders schools strongly encourage parents to read the books on our reading list both to themselves and aloud with their children. This promotes knowledge of the program and the parents' ability to discuss many of the ideas covered in class at home.

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

The stated vision of the Williamson County Schools is to provide a supportive environment where students are challenged to pursue excellence in academics, athletics, and the arts.

Williamson County Schools (WCS) places a high priority on academic performance. WCS is among the best in the state of Tennessee in terms of standardized test (TNReady) scores. WCS articulates, as part of their strategic plan, a priority to empower employees to provide outstanding service to students and their families and to challenge students to pursue excellence.

Classical education is an ideal fit for achieving this vision, through its rigorous academics, as well as its emphasis on the arts, cultural literacy, and character development. The district's commitment to "prepare students for the future" is strongly supported by the classical model's development of independent thinkers and life-long learners who excel in literacy, numeracy and civic virtue.

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

The culture at Del Rey Education's Founders Classical Academy will be one of academic excellence and high standards, as well as virtue and civility. Teachers and administrators will model the mutual respect, honesty, ethics, consideration, and personal responsibility we expect from our students. Research has shown that children rise to the expectations set for them. Therefore, our academic environment will inspire students to embrace the highest expectations in rigor, self-discipline, and achievement. We seek to discover and exemplify the good, the true, and the beautiful in our world.

The school will be structured as a K-12 school of at least three sections per grade. Those grades are self-contained in grades K-5 to promote a comprehensive understanding student progress by a single teacher. The emphasis in K-5 is on establishing language and numerical mastery while exploring the history of the world from ancient times to the modern era. Elementary is characterized by singing, poetry and speech recitation, a deep study of the history, theory and forms of music and art in alignment with the historical periods under investigation in each grade level and observational and experimental exploration of the physical world in science with a particular emphasis on how things grow. The elementary environment is lively and is driven by an exploration of the human experience throughout a range of civilizations of the world, and an understanding of virtue.

Expectations shift in middle school to a more academic approach to learning, again driven by the four-year historical study cycle established in the elementary school. Ancient history begins again in fifth grade as does a deeper exploration of language in the form of the study of Greek and Latin roots. This mastery of the elements of language prepares them to begin Latin study in seventh grade. By sixth or seventh grade, students are also considering the direction they will take related to music and athletics. While these choices are usually managed at the family level in elementary school, our mission of offering a distinctly classical education includes the importance of artistic expression and physical fitness, as well as the related virtues of participating in an activity that requires intense cooperation with other students. Founders schedules are standardized for all students, ensuring they remain focused on the essentials of their education. This standardization also gives students the sense that they are working through a body of knowledge they should all know together. Literature lists are set for all grades. The original source documents in history classes are intended to give all students knowledge of the principles of liberty. The standardization also serves to help all students see themselves as capable of academic progress alongside their peers.

In high school, as the students master writing and speaking, as well as self-governance — that is managing their schedules, thoughts, and conduct—they begin to take on greater responsibility for their learning and for the activity of the student body. The latter is expressed through either student council or through the house system many of our schools use to organize year-long activities, galvanize culture, and provide contact points for peer and teacher mentoring. While the academic schedule is still mostly programmed, room is provided for electives in all subjects, music and art options, a range of sports options for both boys and girls, and co-curricular clubs and learning opportunities.

The goal is that by the time students graduate from Founders, they have received a robust history and literature-based education, have been prepared to take AP courses in math and science by twelfth grade, have a college level understanding of philosophy, are prepared to write at the college level, have a developed ethical compass based on a multi-year study of virtue, and are prepared to consider the American standards for liberty as expressed in the country's founding documents.

- (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?

One of the key unique features is the historical alignment of the instructional program. In every grade, students follow a timeline in which history, literature, science and arts discussions draw from the same period. Throughout the program, students will repeat this journey three times beginning with ancient history and ending with the modern era. This places human discovery and expression in a context for students that give them a better picture of human development and allows them to draw conclusions about ideas from different time periods. With this more integrated picture, they better appreciate the priorities and challenges in different domains during each era they study. As students learn and grow, they become competent thinkers able to identify opportunities for growth in their own communities. Additionally, because of our hierarchical learning framework that promotes progression from grammar to logic and on to rhetoric, students master language and become expressive individuals who can speak compellingly on their topics of interest.

In elementary school, art is heavily integrated into the curriculum. As students study historical eras and the civilizations that flourished during those periods, all students study and reproduce the art for

which those civilizations are known. This, more than anything, brings to life those societies and help students understand more about what those societies value today. From Ming vases and calligraphy, painted elephants to henna, to stained glass windows to the quilts of the Underground Railroad, students are engaging with the various means of expression throughout the historical timeline.

A common practice in our Middle Schools is to require all students to play an instrument. We recognize this is an expensive proposition for some families, and through fundraising, work to ensure that every student will be able to begin an exploration of music performance by sixth grade. In some cases, our campuses opt for choir, but the preference is, where possible, to introduce every student to an instrument. The other innovative practice is to require all seventh through ninth graders to take Latin. Doing so builds strong grammar competence, expands students' vocabulary significantly, gives them confidence in their ability to learn other languages, and sets them up to interact with some of the most famous texts in human history in the original Latin by tenth grade.

Innovation in high school finds expression in the training we provide to help students take over instruction through the afore-mentioned Socratic seminars. Students are expected to do the necessary pre-work in order to lead peers through instructional objectives related to the subject matter and to develop the question and answer process that leads to healthy debate about subject matter. Giving students this responsibility demands that they learn to communicate and cooperate with one another, knowing that the quality of their instructional time depends of respecting one another. The other major innovation at the high school level is the senior thesis requirement. All students are expected to complete a reading, paper, and presentation to a panel in order to receive a Founders diploma. The complexity of the assignment is leveled for the ability of the individual student. Topics cover any subject area in the Founders curriculum and should focus on discerning the better aspects of the human experience. More than anything, this experience gives students the confidence that they can perform well at the college and professional level.

1.2 Enrollment Summary

In this section:

- (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.

Del Rey education is applying for charter approval with the Williamson County school district as our LEA. Williamson County is a geographically large and populous county with 238,412 residents according to the 2019 U.S. Census Bureau statistics. The Williamson County population has increased by 2.7% per year since 2019. Williamson County is a mostly affluent county. The median household income from an average of 2015-2019 was approximately \$113,000 while the poverty rate was recorded at 4.3%. Correlated to the high household income rate is a highly educated population. 95.3% of adults have a high school diploma with 59.8% having a college degree per the 2019 U.S. Census Bureau. While the percentage of white-alone (non-Hispanic) population is 83.8%, there is a fairly balanced population of other minority groups. Blacks, Hispanics, and Asians each account for about 5% of the population.

There are two public school districts in Williamson County. Franklin Special School District (FSSD) has about 4000 students. WCS has just under 40,000 students and is down by about 2000 students from 2019. Parents of students are turning to homeschooling and expensive private schools as an option. Del Rey Education has chosen to apply for the Founders charter in the same zoning as the WCS public schools since the overall county population is growing while the student count at WCS is shrinking based on data. Parents are looking for alternative schools like Founders Classical Academy as cause for the trend (see section 1.2.b). The Williamson County school system, per the annual state report card for the 2020-2021 school year (<https://reportcard.tnedu.gov/districts/940/information>), reflects similar demographic data with regard to poverty levels and race as the overall county. There are 49 brick-and-mortar schools in WCS. Of those, 26 are PK-5 or K-5, 10 are 6-8 and 1 is K-8. Out of 39,232 students in the Williamson County school district, the percentage of economically disadvantaged students was 3.4%. The breakdown of race was: 78% White, 9.1% Asian, 6.8% Hispanic, and 5.3% Black. The school system demographics for poverty and race are fairly consistent with the overall countywide numbers. Del Rey Education intends to draw students from the entire county, not limiting ourselves to one specific area/community within the county.

It is the intention of Del Rey Education to work with local real estate professionals on final location of the Founders Classical Academy. Del Rey has secured the services of local commercial real estate broker Scott McReynolds to assist with identifying a location for the school. We are seeking either unused space in a church or a small commercial location (up to 45,000 square feet for the initial open).

Site selection will be based on areas of highest growth and need for capacity. Initially, we've identified three likely locations, based on projected housing growth by the National Association of Realtors:

Cool Springs Area: One likely location appears to be in the vicinity of I-65, between Murfreesboro Rd. and Cool Springs Blvd.

Berry Farms Area: Another area that seems conducive to locating a Founders Classical is the area to the East of I-65 near the Berry Farms development.

Nolensville Area: The fast-growing Nolensville area, South of Concord Rd., between Wilson Pike and Nolensville Rd. Is also a consideration.

The demographics in these areas seem to be fairly consistent:

| White | Black | Hispanic | Asian/Pacific Islands | Others | Multiple Races |
|-------|-------|----------|-----------------------|--------|----------------|
| 79% | 3% | 6% | 6% | <1% | 3% |

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

Our goal will be to serve students from families who desire a robust academic environment emphasizing the highest standards in reading, math, history, science, music and other fine arts, and languages. By locating the campus in a high-growth location, it will be accessible to a broad range of Williamson County families and alleviate some of the demand on district schools due to the high population growth of the area.

Additional information regarding location options has been provided by new board members who were formerly with USA Classical Academy, which has done extensive research on parent interest.

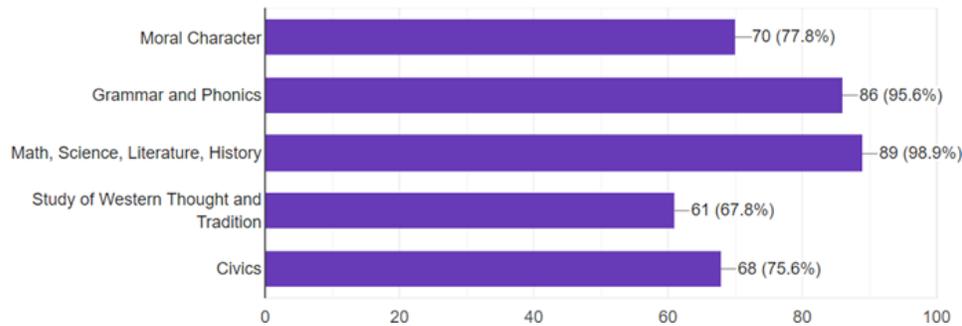
Based on parent feedback, we believe that Williamson County in Tennessee is ideal for a classical charter school like Founders Classical Academies using the American Classical curriculum developed ResponsiveEd's Terrence Moore and the Core Knowledge Foundation. There is a strong demand for an alternative to the existing public school system and private schools in the form of a classical charter school.

Our board members received 90 responses to an informal poll of Williamson County families that was conducted in June 2021. What follows are the results of those polls and our takeaway from them.

1. The values of families in Williamson County align with the tenets of classical education:

Check (all that apply) the curriculum characteristics that you value for your child(ren).

90 responses

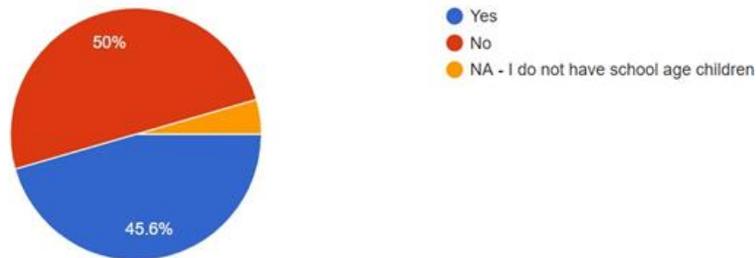


*95.6% of respondents value grammar and phonics which are pillars in classical education with a whopping 98.9% specifying an appreciation for basic math, science, literature, and history which align with the core of the classical curriculum. Other core categories of classical education such as civics and moral character are desired by more than three-fourths of parents for their children while the study of Western thought and tradition are favored by more than two-thirds of those responding to the poll.

2. Nearly half of the families polled in Williamson County expect their schools to be tuition-free AND at the same time provide educational components that align with their values.

Would you expect that a school aligned with what you value be tuition-free?

90 responses



*45.6% of respondents expressed that while they wish to have a tuition-free school choice that aligns with their values, it may be difficult to attain both. Many families have located to Williamson County for the public schools, but like in any situation with a large contingency, the style of education does not match up with many of their own values. We believe we can offer these families the option they are looking for in the way of a public, classical charter school that aligns with the attributes they believe a high quality school must have. At the same time, expecting a tuition-free option by almost half of the family's polled shows they believe it should not be necessary to resort to private schooling in order to find an option that aligns with their desired learning.

It is not necessary to rely strictly on polls for evidence of the high probability for success of a classical school in Williamson County. There are currently three private schools in the county offering a classical education: Franklin Classical School (136 students), The Classical Academy of Franklin (also 136

students), and Thales (100 students). Franklin Classical School and The Classical Academy of Franklin have been operating for 25 and 10 years, respectively. Thales, with twelve campuses overall, opened as a PK-5 school in Williamson County in 2020 illustrating an increasing demand for classical schools, especially at that age level. The three schools currently providing classical education in Williamson County are private schools charging tuition of approximately \$7,500-\$10,000 per year. The parents of Williamson County are ready for a free public option that implements the classical curriculum.

Many people move to Williamson County and pay premium home prices to have access to a solid, tuition-free public education. The results from our poll affirmed our strong belief that a tuition free charter school using a classical curriculum focusing on civics, grammar & phonics, the study of Western thought and tradition, and the development of moral character would be welcomed into the community. In summary, as a founding school board with local roots in the area, we chose to locate in Williamson County Tennessee in response to a high demand and need for a public-option classical charter school like ResponsiveEd's Founders Classical Academies.

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

Overall, Williamson County Schools scored a composite 57.5% success rate in 2021 on the TNReady standardized test scores. The statewide average TNReady success rate was 27.8%. Enrollment at WCS is down (41,387 in 2019 to 39,262 in 2021) while the Williamson County population has increased by 2.7% per year during that same period. Based on the lower enrollment of WCS of over 5% in the past 2 years while the population in Williamson County has grown by more than 5%, it is clear many families are seeking and moving to alternative forms of education, whether homeschooling or private school. This matches up with our June 2021 poll of 90 parents. 94.5% said they desire a choice in the type of school their child attends based on what they value as a parent. At the same time, nearly 50% of the respondents in that poll said they expect a school that aligns with their values to be free; so for many, the option of private school is not their first choice.

Test result success rates are down overall in the State of Tennessee (from 36.4% in 2019 to 27.8% in 2021) and down in Williamson County as well (from 68.9% in 2019 to 57.5% in 2021). There are several schools in the more rural areas of the Williamson County School district that have only slightly outperformed the state average, and some such as Heritage Middle school, showed test scores trending downward (34.2% in 2018 down to 30.3% in 2019) even before Covid-19. While Williamson County Schools have performed well relative to other districts in the state of Tennessee, still a large number of the WCS schools/students are not performing as well as others as measured by state exams. This could be partially an effect of Covid-19, but it also points to a curriculum and system that is not meeting the needs of all learners as evidenced by more than 11 letters of intent we received from parents planning to enroll their children at our school. We believe many of the current students of those and other families we are attracting would benefit from our historically proven- successful curriculum.

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

Del Rey Education seeks to make classical education accessible to families who cannot afford tuition-based private schools, but desire this alternative to traditional public education. We find this option appeals to families across the socioeconomic spectrum in Texas, Arkansas, Arizona, and Florida where classical schools are replicating and have significant waitlists. Our intent is to serve children from families who might choose to leave the public school district in favor of private or homeschooling options but cannot do so for socioeconomic reasons.

Our team has actively worked to educate families around the benefits of a classical curriculum. That said, we feel our American classical curriculum, which focuses on foundational education, back-to-basics courses to teach reading, writing, math, and science, original source works in literature and history, and developing responsible future American citizens, will resonate with many demographics within Williamson County. We want to make the school open and welcoming to everyone. Parents who are looking for alternative educational options like a classical charter school are already finding us in large numbers as we have over 600+ families who have signed a form to express interest in attending a tuition-free classical school in Williamson County.

We have also found a large percentage of families in economically disadvantaged and culturally diverse populations in Williamson County who also desire the qualities in a school represented by Founders Classical Academy. These findings are based on a November 13th meeting with pastors of churches in areas like Spring Hill, Thompson Station, and South Franklin where there are pockets of disadvantaged families. Overall, the Williamson County Schools performed relatively well in 2021 compared to other districts in the state with 57.5% of the students on track or mastering the annual state test. However, there are some WCS schools that do not perform as well in the more rural areas of Williamson County versus other more populous areas (see table below).

| School | ELA Achievement | Math Achievement |
|------------------------------|-----------------|------------------|
| Fairview Elementary | 40.3% | 35.9% |
| Fairview Middle | 34.2% | 34.2% |
| Heritage Middle | 50.9% | 46.3% |
| THomsons Station Middle | 48.9 | 48.8% |
| Chapman's Retreat Elementary | 41.6% | 49.8% |
| Spring Station | 43.9% | 45.4% |
| WCS Avg | 59.1% | 55.5% |

There are clearly a number of schools that are not performing at the same high standard as other WCS within the relatively well-performing overall district. Del Rey's Founders Classical Academy plans to engage these populations in the more rural areas that tend to be more economically disadvantaged overall, in order to help serve their educational needs. We plan to locate the school centrally within Williamson County to make access to the school for families in these areas as convenient as possible.

(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?

WCS serves a very large school population. As with any school system with nearly 40,000 students, it's impossible to provide a one-size-fits-all curriculum that is going to resonate at the same level with each child. Our informal poll in June 2021 of 90 families in Williamson County shows that 94.5% of respondents desire a school that reflects their values. Those values align very well with the priorities of Del Rey's Founders Classical Academy based on its mission to cultivate students' spirit of inquiry and desire for life-long learning through a content-rich classical curriculum that promotes strong character and responsible citizenship. Relative to those traits, here are percentage responses from our poll:

1. 68.1% Study of Western thought and tradition
2. 75.8% Civics
3. 78% Moral Character

These will be guiding principles of the classical curriculum at the school as they have been at more than 40 other affiliated and non-affiliated schools using the same classical curriculum across the country. Those schools have collectively seen success in attendance rates (the current waiting list is over 50% of the school capacities) and education quality (95% outperform state standard average). As a local board, we fundamentally believe that a classical education is the best educational model to prepare all students to achieve academically in high school and college, as well as thrive as a productive member of society. In addition, the classical model helps develop contributing members of society. While other curriculums and models may get positive results, we have seen first hand that a classical education performs more effectively to achieve the outcome many parents and their children wish to achieve.

One of the essential goals of the Founders' instructional model is to help students understand the principles of a free society that comprise the American ethos and how to thrive in it. To that end, the school is focused on Promoting the moral, ethical, philosophical and historical foundations underpinning the Representative Republic design of the American civil framework. In our view, this is an essential function of schools and one at which Founders excels. Parents who see a classical education focused on these principles and will teach their students about the importance of personal responsibility and individual rights express market signals (expressed in terms of interest, enrollment, and participation in waitlists) that most school districts have not addressed effectively. Partnering with us on this important desire expressed by parents, allows the district to meet that need.

Academically, Founders schools provide a focus on developing fundamental academic knowledge and skills at the earliest years (K-3), with a more complete integration of history and arts than traditional education models. The goal being to develop the whole child, including principles in moral character, personal responsibility, and civic virtue.

Founders achieve this goal through integration of ancient, world and American history into all aspects of the curriculum. Additionally, through incorporation of music (including theory and history) and fine arts, as well as Latin into the curriculum.

In light of the success of the existing tuition-based private classical schools in the area, there is obviously a desire for this type of education. With the declines due to the pandemic, particularly

among economically disadvantaged and Black students, making classical education more accessible will assuredly help more students recover from learning loss during COVID, while addressing the increasing capacity needs in such a high-growth district.

- (f) If you are the sponsor of an existing school, describe
- any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
 - how the community for the proposed school is similar and/or different from the community that you currently serve.

Not applicable.

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

Number of Students

| Grade Level | Year 1 2023 | Year 2 | Year 3 | Year 4 | Year 5 | At Capacity 2027 |
|---------------|----------------|--------|--------|--------|--------|---------------------|
| K | 72 | 72 | 72 | 72 | 72 | 72 |
| 1 | 60 | 60 | 60 | 60 | 60 | 60 |
| 2 | 60 | 60 | 60 | 60 | 60 | 60 |
| 3 | 66 | 66 | 66 | 66 | 66 | 66 |
| 4 | 72 | 72 | 72 | 72 | 72 | 72 |
| 5 | 72 | 72 | 72 | 72 | 72 | 72 |
| 6 | 72 | 72 | 72 | 72 | 72 | 72 |
| 7 | 72 | 72 | 72 | 72 | 72 | 72 |
| 8 | 72 | 72 | 72 | 72 | 72 | 72 |
| 9 | | 72 | 72 | 72 | 72 | 72 |
| 10 | | | 72 | 72 | 72 | 72 |
| 11 | | | | 72 | 72 | 72 |
| 12 | | | | | 72 | 72 |
| Totals | 618 | 690 | 762 | 834 | 906 | 906 |

| Anticipated Demographics | % of Economically Disadvantaged Students | % of Students with Disabilities | % of English Learners |
|-----------------------------|---|------------------------------------|-----------------------|
| | 11% | 2% | 1% |

1.3 Academic Focus and Plan

In this section:

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

Del Rey Education's schools' academic focus is on classical liberal arts based on the Core Knowledge English Language Arts, History/Geography, and Science Sequence, supported by the Access Literacy Phonics program, Dimensions Singapore Math, Latin, and providing a strong emphasis on civics and classical virtues — provides students with a robust education that challenges and encourages them to excel both in learning and in character. It was selected specifically to meet the needs of all students within the enrollment zone, and we expect a population of students with diverse backgrounds and learning abilities. Our curriculum is time-tested and research-based, and has been successfully shown to increase learning opportunities for all students. This success can be seen in other charter schools utilizing this curriculum, including Founders Classical Academies in Texas and Arkansas, Orange County Classical Academy (greater Los Angeles), Jacksonville Classical Academy, Cornerstone Classical Academy (Jacksonville, FL), and Ridgeview Classical Academy (Colorado).

The curriculum is robust, supports the growth of all students, and is in alignment with Tennessee State Standards, as evidenced by the exemplary performance of Nashville Classical Academy, which uses the same curriculum. Here are the highlights of the academic focus at Founders Classical Academy:

Classical Literature: These classics have stood the test of time, and they are relevant because the themes are universal and have continued to ring true with people of many eras, cultures, and languages. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students into a conversation which spans millennia and seeks to address the ageless questions of the human heart and mind. In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy.

Below is a sampling of literature at different grade levels.

- Kindergarten: Aesop's Fables
- 1st Grade: Pinocchio by Carlo Collodi
- 2nd Grade: Charlotte's Web by E.B. White
- 3rd Grade: The Jungle Book by Rudyard Kipling
- 4th Grade: Robin Hood by J. Walker McSpadden
- 5th Grade: Alice's Adventures in Wonderland by Lewis Carroll

Back to Basics Math: The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. Singapore's students have excelled on international math tests, consistently ranking among the top countries in the world, and have significantly outperformed the U.S. students. 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 offering simple definitions and formulas. From the earliest grades, the Singapore math program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules. 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.

Character Development: Classical Education upholds a standard of excellence and has proven itself over the course of time as research indicates in section 1.3.d. We believe Founders Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development. At Founders Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students who matriculate from Founders Classical Academy will become highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

Teacher-Led Instruction: Classical Education has focused on teacher-led instruction to guide learning in classrooms. A tenet of Founders Classical Academy is our focus on teacher focused classrooms where the teacher's guide and instruct lessons, without providing bias or opinion. The teacher takes the heavy lift of teaching, while students are able to absorb lessons and learn through this direct instruction. Students are able to develop individual ideas around history and civics, being able to apply those learning to modern day topics and challenges. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussion as they move into high school. Student-led discussion and other popular modes of instruction will have a limited place at Founders Classical Academy, and only within the broader context of the mission, curriculum, and school culture. Founders Classical Academy prepares its students to be leaders in their homes and communities, entrepreneurs in business, and active in government.

Founders Classical Academy's curriculum was selected specifically to meet the needs of all students within the enrollment zone, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds. The data for this is supported by and expanded upon in section 1.3.d.

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

Traditionally, a rigorous classical education is available only to families who could afford private education. Through its schools and adoption of this model, Del Rey Education will make this caliber of education available to all, thereby closing achievement gaps in all communities. Expectations are high for all students, regardless of academic background or prior expectations and, historically, students have stepped up to meet the challenge.

By "classical," we mean a form of schooling that is focused on the intellectual and moral development of students and is based in a rigorous study in the liberal arts tradition, structured to emphasize student learning stages from grammar to logic to rhetoric. The idea is that we begin by building literacy and numeracy skills at the earliest ages, progress to training in organized, logical thinking to the ability to express ideas deeply in informed, civil, and compelling ways. We adhere to a centuries-old view of learning and time-tested teaching methods such as narration, recitation, memorization and most importantly, student-driven Socratic seminars, dramatic readings, in-depth labs, and thesis papers.

Students from all walks of life will be exposed to explicit phonics instruction, great literature, music and art, extensive history and geography, advanced mathematics and sciences, along with Latin and

other languages. This will allow students to advance toward cultural literacy and engage in society in ways that contribute to their own success, as well as the betterment of our country as a whole.

The classical model moves early learners to increased levels of content mastery while instilling qualities of scholarly perception and response to that content. This methodology is teacher-directed in a classroom environment. Educators focus on teaching students to think for themselves, analyze and integrate learning in practical application. Our staff will encourage lifelong learning and will interact with other associated campuses in Texas, Arkansas and Florida to ensure Founders Classical Academy of Brentwood follows a true “classical” program.

Elementary School Courses, Subject Matter, K-2

| Kindergarten | First Grade | Second Grade |
|---|--|---|
| <p>English Explicit Phonics daily: writing, spelling, reading Classic children’s literature: fairy tales, Aesop’s fables, Mother Goose verses, American tall tales, sayings and phrases</p> <p>History Intro. to maps and globes the seven continents American geography Native American peoples Early exploration & settlement: The Pilgrims, Thanksgiving: July 4th, Independence Day American Presidents, esp. Washington & Lincoln</p> <p>Mathematics Singapore Math: number sense and functions</p> <p>Science Basic biology: plants, animals, human body, magnetism, The four seasons & weather; the sun Biographies of the Wright bros., G. W. Carver, Jane</p> | <p>English Daily explicit phonics, cont.; will learn all 70+ phonograms and their spelling patterns; Emphasis on writing complete, grammatical sentences. Read and discuss classic children’s stories: “Hansel & Gretel,” “Jack & the Beanstalk,” “Pinocchio,” “The Princess & the Pea,” etc. More Aesop’s fables with discussions of the “morals.” Poetry, often memorized, e.g., “Solomon Grundy,” “Thanksgiving Day,” etc.; Comparison of Asian fairy tales to European & American; sayings and phrases.</p> <p>History Geography: map-reading; continents & oceans; hemispheres; U.S., home state, city, community. Early civilizations: Mesopotamia, Ancient Egypt, World religions Ancient & Modern civilizations of W. Hemisphere: Mayans, Incas, Aztecs; Mexico, history, geography & culture Early European exploration and settlement of America: Columbus, Conquistadors,</p> | <p>English Explicit phonics/orthography, cont. Begin cursive. Writing at paragraph level. Spelling bees. Classic stories and tales: “Beauty and the Beast”; Dickens, <i>A Christmas Carol</i>; Hans Christian Andersen, “The Emperor’s New Clothes”; E. B. White, <i>Charlotte’s Web</i>; Laura Ingalls Wilder, <i>Little Town on the Prairie</i> Mythology of Ancient Greece: gods & goddesses, Mt. Olympus, Atlas, Hercules, Pandora, etc. American folk tales: Paul Bunyan, Johnny Appleseed, John Henry, Pecos Bill, Poetry of Emily Dickinson, Christina Rossetti, Gwendolyn Brooks, Robert Louis Stevenson, et al.</p> <p>History World Geography, cont., including geographic terms: peninsula, harbor, bay, island, coast, valley, prairie, desert, oasis; Early Civilizations and Geography: China, India, Japan Ancient Greece: Sparta, Athens, Persian Wars (battles of Marathon & Thermopylae), Olympic games, Periclean democracy, Socrates, Plato, Aristotle, Alexander the Great</p> |

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|---|--|--|
| <p>Goodall</p> <p>Music Elements of music; learn works from <i>Peer Gynt</i>, <i>The King and I</i>, <i>Babes in Toyland</i>; learn classic children's songs: "Bingo," "The Farmer in the Dell," "If You're Happy and You Know It," etc.</p> <p>Art Elements of art; learn use of color and line in paintings of Picasso, Gauguin, Matisse, et al. Discuss Pieter Bruegel's <i>Children's Games</i>, Diego Rivera's <i>Mother's Helper</i>, & other works.</p> <p>Physical Education Structured physical activity at least every other day (in addition to recess); fundamentals of both sportsmanship and teamwork.</p> | <p>English, esp. Virginia & Massachusetts The American Revolution: 13 colonies, Boston Tea Party, Minutemen & Redcoats, Declaration & 4th of July, Benjamin Franklin, George & Martha Washington, Betsy Ross & the American flag Early Exploration: Daniel Boone; Thomas Jefferson, the Louisiana Purchase, Lewis & Clark, Sacagawea</p> <p>Mathematics Singapore Math: number sense and functions</p> <p>Science Habitats, Oceans & Undersea Life, Animal classifications (herbivores, carnivores, etc.) The Human Body; germs, diseases, & preventing illness Matter: atoms, three states of matter, water/ice/steam; Electricity; Astronomy: the Solar System (sun, moon, planets, stars, place of earth), day and night; Science biographies: Rachel Carson, Thomas Edison, Edward Jenner, Louis Pasteur</p> <p>Music Elements of Music: rhythm, melody, harmony, etc., familiarity with musical notation; Composers and their Music: Mozart and <i>Eine Kleine Nachtmusik</i>; Sergei Prokofiev and <i>Peter and the Wolf</i>; other selections from opera and ballet, esp. The Nutcracker American musical traditions: jazz and Louis Armstrong; American folk songs, e.g., "Yankee Doodle," "Oh! Susanna"</p> <p>Art</p> | <p>American History: The Constitution (Convention, James Madison, Preamble, branches of govt., Bill of Rights); The War of 1812; Westward Expansion; Native Americans Slavery and the Civil War; Abraham Lincoln Immigration and Citizenship Civil Rights</p> <p>Mathematics Singapore Math: number sense and functions</p> <p>Science Natural Cycles: seasonal, life, and water. Insects: composition, life cycles, effects of, social insects. The Human Body: cells, digestive system, physical health. Magnetism. Simple machines. Bios. of Elija McCoy, Florence Nightingale, et al.</p> <p>Music Reading music, cont. Recognize and appreciate various instrument families of orchestra. Composers and their music: Vivaldi, <i>The Four Seasons</i>; Saint-Saëns, <i>Carnival of the Animals</i>; Beethoven, <i>Für Elise</i>, et alia. American Folk Songs: "Clementine," "Good Bye, Ol' Paint," "Home on the Range," "This Land Is Your Land," etc. The Star-Spangled Banner</p> <p>Art Elements of Art. Sculpture: <i>The Discus Thrower</i>, Rodin's <i>The Thinker</i>. Landscapes: Van Gogh, <i>The Starry Night</i>. Abstract Art: Dürer's <i>Young Hare</i>, paintings of birds by Audubon, etc. Architecture: The Parthenon, Himeji Castle (Japan), The Guggenheim Museum (New York)</p> |
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| | Ancient Art: cave paintings, Ancient Egypt; Elements of Art: color, line, shape, texture; Portraits and Still Life: including Da Vinci's <i>Mona Lisa</i> , Van Gogh's <i>Self-portrait</i> | |
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Elementary School Courses, Subject Matter, 3-5.

| Third Grade | Fourth Grade | Fifth Grade |
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| <p>English Continued mastery of orthography Formal study of word origins from Latin & Greek Systematic study of grammar via diagramming; Beginning to write thesis-driven essays of a paragraph or more; Further instruction in cursive handwriting Classic stories in literature: Hans Christian Andersen, "The Little Match Girl" Tales from "The Arabian Nights" "William Tell" Lewis Carroll, <i>Alice in Wonderland</i> Norse Mythology: Odin, Thor, and more Ancient Grecian and Roman Myths: "Jason & the Golden Fleece," "The Sword of Damocles," Horatius at the Bridge Poems by Ogden Nash, Lewis Carroll, Langston Hughes, et al.</p> <p>History World Geography: Canada, rivers of the world; Ancient Rome:</p> | <p>English Orthography, Grammar, and Etymology Sentence-length written responses to assignments and on exams Continued mastery of the written paragraph and multi-paragraph essay Eleanor Porter, <i>Pollyanna</i> Jonathan Swift, <i>Gulliver's Travels</i> (selections) Washington Irving, <i>The Legend of Sleepy Hollow</i>, <i>Rip Van Winkle</i> Daniel Defoe, <i>Robinson Crusoe</i>* Robert Louis Stevenson, <i>Treasure Island</i> *adapted versions of difficult texts may be used <i>The Legends of King Arthur and Knights of the Round Table</i> Rhetoric: Patrick Henry, "Give Me Liberty"; Sojourner Truth, "Ain't I a Woman?" Poems by Ralph Waldo Emerson, Carl Sandburg, Maya Angelou, Henry Wadsworth Longfellow</p> <p>History World Geography: mountain ranges and highest mountains of the world; Europe in the Middle Ages: Fall of Rome, invasion of Vandals, Angles, Saxons; Growth of the Church, the Papacy, monasticism</p> | <p>English Mastery of grammar, dexterity of word usage, writing of thesis-driven essays, cont. Mastery of word components and their root meanings (prefixes, suffixes, etc.) in preparation for formal Latin. Mark Twain, <i>The Adventures of Tom Sawyer</i> Cervantes, <i>Don Quixote</i> (adapted) Arthur Conan Doyle, <i>Tales of Sherlock Holmes</i> Louisa May Alcott, <i>Little Women</i> (first part) Frances Hodgson Burnett, <i>The Secret Garden</i> Frederick Douglass, <i>Narrative</i> (or in history) William Shakespeare, <i>A Midsummer Night's Dream</i> Poems of Emily Dickinson, Lewis Carroll, Walt Whitman, Robert Frost, et alia Rhetoric: speeches of Abraham Lincoln and Chief Joseph</p> <p>History World Geography: Great Lakes of the World Meso-American Peoples European Exploration, Trade, Colonization, Clash of Cultures (in America) The Renaissance: "rebirth" of ancient culture, growth of Italian city states, Renaissance art The Reformation: Gutenberg's printing of the Bible, Luther and 95 Theses, Calvin's Geneva</p> |

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| <p>geography of the Mediterranean, legend of Romulus & Remus The Roman Republic, classes and politics (Senate), Punic Wars Julius Caesar, civil wars, The Roman Empire, decline and fall Eastern Roman Empire, Constantine; Scandinavia, the Vikings, early exploration of N. America American History: Native Americans, Spanish & English exploration; The Thirteen Colonies: settlement and early history of each colony</p> <p>Mathematics Singapore Math</p> <p>Science Classification of Animals The Human Body: muscular system, skeletal system, nervous system, vision, hearing Light and Optics; Sound Ecology: habitats, food chain, ecosystems Astronomy: universe, galaxies, our solar system, planetary motion, gravity, etc. Biographies: Copernicus, Alexander Graham Bell, et al.</p> <p>Music Elements of Music, cont. Brass instruments as used in <i>William Tell Overture</i>, Mozart's <i>Horn Concertos</i> Woodwinds as used in Gershwin's <i>Rhapsody in Blue</i> Biographies and works of</p> | <p>Charlemagne, temporary union of Europe, classical learning Feudalism: social classes (lords, vassals, serfs); knighthood and chivalry; England in the Middle Ages, including Magna Carta, Parliament; Islam and the Crusades; Medieval African kingdoms; China: Dynasties & Conquerors; American History: The American Revolution, making of the Constitution, Federalism; Early Presidents: Washington, Adams, Jefferson, Madison, Monroe, J. Q. Adams, Jackson; Reformers: Abolitionists, Women's rights</p> <p>Mathematics Singapore Math</p> <p>Science The Human Body: circulatory system, respiratory system Chemistry: atoms, properties of matter, elements, solutions Electricity: static electricity, currents, circuits Geology: the Earth's layers, plate tectonics, earthquakes, volcanoes, mountains Meteorology: clouds, atmosphere, winds, weather and "fronts," weather vs. climate Biographies of Benjamin Banneker, Michael Faraday, et al.</p> <p>Music Elements of Music, cont. Handel's "Hallelujah Chorus"; Haydn's <i>Symphony No. 94</i>; Mozart's <i>The Magic Flute</i> Traditional Songs: Auld Lang Syne, Taps, Loch Lomond Songs of the U. S. Military</p> <p>Art</p> | <p>The Counter-Reformation Copernicus and Galileo England in Sixteenth and Seventeenth Centuries: Henry VIII, Elizabeth I, Church of England, Naval dominance, English Civil War, Glorious Revolution; World History: Russia, Feudal Japan; American History: Western expansion, the Mexican War, conflict over slavery, the Civil War, Emancipation, Reconstruction U.S. Geography: all 50 states and capitals</p> <p>Mathematics Singapore Math</p> <p>Science Biology: classification; cell structure & processes; plant photosynthesis & reproduction; life cycles; the human body Chemistry: matter & change; Periodic Table of Elements: atomic structure, numbers, symbols Biographies of Galileo, Carl Linnaeus, et al.</p> <p>Music Beethoven's <i>Fifth Symphony</i>, Mendelssohn's <i>A Midsummer Night's Dream</i> African American Spirituals "Battle Hymn of the Republic," "God Bless America," "Danny Boy," etc.</p> <p>Art Renaissance Art: paintings, sculpture, and architecture of Donatello, Da Vinci, Michelangelo, Botticelli, Brunelleschi, et alia; Northern Renaissance American Art of Nineteenth Century</p> |
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| <p>Tchaikovsky, John Philip Sousa, Aaron Copland</p> <p>Art Elements of Art: use of light and space Works of Rosa Bonheur, Henri Matisse, Edward Hicks</p> | <p>Art of the Middle Ages: Tapestries, Gothic architecture, e.g., Notre Dame Islamic and African art</p> | |
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Middle School Courses, Subject Matter, 6-8

| Sixth Grade | Seventh Grade | Eighth Grade |
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| <p>Literature Homer, <i>Iliad & Odyssey</i>* Shakespeare, <i>Julius Caesar</i>; Twain, <i>Prince & Pauper</i>; <i>The Scarlet Pimpernel</i>; Poems of Kipling, <i>et alia</i>*adapted</p> <p>History Ancient Greece & Rome Judaism & Christianity Enlightenment; French Revolution; Industrialism</p> <p>Mathematics 6th grade math</p> <p>Science Plate Tectonics, Oceans, Astronomy, Energy & Heat, The Human Body Scientists: Newton, Curie, Latimer, Wegner</p> <p>Foreign Language Introduction to Latin</p> <p>Art & Music Semester or Elective Baroque, Classical, Romantic music; review of all Western art</p> | <p>Literature Shakespeare, <i>The Tempest</i> Rost., <i>Cyrano de Bergerac</i> Bradbury, <i>Fahrenheit 451</i> Stevenson, <i>Jekyll & Hyde</i> Poetry, esp. Harlem Ren. Orwell, <i>Animal Farm</i>*</p> <p>History America as a world power World War I, Russian Rev. Twenties, Depression, FDR & New Deal, World War II *(or AF in hist.)</p> <p>Mathematics Pre-Algebra</p> <p>Science Chemistry: atomic structure chemical bonds & reactions Mendeleev & periodic table cell division & genetics history of earth; evolution</p> <p>Foreign Language Latin I</p> <p>Art & Music Semester or Elective Europe: Romantic classics American: Blues & Jazz Impressionism & post-imp. Expressionism & abstract.</p> | <p>Literature Shakespeare, <i>Twelfth Night</i> or <i>Romeo & Juliet</i>, sonnets Lee, <i>To Kill a Mockingbird</i> Golding, <i>Lord of the Flies</i> Orwell, <i>1984</i> (or in history) English, American, Russian short stories; poetry</p> <p>History The Cold War: Korean War Vietnam War, End of C.W. Civil Rights Movement The U.S. Constitution</p> <p>Mathematics Algebra I</p> <p>Science Physics: motion, forces, density, work, energy, electricity & magnetism Chemistry: energy of plants & animals, chem. of food & respiration; Einstein, et alia</p> <p>Foreign Language Latin II</p> <p>Art & Music Semester or Elective Post-WWII art, architecture Modern classical music</p> |

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High School Courses, Subject Matter, 9-11

| Ninth Grade | Tenth Grade | Eleventh Grade |
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| <p>Literature Classical Literature: Greece & Rome</p> | <p>Literature British Literature</p> | <p>Literature American Literature</p> |
| <p>History Western Civilization I The Ancients</p> | <p>History Western Civ. II Middle Ages—Enlightenment</p> | <p>History American History: 1600-1900</p> |
| <p>Mathematics Algebra I, Geom., or Algebra II (<i>re</i> ability levels; Pre-Alg.?)</p> | <p>Mathematics Geometry, Alg. II, or Trig./Pre-Calc. (Alg. I if needed)</p> | <p>Mathematics Algebra II, Geom., Trig./Precalculus, or Calculus I</p> |
| <p>Science Biology</p> | <p>Science Chemistry</p> | <p>Science Physics or Anatomy/Physiol.</p> |
| <p>Foreign Language Latin I, II, or III (<i>re</i> abilities) (1 yr. Latin req.)</p> | <p>Foreign Language Latin II, III, or IV or Modern Language (encouraged, not req.)</p> | <p>Foreign Language Latin III or IV, or Modern Language (encouraged, not req.)</p> |
| <p>Required Semester- Long Courses Composition Rhetoric (1 sem. each) (Basic Comp. if needed)</p> | <p>Required Semester- Long Courses None this year. Students may double in lang., science, math.</p> | <p>Required Semester- Long Courses Moral Philosophy, Government (in that order)</p> |
| <p>Arts & Electives Choir, Band, Orch. Art, Theatre P.E., Logic, Wellness</p> | <p>Arts & Electives Choir, Band, Orch. P.E., Art, Theatre Adv. Comp. (d/e), Wellness</p> | <p>Arts & Electives Choir, Band, Orch. P.E., Theatre, Art</p> |

High School Courses, Subject Matter, 12

Twelfth Grade

Literature

Modern Literature

History

American History:
1900-1990 (1 sem.)
Western Civ. III
French Revolution
through Cold War

Mathematics

Trig./Pre-Calc.
AP Calculus
(or Alg. II if need.)

Science

AP Bio, AP Chem,
or AP Physics,
Astronomy/Geology

Foreign Language

Modern Language
Latin (per demand)

Required Semester- Long Courses

Economics (2nd),
Senior Thesis
(2nd sem. st. hall)

Arts & Electives

Choir, Band, Orch.
P.E., Theatre, Art

Our annual long-term goal is to be one of the highest performing schools in the county by having 100% of our students meeting proficiency on state exams. Based on historical data from other schools using the American Curriculum, we feel confident in our ability to meet those goals. We will use exit tickets, unit exams, and the STAR exam to determine our benchmark and our progress during the year and to determine success in grades K-2. Del Rey understands these are ambitious goals, but anything less than the highest expectations for our amazing students would be a disservice.

Testing Plan

| Test | Frequency | Use | Goal |
|----------------------------------|-----------------------|---|---|
| K-2 | | | |
| Exit Tickets | Daily/Weekly | To determine immediate mastery of the lesson and determine the need to reach teach. | 100% of students have 80% mastery |
| Unit Exams | Approximately Monthly | In house created assessments aligned to the curriculum to determine unit mastery. This data will be used to determine remediation for students and the entire class. | 100% of students have 80% mastery |
| Renaissance Star | October, February | A universal screener that also objectively demonstrates student growth and achievement against peers across the country. This allows us to determine our students' success against their peers. | Growth: 100% of students meet their growth goal each testing period Achievement: 100% of students are in the 50th percentile or higher |
| 3 rd -8 th | | | |
| Exit Tickets | Daily/Weekly | To determine immediate mastery of the lesson and determine the need to reach teach. | 100% of students have 80% mastery |
| Unit Exams | Approximately monthly | In house created assessments aligned to the curriculum to determine unit mastery. This data will be used to determine remediation for students and the entire class. | 100% of students have 80% mastery |
| Renaissance Star | October, February | A universal screener that Also objectively demonstrates student growth and achievement against | Growth: 100% of Students meet their growth goal each testing period |

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| | | peers across the country. This allows us to determine our students' success against their peers. | Achievement: 100% of students are in the 50th percentile or higher |
| TNReady | Yearly- Spring | This data will provide growth and achievement data for students on a state test. It will allow us to determine learning gaps on an individual and grade level basis. | Growth: 100% of students will score at least a 3 for growth Achievement: 100% of students will reach proficiency |

High School exams will include Advanced Placement, SAT/ACT, Classical Learning Test, and TCAP End of Course exams.

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

Our goal is to improve student learning by helping them communicate effectively, act with virtue, possess cultural literacy, and become active and productive members of society. To do so, we use proven, well-established instructional methods which form the cornerstone of classical education and support Tennessee's State Standards, such as:

- Explicit and Systematic Phonics Instruction
- Explicit English Grammar Instruction
- Ability Groupings (primarily in math)
- Utilization of Primary Source Documents (history, government, economics, philosophy)
- Teaching of Study Skills (Cornell Notes)
- Student-driven inquiry through Socratic seminar style instruction

The aim of a classical education program is to develop the academic potential and personal character of each of its students, regardless of cultural or racial background, socio-economic status, or ability level, and thus to graduate all students fully prepared to participate as intelligent, responsible, and active members of their community. Founders places an emphasis on language and numeracy mastery, the study of science and history, along with offerings of Latin and Spanish to round out a robust academic program that will help students understand the human experience and how to balance liberty and responsibility as adults.

- **Explicit phonics as the basis of literacy:** Based upon a time-tested Orton-Gillingham multi-sensory methodology, our use of Access Literacy Phonics from K-2 provides students the best foundation to become independent readers and writers. In addition to developing a deep understanding of phonograms, we help our students build their vocabularies, master penmanship, learn sentence structure, and begin reading and understanding the literature that comprises the basis of our English Language Arts program.

- **Direct instruction/Socratic Method:** Our instructional model begins with a focus on direct instruction with the teacher as the subject matter expert. With a deep knowledge of the content (Core Knowledge), the teacher leads the students through a robust exploration of history/geography, science and arts and music program. As the students learn how to do close readings of texts, they can begin to take more control of the instructional experience, leading class discussions and projects related to the material.

- **Latin as foundational for the academic program:** Our middle school teachers direct a three-year middle school Latin program that teaches students Latin word roots, Roman history, and the foundational principles of Latin grammar. Systematic Latin vocabulary-building facilitates high levels of reading comprehension across disciplines, allowing students to pursue advanced study in Latin, or to transition to commence studying a modern language at the high school level. Because Latin provides the basis for a majority of our scientific and medical terminology, a natural preparation and springboard will exist for high school students to explore potential careers in the health-sciences. Thus, our school would offer the sort of electives (anatomy; physiology; psychology) commonly taken by students who hope to enter such fields.

- **English Language Arts program:** Unique to our school is an ELAR curriculum spanning grades K-8 that fosters deep student engagement through appreciation of the beauty of the English language. This systematic pedagogy aligns with the four domains of the English language: listening, speaking, reading, and writing, but it is primarily focused on lessons of human development, good versus evil, and virtues such as friendship or justice. The primary texts for each lesson are from vibrant literary sources such as stories, fables, poems, speeches, recitation passages, and art masterpieces. Instructional methodology facilitates active engagement with vibrant discussion questions and enjoyable oral and written activities, including cursive penmanship, spelling, and grammar, aligning with or exceeding Tennessee's testing requirements.

- **Civics based history instruction:** Civic education, teaching concerning the political order and the individual's rights and responsibilities in that order, begins, of course, in the elementary school. Students will learn through American history the basic facts that led to the creation of the American republic and about Americans' subsequent efforts to maintain liberty and justice under the rule of law. Further, they will be taught the first principles of our constitutional order through reciting the Pledge and attention to national symbols. At the elementary level, we implement Core Knowledge intentionally to reference a common vernacular and set of facts that link all subsequent curricula. Through our middle school Humanities course, we teach seven strands of history, including philosophy, literature, art, music, architecture, religion, and technology, providing an interdisciplinary foundation that prepares students for AP and early college coursework. Teachers collaborate across disciplines to spiral historical content, emphasizing connections that may escape a more traditional course by course approach. Recognizing that history represents both a discipline and a method, we call on our history teachers to facilitate students' hermeneutic understanding of human events. Our cross-disciplinary approach to historical study provides students contextual understanding of the rise and fall of Empires and the pursuit of liberty-something often lost in the assessment-driven culture.

- **AP and early college courses:** Recognizing the need for academic rigor at the high school level, we will offer multiple graduation tracks and multiple delivery systems of course content, including AP and dual enrollment. While electives in math, science, and technology are offered through partnerships with community colleges and online content providers, core courses in language, literature, and history will be available through College Board approved AP courses.

- **Art and Music education:** We offer multi-faceted music and art courses at the elementary level, providing students to explore and build a foundation for advanced studies that considers the foundational principles of art and music, the historical context of both, and the theory behind musical and artistic expression. At the middle and high school levels, we offer performance/studio based courses in visual art, art history, instrumental music, vocal music, music history, and applied music. Teachers infuse a range of digital media into the courses, allowing students to master both course content and appropriate digital platforms.

- **Character education:** Our program will inculcate 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 components of the discipline plan will be made clear elsewhere. At this juncture we address character as seen in the curriculum.

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

All classical curriculum subjects, including history, science, and the arts utilize the same methodology used for language-based and math subjects. 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. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. As stated by Susan Wise Bauer, 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 an important component of our academic plan 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. Reference source: <https://www.memoriapress.com/articles/a-language-centered-education/>

A body of research has shown how Classical education improves student performance on state achievement measures. Splittgerber's 2010 study of more than one thousand students in six classical Lutheran schools and nine non-classical Lutheran schools in Texas, Nebraska, and Wyoming revealed that "classical Lutheran schools outperformed the non-classical schools in achievement as assessed through standardized testing". In fact, Splittgerber (2010: 47) found that "Classical Lutheran schools showed a steady increase in achievement over their norm group, while non-classical Lutheran schools showed a steady decline." Splittgerber (2010: 50) discovered that the classical

schools he studied outstripped their non-classical counterparts even in the area of mathematics. Equally compelling is the connection between the study of Latin and relatively higher SAT scores: "In 2002, the mean verbal SAT score for Latin students was 666. French, German, and Spanish students, meanwhile, achieved a mean score of 637, 622, and 581, respectively" (Tenner, 2009). On the 2008 SAT Reasoning Test in the areas of Critical Reading and Writing, students who had four years of Latin outscored all other students with four years of a single language by a minimum of 45 and 38 points, respectively. In 2010, college-bound seniors who had taken Latin scored "50 to 60 points above the national average on each of the three mean scores" of the SAT exam.

A more local example from Nashville being Nashville Classical Academy's performance as compared to other Davidson and Tennessee schools, especially impacting black and economically disadvantaged students:

FIGURE 1

2019 Student Proficiency: Nashville Classical, Davidson County, and Tennessee

| | ELA | Math | ELA (White) | ELA (Black) | ELA (Economically Disadvantaged) | Math (White) | Math (Black) | Math (Economically Disadvantaged) |
|--|-------|-------|-------------|-------------|----------------------------------|--------------|--------------|-----------------------------------|
| Nashville Classical | 49.2% | 64.5% | 74.4% | 43.3% | 36.5% | 89.7% | 57.4% | 56% |
| Davidson County (Metropolitan Nashville) | 25.9% | 29.9% | 43.9% | 17% | 14.3% | 47.2% | 20.2% | 18.5% |
| Tennessee | 33.7% | 40.8% | 40.6% | 18.4% | 18.6% | 48% | 23.9% | 24.7% |

Source: "TNReady," Tennessee Dept. of Education

Our reading program is a brain-based approach with multisensory instruction that addresses all learning styles. Access Literacy is an "explicit" phonics approach as defined and recommended in a Federal Compilation of Reading Research: Becoming a Nation of Readers, 1985. The Access Literacy program was developed from the Orton-Gillingham and Spalding programs employed by many schools for reading remediation.

The Math In Focus edition of Singapore Math is an English equivalent to the national mathematics curriculum used in Singapore. The Organization for Economic Co-operation and Development (OECD) administers a standardized test, the Program for International Student assessment (PISA), to 15-year-olds internationally. Ranking is based on the average score of all students in each jurisdiction. In 2018, Singapore, using the same math program used by Founders Classical Academy, ranked #2 in the world on the PISA standardized test, compared to #37 for the United States. Professional development 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 in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, 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 multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" Educational Leadership 65:3, November 2007).

- (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.

Del Rey Education's plan for class size is 18-26 students per class in grades K-3, 24-26 students per class in grades 4-8, and 25-28 students per class in grades 9-12. Each grade is made up of 3-4 sections depending on the facility.

In alignment with our mission, students will be instructed with a classical, content-rich liberal arts and sciences curriculum. In addition, students will be instructed in moral character and civic virtue by having discipline, ethics and personal responsibility modeled for them and expected of them. Our goal is to turn out students who are both good people and responsible citizens.

The primary learning environment at Del Rey Education's schools will be the classroom, with independent study being provided through homework. Our goal is to provide innovation in the traditional classical methods through the implementation of technology in the instructional environment and methods, while giving students some additional learning options.

- **Classroom environment:** Classrooms will provide an instructional-focused setting, with students seated at desks in an organized, uncluttered environment.
- **Instructional methodology:** Classroom instruction will provide a rigorous, challenging curriculum that meets or exceeds Tennessee standards. Instructional time is maximized by focusing on content mastery and character development.
- **Student expectations and discipline:** Clear expectations in mutual respect, discipline and personal organization are established for all students. A fair and clear system of discipline emphasizes the importance of rules applying to all and are implemented consistently from student to student. Every student will recognize they are responsible for the culture of the schools. Students will develop an ownership over their learning as well as a compassion to help each other learn. While it is the responsibility of our staff to ensure learning, our students will be engaged in the process.
- **Data-informed instruction:** Recognizing the value of ongoing formative assessment, we provide real-time data for instructional adjustment and intervention throughout the school year. Our students take the computer-adaptive NWEA MAP assessment, allowing for ongoing evaluation of curriculum, instructional capacity, and student performance.

Description of the Curriculum (Elementary, Middle, High School)

Let us dare to read, think, speak, and write.
—John Adams

Elementary School

In the elementary school (what many classical educators call the “grammar” stage of learning) Founders will lay a strong foundation by teaching the fundamentals of literacy and mathematics and

begin the other core subjects in a way that lays the essential groundwork for higher learning. In laying this foundation, it is very important to use the power of the young child's mind to get each student to "own" this knowledge. That means much of what students learn will be committed to memory. Contrary to what is often said today about the worthlessness of "mere rote memorization," not only are children's minds able to commit what they learn to memory, but children love to learn by heart—and thereby *to know*. Higher-level or "critical" thinking can only take place when the human mind has something to think about.

Spelling, Reading, and Writing via Orthography (phonics)

The foundation of all knowledge, thinking, and communication is language. To make children masters of language, beginning with literacy, Founders will teach an explicit phonics program, based upon the Orton-Gillingham body of research, called Access Literacy. The program is the work of two master-teachers of phonics who were trainers for the Riggs Institute and have substantially improved that program based on their own teaching and training of teachers for decades. This approach to phonics is "multi-sensory." It leads students to hear, see, speak, and write as they examine systematically the spelling of words.

The students in the elementary school will thus learn orthography—spelling, reading, and writing words as directed by the teacher—*daily* for over an hour. In addition, in the early elementary grades, students will apply their knowledge of phonics in daily reading practice using leveled readers. Teachers will insist that students use their phonetical understanding in order to read new or difficult words rather than guess at them.

The Access Literacy program combines the teaching of orthography with handwriting such that the students write the words they are learning to spell, thus *encoding* themselves (under the teacher's direction) the words they will *decode* (read) in their own notebooks and from the board. This process, a cornerstone of genuinely explicit phonics programs, gives rise to the phrase, "the writing and reading road to spelling and thinking." Students write the words as they participate (through choral response) to the teacher's instruction, then read the words they have written, and thereby master the spelling of words by truly understanding the patterns of English orthography.

In addition to printing, students will begin to learn cursive at the end of second grade and through third grade. Their handwriting skill will be practiced through the traditional manner of taking notes and writing assignments requiring written sentences, paragraphs, and eventually multi-paragraph essays (rather than multiple-choice tests and assignments done on a computer).

Grammar

Just as students will learn to read, spell, and write words through an explicit phonics program, so will they learn the proper ordering of words through the teaching of explicit grammar. "Explicit" grammar entails explaining the parts of speech and how they work in sentences. Such teaching might be called *prescriptive*—how words ought to work—rather than just *surgical* (catching grammar mistakes without explaining why they are mistakes), though both are necessary in working with students of all ages.

There are several grammar programs commonly used by classical schools at the moment, one co-written by Tammy Peters, a veteran teacher, and Dr. Dan Coupland of Hillsdale College, called *The Well-Ordered Language*. Founders will teach grammar using *The Well-Ordered Language* beginning in third grade and through the three levels of that program. Grammar will also be taught in the higher grades by, *inter alia*, teachers using once standard textbooks such as *Warriner's Grammar*. See

comments below on the study of Latin.

Vocabulary and Morphology (through all grades)

To communicate well and clearly, human beings must know words. To know words, they must study them. Rather than just relying on students to “pick up words,” Founders will engage students continuously in the formal study of words through a variety of means.

First, the school will work to hire articulate teachers at all grade levels who love and have mastered the English language. That usually means they will have studied in-depth the English language, great literature, and often other languages. Further, these teachers will not “talk down” to children, but rather raise children up to their level of discourse.

Second, the school's curriculum, particularly in literature, is composed of classic works that are rich in language. Teachers will teach explicitly the vocabulary in these books.

Third, students will be taught and encouraged to use dictionaries to understand fully the meaning of words. In addition to the current definitions, students will learn the histories of words through their word roots, as found in better collegiate dictionaries.

Fourth, to further this understanding of word origins and meanings, students will learn the roots of words through the teaching of those roots, especially from Greek and Latin, starting in the third grade. This study will continue throughout the upper-elementary years.

Fifth, the teachers must be vigilant in teaching words throughout the day, no matter the subject being studied. Thus, all teachers are *de facto* teachers of English if they want to be understood.

Sixth, while these ways of studying language will be continued throughout their years in school, students' knowledge of language will increase substantially when they begin the formal study of Latin in sixth grade and continue it throughout the middle-school grades and at least one year in the high school. Roughly half of the words in the English language derive from Latin. By studying Latin formally, students will learn precisely where our words come from and often the deeper meaning of these words through “word histories.” In addition, the intense grammatical nature of Latin will further substantially their knowledge of English grammar.

Seventh, in following a classical curriculum, students will be taught not just language in its everyday vernacular or slightly more sophisticated vocabulary in preparation for a standardized examination, but rather “the best that has been thought and said,” to quote the great English writer and school inspector Matthew Arnold. In their reading, students will encounter a mastery of the English language that has stood the test of time and might still serve as a model for great writing. To this end, students will read and even emulate masters of English, starting in the elementary school. (See the composition class below.)

Finally, this intense, formal study of words will come to naught if students stay stuck in the modern vernacular. Therefore, teachers (as well as school leaders) will encourage students to speak standard English rather than slang, which will no doubt require gentle correction of their normal speech patterns.

In addition to the formal teaching of spelling, reading, and writing via phonics; of grammar; and of vocabulary, the teachers will employ other methods to solidify and supplement students' mastery of

language. These methods—some of them centuries old, others quite new—may include spelling bees, songs, and the like.

Mathematics

Founders will teach mathematics in such a way that both lays the foundations of basic numeracy through the mastery of “math facts” and also explains mathematical reasoning behind underlying numerical relations. This once common approach to math is generally called conceptual, yet it does not ignore quick and accurate calculation (using one’s own mind rather than a calculator) and in fact rests upon a close familiarity with numbers. The Singapore Math approach (of which there are several programs) provides students with this strong conceptual foundation of mathematics. From the earliest grades, this program emphasizes the physical dimensions of mathematics through manipulatives and graphical illustrations of underlying mathematical rules and phenomena. Further, the program presents mental math skill-building and problem-solving such that students have a better understanding of not simply when to use a particular equation, but why. Thus, students who have been trained in this program will have a much better grasp of how to solve “story problems,” i.e. real-world situations requiring mathematical reasoning yet not always accompanied by a worksheet or teacher telling you which procedure to follow.

Beyond pre-algebra, wherein Singapore Math will be used, Founders will extend this combination of fact mastery and concept analysis into higher branches of mathematics: algebra, geometry, trigonometry, pre-calculus, and calculus. As in the case of the earlier grades, mathematics will be taught in a traditional manner. The school may enlist experts in mathematics (to include mathematics professors) to advise on the best textbooks (such as the Weeks & Adkins algebra and geometry texts) and to conduct teacher training.

Core Knowledge

With language as the foundation, Founders Classical will impart lasting “cultural literacy” and “core knowledge” through the Core Knowledge Sequence in grades K-8, which will serve as the principal curriculum in the elementary and the middle school. Cultural literacy is the term used by Professor E. D. Hirsch in his best-selling and path-breaking book of that name to refer to an age-old concept: the fundamental articles of knowledge necessary to read, think, speak, and write in every field of human inquiry and to communicate with fellow citizens. This idea of cultural literacy was the kick-off to the educational program of “Core Knowledge.”

The Core Knowledge Sequence is a specific, K-8 grade-by-grade core curriculum of common learning that aligns subjects at each grade level and provides a clear and ordered progression from one grade to another. The curriculum intentionally features “spiraling.” That is, subjects (such as The Constitution) are introduced in the primary grades, taught with greater depth in the upper-elementary years, then taught at an impressively deep level in middle school (for an entire quarter in the case of The Constitution). Teachers in the high school will thereby be able to build even further on this foundational knowledge, thus surpassing often what the majority of college students learn.

The Core Knowledge Sequence outlines the books and topics taught in literature, history and geography, the sciences, music, and art, as well as other aspects of cultural literacy we “need to know,” such as once common sayings taught in the early grades. A faithful adherence to this curriculum will impart a great deal of knowledge into the minds of young people and also make them capable of vigorous, informed discussion of matters of timeless interest. They will know, for example, *who* Michelangelo was and *what* he painted and sculpted, *when* Columbus discovered

America, *what* Crusoe did on his island and *what* he learned there, *why* the colonies declared Independence, *where* the states and capitals are, what liberties The Bill of Rights secure for Americans, *how* photosynthesis works, *what* Newton's laws of motion are, and so on. (See discussion below on Socratic discussion and in the high school on how these subjects taught.)

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important and will not play a secondary role at Founders. The Core Knowledge science program focuses on thematically linked science subjects and biographies of great scientists. The order of the Core Knowledge Sequence requires regular repetition of the most important topics, to ensure students are well versed in the fundamentals before they reach high school. For example, students are introduced to chemistry in the second grade, master most of the Periodic Table of the Elements in the fifth grade, study chemistry in-depth for a semester in seventh grade, and are thereby well-prepared for chemistry in high school. Such cannot be said of most curricula these days, which is why so many high-school sophomores across the country feel unprepared for the difficult (yet ordered) science that is chemistry. The Core Knowledge science sequence in all grades is thus well-constructed to meet the Tennessee state standards, since comprehensive units in life sciences, physical sciences, and earth sciences are taught in a spiraling fashion throughout the elementary and middle school years.

The State of Tennessee, and Sullivan County in particular, has experience with Core Knowledge, particularly with its capacity of inculcating real knowledge in students, and those with a wide variety of socio-economic backgrounds. Consider the selection from the article below taken from *The 74* (February 18, 2020).

Halfway through a unit on the westward expansion this year, a second-grade teacher in Rock Springs Elementary School was conducting a read-aloud of the Core Knowledge text *Buffalo Hunters*. She posed the question, "In what ways are the steamboat and the locomotive train similar?" One of our most behaviorally challenged students — a young boy who lives in extreme poverty and struggles mightily with anger — was eager to display his knowledge. "The train and the steamboat both run off coal or wood. Both have steam," he said. "I am like the train. The train has to release steam. It's like me. Sometimes I get really, really mad and I have to release steam. That helps me calm down or I would explode, just like the train."

What this young boy demonstrated is the impact that rich and relatable texts can have — and the platform they can provide for the kinds of connections we want students to make. In the past, this classroom might well have been working on a skill like "cause and effect" with a text like *Don't Slam the Door* (about the effects of the family dog letting the house door slam). With *Buffalo Hunters*, not only is the student far more engaged, but also this teacher has more meaningful content to explore, more advanced vocabulary to discuss and more interesting writing prompts to assign.

Over the past three years, our school system has moved from a "1" on the state's TN Ready Assessment to a "4," exceeding the state's growth standard. The percentage of students requiring Tier 3 instruction — intensive intervention, versus general instruction in Tier 1 and moderate intervention in Tier 2 — in ELA has dramatically decreased. We've accomplished this with the largely free, downloadable version of the Core Knowledge Language Arts program, supplemented with grant dollars.

ResponsiveEd's journey with CKLA has been transformative, helping us to act upon three core beliefs:

1. Focusing on foundational skills (e.g., phonemic awareness and phonics) instruction;
2. Ensuring that the questions we engage in with texts require higher-order thinking versus simple recall and memory;
3. Passing on ownership to students for their work.

In our experience, it is rare to find teachers who don't believe students can perform to high expectations. The problem is that they don't know what to do about it; we have not given them an organized way of delivering on their core beliefs.

The curriculum, which offers a vigorous implementation of Core Knowledge, will most certainly provide the framework necessary for teachers to invite and challenge students to perform to high expectations.

Informational Texts (Job Sharing of "ELA" Standards)

The Tennessee standards call for the reading of informational texts at most all grade levels. By "informational text," the standards imply non-fiction writings that usually are intended to make a point or reach an outcome, or, on the other hand, are meant to inform an audience. With the classical curriculum, Founders Classical will take that inclination a step further. We shall show the influence of great non-fiction texts on history and/or our understanding of the world.

For example, arguably the greatest American writer during the century of our nation's founding was Benjamin Franklin. As a writer, newspaper editor, philanthropist, scientist, inventor, school founder, moralist, and revolutionary, Franklin mastered and employed many genres of writing in order to explain the physical world, the political world, the economic world, and to suggest how we can thrive in all of these. Thus, our students will read selections of Franklin's writings in elementary, middle, and high school in order to understand the foundations of our nation, scientific phenomena, sayings and phrases that live with us still ("Early to bed, early to rise . . ."), and, not least, to emulate good writing that often contains no small degree of humor while it persuades and informs.

Further informational texts will include historical documents, such as newspaper articles and editorials, political campaign signs, accounts of voyages and attendant maps, autobiographies, scientific discoveries, private accounts in journals, and both public and private letters (with a view to teaching students how to write formal letters even in a hyper-texting world). Connected to the historical narrative, what otherwise might be random "informational texts" will be ordered into genuine, usable core knowledge. To this end, Founders may teach these informational texts across different subjects that best suit their original intent and influence, rather than housing them all in English classes.

Fine Arts

The Core Knowledge curriculum features a robust program in the fine arts in grades K-8. This program brings together the history, theory, and practice of music and the visual arts in a way that fully explains and allows students to participate in the beauty of our rich artistic traditions. Students will therefore learn both art and music in every grade through the middle school, as called for in the Tennessee state standards. Moreover, the arts do not exist as their own separate islands in the stream but often nicely align with history and literature being taught simultaneously. For example, when students learn about the Renaissance in history, they will also study the history of Renaissance art in their art class and Renaissance music in their music class. Thus, the broad spectrum of culture will be better understood and appreciated.

Modern Foreign Languages

Based upon various considerations, Founders Classical may teach a modern foreign language in the grammar school. If the school offers a foreign language, the language will be taught predominantly by the immersion method. That is, much of the course will be conducted in the language and taught by a native or near-native speaker. In addition, students will listen to classic stories, such as fairy tales, in the language that correspond to what they are learning in their literature lessons. Thus, the similarity of the language in a recognizable story will serve as a vehicle for their understanding.

Middle School

Although thinking human beings never abandon the basics, and anyone beginning a new subject must start there, *and* children of any age possess an ability to reason at some level and should be encouraged to do so, students in the middle or intermediate grades will be better able to take the knowledge they have acquired in the earlier grades and begin to *reason* more formally on that foundation. To wit, many people in the field of classical education call the middle grades *the logic stage*.

Core Knowledge

The middle school builds upon the learning of the elementary grades by continuing with the Core Knowledge Sequence. After what might be considered a “capstone” course in the sixth grade, which Founders will consider the transition year between elementary and the upper school, the Core Knowledge Sequence continues through the seventh and eighth grades, reviewing in greater depth some material (such as the U.S. Constitution, biology, chemistry) but introducing anew other topics. For example, whereas the history taught in grades K-5, whether American, ancient European, or that of other civilizations, does not encompass that of the twentieth-century, the seventh- and eighth-grade history treats the modern world in great detail, to include the two world wars, the Depression, the Cold War, the women’s rights and civil rights movements, and much more. Not only are the students well-prepared for these complex events, they are also more mature and thus able to understand their complexity and continued relevance. Similarly, students in these grades will encounter more modern classics of literature (while still reading Shakespeare each year), modern art, modern music, etc. Since there is more room in the seventh- and eighth-grade curriculum for works of literature, and the history of the 20th Century calls for such understanding of the world, several modern literary classics will be added, such as *Fahrenheit 451*, *Lord of the Flies*, and *To Kill a Mockingbird*. These additions follow the example of several well-known and successful classical schools across the nation.

Socratic Discussion

While in the elementary grades students will learn very often through teacher-led discussion, in the middle grades students will be taught more formally through Socratic discussion, particularly in literature. This practice of classical schools (which answers a number of Tennessee state standards) requires students to be able to read and understand complex texts and also to participate in engaging and illuminating discussions with their peers through addressing the poignant and thought-provoking questions asked of them by their teachers, as well as responding to the ideas of their fellow students. Such a robust discussion is by no means a free-for-all nor a predictable script, but is guided by the keen insight of the teacher and the beauty and depth of the story itself. Students who learn to discuss and appreciate literature in this manner for years and through many of the great works of our tradition will not be thunderstruck when their freshman literature professor in college asks them a question that goes well beyond the scheme of plot diagrams.

The practice of Socratic discussion throughout the course of the Founders classical program, in addition to the formal rhetoric class and other oratorical practice throughout the grades, will more than meet the Tennessee Speaking and Listening standards.

Mathematics

In the middle-school years, students will learn pre-algebra, and many students will learn Algebra I before getting into high school. If the school arranges the schedule by ability-grouping in math, some advanced students may even take geometry. Once the study of formal algebra begins, the fruits of learning math through a conceptual approach visibly begin to pay off. Algebra and geometry require mathematical reasoning at a level that many students never become “comfortable” with. Visibly “seeing” what a problem looks like, whether on paper or in one’s mind, enables students to work through various sorts of equations and even to set up equations themselves (without prompting) through the clues given in “story problems.” In other words, students will learn to engage with real mathematics.

Latin

Founders Classical will begin the formal teaching of Latin in sixth grade, require full Latin courses in the seventh and eighth grades, and require one year of Latin in the high school for graduation. The teaching of formal Latin will extend beyond the teaching of Latin roots, consisting of instruction in Latin grammar, the translation of Latin sentences and passages, and an increasing amount of conversation in Latin, all by a trained Latinist.

So far from being a chore, classical schools across the country have found that when well-taught, Latin becomes one of students’ favorite subjects, and they often take it beyond the required one year in high school.

The teaching of Latin is an integral part of the school’s rigorous language curriculum. Latin provides insight into the meaning of over half of English words while its complex and ordered grammar enables students to gain a critical knowledge of English sentence structure by way of comparison. Latin also offers a bridge to learning other languages. Finally, knowledge of Latin takes us to the heights of English literacy since so many Latin phrases still find currency in modern writing: e.g. (*exempli gratia*), *et alia*, *ex post facto*, *ex officio*, *id est* (i.e.), *ex nihilo*, *ibid.* (*ibidem*), *gravitas*, *E pluribus unum*, A.D. (*Anno Domini*), *homo sapiens*, etc. (et cetera). So hold the *post mortem*! *Lingua Latina non mortua sed viva est.*

Civics Assessment

In line with state statute, a civics assessment will be administered in grade 8 or 9.

High School

With the foundations of learning having been laid in the elementary school and middle school, students will be able to read more demanding books, think more clearly about complex problems, and speak and write far more effectively in their high school years. In their humanities classes (literature and history), students will explore the classic works and formative events of the Western and American tradition. In mathematics, students will continue to learn to reason with system and accuracy. In the sciences, students will acquire a much more advanced understanding of our continuing inquiries into the natural world. In the fine arts, students will further study the classics of music, painting, and sculpture, while working on their own performances. Foreign languages will be required to enable students to converse with the past and with other peoples. Good character will be

fostered through students' more advanced study and practice of the virtues, to include the formal study of humanity's moral nature in a moral philosophy class. Students will be prepared to live and thrive in the world, as both human beings and citizens, by their study of composition, rhetoric, government, and economics.

To achieve these ends, students will pursue the following curriculum.

Literature

Students will take four years of literature divided into these classes:

Ancient Greece and Rome (9th), British (10th), American (11th), and Modern (12th).

The classes will follow a "great books" approach to literature. That is, complete works of great literature will be read in most cases (vs. snippets from anthologies) and only books that have attained the rank of a "classic." The books will be thoroughly read and discussed through lively Socratic inquiry. These discussions will concern principally the trials, decisions, and actions of vivid characters (i.e. human nature) rather than basing the discussion on drier and more questionable forms of "literary criticism." Our goal is that young men and women will "meet" the compelling characters of great literature, thus gain insights into their own complex human souls and from thence be inspired to meet the challenges and opportunities of life. The curriculum will not be a speed-race through all the Western canon but will follow the principle of "less is more" so students will gain a deeper understanding of the great stories they read. By this means, students will build a solid foundation in reading complex texts, discussing them, and reasoning about both their intricate details and broader meaning (or what is usually called "critical thinking" these days). Further, this foundation will consist in truly knowing (and not just rushing through) the great literary heroes (and villains) of our tradition, such that they will have not a passing acquaintance with, but a life-long companionship with Achilles, Odysseus, Penelope, Antigone, Oedipus, Aeneas, Caesar, Brutus, Romeo, Juliet, Lady MacBeth, Hamlet, Elizabeth, Mr. Darcy, Scrooge, Hester, Tom, Huck, Ishmael, Captain Ahab, Scout, and many, many more.

In addition to epic poems, plays, and novels, the high school will continue to build on the foundation of the elementary and middle school in teaching great poetry. Students will certainly learn the structure of poetry (rhyme scheme, etc.) yet go far beyond the mechanics by learning to appreciate the grace by which words deliver meaning when written in verse. Insofar as some of these poems are, like the stories above, worthy of life-long attention (and indeed will take on new meaning throughout the course of one's life), students may be required to commit poems to memory.

In keeping with state standards, students may encounter "informational texts" in literature class. More often, these texts will be housed in other classes devoted to the study of language and writing.

See composition, rhetoric, and other classes below.

Composition

Writing well is crucial to a person's flourishing in school, in college, and in life. In addition to the attention given to writing in literature classes, the school will require *at least* a semester of formal composition in the ninth grade and perhaps in later grades for students new to the school. The class will solidify students' knowledge of grammar and work on the difficulties that frequently mar students' writing. Foremost, the class will teach students how to write a compelling "thesis-driven essay," that is, a formal paper that makes a point and effectively employs language, marshals evidence, and orders an argument to make that point. To this end, the class will study some of the great writers, particularly essayists, of the past, e.g., Francis Bacon, Montaigne, Joseph Addison, T.B.

Macaulay, Benjamin Franklin, Madison and Hamilton (*The Federalist*), George Orwell, Flannery O'Connor, et alia. *À la Franklin*, students will be encouraged to emulate great writing. This class may assist with the writing of papers from other classes. Due to the different levels of writing among students coming from the middle school and from other schools, more than one level of composition may be offered and/or required.

As noted above, this course will likely house much in the way of state requirements in the study of "informational texts." As in all aspects of a classical curriculum, the study of composition will put forth the true *standard*, i.e. "the best": in this case, the best essays that have been written in the English language. More recent efforts at writing may in turn be "compared and contrasted" to these classics. Further, exemplary writers of the recent past who self-consciously followed in the tradition of the great essayists (C.S. Lewis and William F. Buckley come to mind) will be studied to illustrate how these standards can be achieved in modern times.

Rhetoric

Speaking clearly and convincingly is, if anything, even more important than writing and has, in many respects, become a lost art in our world. Since vigorous, informed discussion is an integral part of every class and is in many respects not as difficult to teach as formal composition, the school may not require a rhetoric class for graduation. Nonetheless, the school will offer and strongly encourage students to take such a class, likely taught in the second semester of ninth grade.

The rhetoric class will take a classical approach to public speaking. Hence, it will not encourage students to declaim wildly on the most modern and controversial political topics, as happens in many debate classes in this country, but rather will: 1) study models of great speeches, as those of Pericles and Cicero among the ancients, and Elizabeth the First, John Adams, Daniel Webster, Frederick Douglass, Abraham Lincoln, Winston Churchill, Martin Luther King, et alia among the moderns; 2) imitate those speakers in crafting one's own speeches, often on historical topics; 3) learn the formal means of crafting a speech while at the same time developing one's own style (i.e. the use of argument and counter-argument in debate, how to employ both humor and beautiful language, the effects of analogy and story-telling, in short, the methods of the great speakers of the past); 4) become comfortable speaking in front of an "audience," even extemporaneously; and 5) realize how the subject matter of other classes—whether in history, literature, science, mathematics, the arts—can be deployed to build a sound case in one's speaking.

History

Students will take four and one-half years (nine semesters) of history. History will be a distinct class and not taught as a combined humanities class. Though textbooks may be used to give students some background narrative of any historical epoch, the course will significantly employ the study of primary source documents, and it will be left to vibrant, all-encompassing story-telling on the part of history teachers to bring the great panoply of the human past to their students. The history sequence will run parallel to the literature curriculum in the following sequence: Western Civilization I: Greece and Rome (9th); Western Civilization II: Medieval, Renaissance, Reformation, Seventeenth-Century England, and Enlightenment (10th); American History, 1607-1900 (11th); Twentieth-Century America, 1900-2000 (first semester, 12th); Western Civilization III: The French Revolution to the Cold War (both semesters, 12th). The unique feature of this sequence (other than the emphasis placed upon the reading of primary sources to an extent not usually seen until college, even when compared to AP courses) is the attention given to both ancient history and to American history. Often, ancient history becomes a mere introduction to sweeping world history courses moving at a breakneck pace towards modern history. Thereby today's young people are deprived of the rich inheritance and wide

array of “case studies” in human life as offered by Thucydides, Plutarch, Cicero, and other ancient authors that were closely read during periods of great human creativity, such as the Renaissance and the American Founding. Further, the history sequence calls for three rather than the standard two semesters of American history. Thus, significant attention can be given to the major events and their causes (colonization, the Revolution, the Civil War, etc.) but also to the steady growth of America, formation of an American character, and America’s emergence as the leader of the free world, hence a nation with significant responsibilities which must be understood by all citizens.

The overarching inquiry driving the study of history will be human beings’ attempts over centuries to achieve both freedom and justice, in short, the pursuit of happiness and self-government. To this end, history will explore human beings’ greatest conflicts and achievements. Much attention will be devoted to the Western and American political, religious, intellectual, cultural, and economic traditions. In pursuing the narrative of our history, students will confront larger, philosophical questions, such as: “What is the just regime?” “What is the good citizen?” “What is human happiness?” “What peoples have achieved the most and why?” “What leads to the rise of a people?” “What leads to their decline?” “What have been the effects of good and great people (heroes) on history?” “What have been the effects of nefarious people (villains)?” “What did it mean to be a Greek?” “A Roman?” “A Medieval man or woman?” “A Renaissance man or woman?” “What is Enlightenment?” “What is Awakening?” “What then is the American, *this new man?*” (Crèvecoeur)

These courses, in addition to economics and government (see below) will satisfy the Tennessee state requirements. In addition, an elective course on Tennessee history will be offered, also meeting state statute. (Realize there may be difference in nomenclature; e.g., what is called “World History and Geography” in the state standards may be titled “Western Civilization” in our curriculum.)

Mathematics

(See commentary on the classical approach to mathematics above.)

Students will take four years of mathematics in the high school. They will be placed in classes according to ability rather than grade level. Thus, students who come into the school needing remediation, students who need more time to master a certain branch of mathematics, and students who are particularly gifted in math and wish to take higher-level courses, can all work at the appropriate levels. Mathematics classes will be taught in sequence, with each year given to a particular branch of math: Algebra I, geometry, Algebra II, trigonometry and pre-calculus, calculus. Students may “double-up” in math with the approval of the principal. As with the other subjects, math will be taught in a traditional or classical manner. In addition to acquiring the necessary understanding of math facts, students will also learn the “real math” behind the algorithm. In other words, students will not simply perform the various operations without understanding what those operations really mean, but rather learn the concepts or reasoning behind mathematics. This approach, which used to be common in America, is now standard in Asian countries.

In order to ensure that students have actually mastered each level of math, the school may require a performance examination to be administered at the end of the year to determine which students may pass to the next level and/or an exam given to incoming students to ensure a correct placement.

Science

Students will take at least three years of science in the high school and be encouraged to take a fourth. As with mathematics, the classes will be based upon the study of one branch of science per year, the usual sequence being biology (9th), chemistry (10th), physics (11th). The exception to this rule will be for students entering the high school without as firm enough a foundation in science as that

provided by the Core Knowledge sequence. In such cases, a combined science course may be constructed to give students the fundamentals they need to take biology and chemistry individually in subsequent years. In the sciences, particularly physics which relies so heavily on a strong math background, the school may find it necessary to have advanced and regular sections. Nonetheless, the non-advanced classes will still be rigorous and exceed state standards in those subjects. While making sure that students master the essential facts of the sciences, teachers will still employ to a large degree a conceptual approach to the study of science, often introducing a topic with an “inquiry-based” lesson or experiment. The goal is for students to be able to *explain* complex scientific ideas. The fourth year will be reserved for higher levels of science such as second-year biology, chemistry, or physics. Other science courses, such as geology, astronomy, and anatomy/physiology, may be offered as well (and may be taken to fulfill the third-year science requirement, in keeping with the state standards. With the permission of the principal, students may “double-up” in the sciences earlier than the senior year.

Latin and Other Foreign Languages

Students will be required to take at least one year of Latin in the high school, normally in the ninth grade. For students coming out of middle school, the normal pattern will be to take an advanced Latin course with the goal of getting to the level of translating original Latin, though there will be a need for a comprehensive review of Latin grammar. Ideally, the students would be able to read at least some Virgil in the original as they study *The Aeneid* in translation in the second semester of the classical literature course.

Students may be required to take another two years of a foreign language beyond the one year of Latin. They may do so by either taking two more years of Latin or of taking a modern foreign language. The offering of other languages will depend on the level of student interest and the ability of the school to attract qualified teachers. The languages offered will likely increase as the school grows. Spanish, French, and German are strong candidates. If there is enough interest, ancient Greek may also be taught. As with Latin, one goal is for students to read quality literature in addition to learning to converse in the language (the latter being true even of the Latin program).

The Fine Arts

In the elementary and middle grades, music and art are an integral part of the classical curriculum. In high school, students will continue to study and perform in the arts and will take at least one fine arts course in line with the states standards. Music courses will include choir, band, and orchestra. Art classes will include drawing and painting and art history. As in the K-8 curriculum, students will learn how the arts are, on the one hand, a reflection of the ethos of a given age and, on the other, a striving of human beings to reach the realm of “the Beautiful,” and thereby offer timeless lessons and inspiration to human beings. Thus, while technique and composition in either music performance or painting and sculpture are important, students should be invited to explore the deeper meaning of any work of art or music. For example, what does the Sistine Chapel Ceiling tell us not only about Michelangelo’s or the Renaissance technique of painting but also about the nature of man *qua* man? What insights do we gain about the human spirit from Beethoven’s Ninth Symphony? Interestingly, just as we begin teaching the fundamentals of reading and spelling in this school with a “multi-sensory” approach to the English language, so the visual and musical arts enable us to understand more fully the human story through the education and elevation of our senses.

Government

Civic education is essential to the mission of Founders Classical. Students will take at least one semester of government in high school, normally in the junior year, while other electives in political

philosophy may be offered as well. The government class will be centered on the Constitution. Students in the eleventh grade will be at a higher reading level than those in the eighth grade, when they study the Constitution for a whole quarter, and will read supporting documents such as debates from the Constitutional Convention, essays from *The Federalist*, Supreme Court cases, and speeches of American political figures reflecting upon the Constitution. Particular attention will be given to fundamental Constitutional ideas and practices: the separation of powers; limits upon the executive; a bicameral legislature with different terms of office (with only one branch originally elected by the people); the system known as federalism wherein national, state, and local governments have different spheres of action; *enumerated* powers; the bill of rights, and more.

Civics Assessment

In line with state statute, students will be required to take the United States citizenship and immigration test, as well as a project-based civics assessment, most likely at the end of their junior year.

Economics

Students will take one semester of economics, normally in the senior year. The class will explore the basic principles of free markets and human industry: supply and demand, the division of labor, pricing, incentives, ingenuity and innovation, etc. Aspects of both micro and macroeconomics will be taught. The course may employ a textbook but will not be driven by a textbook approach. The fundamental idea behind economics is human beings' "propensity to truck, barter, and exchange one thing for another." (Adam Smith) Thus, economics will not be taught as a "dismal science" but as human beings' constant, though sometimes erratic, attempt to improve their "lot in life," with inventions from the wheel to the iPhone being a part of that long story. Economics can never be considered an isolated discipline. The relations between the market and the political regime will be explored, taking up the important question of what human efforts and enterprises should be performed by government and which should be performed by the free market. Classic theorists, such as Adam Smith, may be employed to answer such questions, as well as important moments in economic history, such as the debate over the Ten Hours' Bill in Britain (that limited the number of hours *children* could work in factories).

Moral Philosophy

Students will be required to take a semester-long class introducing them to the formal study of human nature, morality, and right conduct. During the period of this nation's founding, such a class was considered the most important class in an upper-school or college curriculum and was often taught by the headmaster of the school or president of the college, as was the case with John Witherspoon at Princeton, who was the teacher of James Madison and a signer of the Declaration in his own right. The basic premise of this class is that human beings are moral beings. Despite the passions and appetites that often take us down the road to ruin, we have a conscience (or a moral sense) that urges us to live virtuously. Indeed, living virtuously is the source of true happiness, according to many philosophers. This class will lay the philosophical foundation of what it means to live virtuously and show examples of virtue in people. The class will not use a textbook but rather work through sources that shed light on the desirability of right living. While some of the readings may be from works of philosophy, others will be from literature and history. Students will see through noble examples in literature and history how human beings practice the virtues, to include the virtues that the school explicitly embraces as its core of character formation. Thus, this class formally explains to the students what they will have been learning since kindergarten: that we want them to achieve happiness by living virtuous lives.

Electives (see above for languages)

Electives may be offered in subjects other than those above. It is likely that students will wish to take electives in the fine arts (as described above), in topics that go deeper into a particular aspect of an existing course (e.g., Dante, political philosophy, etc.), and in technology.

Extracurricular Activities

Founders Classical will encourage a robust extracurricular life in sports, music, drama, leadership, community service, public speaking, chess, math and science clubs, and the like. These activities, however, will occur after school hours, not during the day. Choir, band, and orchestra will be considered a part of the fine arts curriculum and therefore *will* be taught during the school day. Show choirs, jazz bands, and other select groups will most likely hold practices after school. Students must maintain a sufficiently high G.P.A. (as determined by school policy and monitored by the principal) in order to take part in extracurricular activities.

The Senior Thesis

Every Founders senior will write and deliver orally a senior thesis on a topic of his or her choosing that emerges from the curriculum. A satisfactory performance on the senior thesis will be required for graduation. Because the senior thesis is writing intensive, it will most likely be anchored in the senior literature class. Nonetheless, the student's thesis may concentrate on books, events, or themes that draw from any part of the high-school curriculum. The broad questions the thesis will seek to address are along the lines of, "What is a human being?"; "What is a citizen?"; "What is justice?"; "Who is a hero?"; "What is the beautiful?"; "What is the good life?" These are big questions for teenagers to be considering, who are far from being original thinkers or as yet experienced enough in life to give definitive answers. Thus, each student will be invited to adopt a particular perspective through a question he or she develops and use a book, event, idea, hero, or human achievement to answer that question. The students will, then, be able to speak through Homer or Shakespeare or Milton or the Founding Fathers or Lincoln, et al. Thus, the senior thesis will be looked upon as a culmination of the Founders Classical education and a rite of passage to a life of virtue, learning, and, we hope, happiness.

- (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?

Williamson County is a geographically large and populous county with 238,412 residents according to the 2019 U.S. Census Bureau statistics. The Williamson County population has increased by 2.7% per year since 2019. Williamson County is a mostly affluent county. The median household income from an annual average between 2015-2019 was approximately \$113,000 while the poverty rate was recorded at 4.3%. Correlated to the high household income rate is a highly educated population. 95.3% of adults have a high school diploma with 59.8% having a college degree per the 2019 U.S. Census Bureau. Based on direct data collected, the data shows that the student population being drawn to Founders Classical Academy is a very good fit for the instruction methods and curriculum being offered. Through September and October of 2021, 10 meetings were conducted in public settings to engage parents and solicit their feedback relative to what is most important to them in their child's school. These meetings revealed that parents want the basic, foundational education for their children that aligns with our classical curriculum. In addition to in-person meetings, optional informal polling of 90 families in June 2021 revealed that the vast majority preferred the following courses for their children: 75%+ civics, 95%+ grammar and phonics, and 98%+ basic literature, history, math and science. The same poll

indicated parents want a choice of a school that aligns with their values. According to the poll, 78% of the parents value the building of moral character for their children and 84.6% want empowered teachers focused purely on education. We believe that parents know the best way their children learn and that our model will meet the needs of our families.

We are confident that our classical curriculum and instructional method will resonate with all demographics within Williamson County. We want to make the school open and welcoming to everyone with knowledge from other Founders schools using the same classical curriculum that students excel at all levels regardless of socio-economic or prior education level. Perhaps the best indicator of this is to look at other schools using the same curriculum and teaching methodology. Case histories can be found at three current schools using the same classical model and curriculum. Seven Oaks Classical School (Ellettsville, IN), Treasure Valley Classical Academy (Fruitland, ID), and the Pineapple Cove Classical Academies (Palm Bay and Melbourne, FL). Each of these schools has 25% or more of its population qualifying for free and reduced lunch (the economic indicator used in public schools), and all have a good mix of populations from different means and education levels. Seven Oaks Classical School has scored at an 'A' level on the state scores for the past three years in a row. Both of the Pineapple Cove schools are performing well with Melbourne at an 'A' level on the state test and with Palm Bay at an 'A' level three years in a row after initially being at a 'C' level four years ago. This illustrates that schools utilizing the same classical curriculum as Founders as their academic focus serve the entire school population well including the economically disadvantaged students.

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

Alignment of Core Knowledge with Tennessee State Standards

Most of the Core Knowledge Sequence in history and other subjects aligns with the Tennessee state standards. For example, the sixth-grade Tennessee standards call for the teaching of early civilizations through the fall of the Roman Empire, just as does the CK Sequence. Since some parts of the Core Knowledge curriculum do not align exactly with the Tennessee state standards, some adjustments to the curriculum may be made. This adjustment may take the form of moving part of the curriculum from one year to another or in teaching a Core Knowledge topic where it stands but requiring an intensive review of the subject matter in the year the standards call for it. Tennessee history will be taught for a semester in fifth grade.

Founders' use of Core Knowledge standards-based curriculum aligns with the TN academic standards. Other schools using the same classical curriculum based on Core Knowledge have been aligned to the standards in their states, including Tennessee, and classical charter schools in Tennessee (Nashville Classical Academy) have successfully aligned here as well. The Founders program is currently aligned with Texas and Arkansas state standards that will be the basis of continuing alignment work, and ResponsiveEd will conduct regular audits to ensure alignment. As standards occasionally change, every year our Head of School (our term for school leader) will conduct an audit to make sure our academic plan stays in alignment with the state of Tennessee and our curriculum is adjusted as needed to meet the needs of our students. As ResponsiveEd expanded from Texas into Arkansas, this process took two years, and within four years of opening, the Bentonville campus was one of the top three highest performing schools in the state.

Typically, alignment work has to be done in math and occasionally history given states' particular priorities regarding history and social studies education. The other essential alignment work comes in

the area of graduation plans. We find that different states will require different courses or different course lengths for certain subjects. At Founders, our graduation plan requires between 26 and 28 high school credits, including credits earned in middle school for math, language, and certain electives where allowed.

- (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.

Our academic plan does not include blended learning.

- (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

In this section:

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

Del Rey's annual long-term goal is to be one of the highest performing schools in the county by having 100% of our students meeting proficiency on state exams. Based on historical data from other Founders schools, and those using the Core Knowledge curriculum, we feel confident in our ability to meet those goals. We will use exit tickets, unit exams, and the NWEA MAP assessment to determine our benchmark and our progress during the year and to determine success in grades K-2. Del Rey Education understands these are ambitious goals, but anything less than the highest expectations for our amazing students would be a disservice. Del Rey looks to ResponsiveEd based on its performance at Founders Classical Academy in Lewisville, Texas, to reproduce these results in Tennessee.

Other Academic Goals:

- 100% of students meet expectations of 70% or higher in their grade performance
- 100% of students by grade 8 will have basic language proficiency in Latin as measured by internal assessments.
- Attendance: 95% attendance rate.

Performance Data at Founders Classical Academy in Lewisville, TX

Founders Classical Academy of Lewisville (TX), ResponsiveEd's longest operating school in its classical network, started in 2012. Below is FCA Lewisville's pre-COVID performance data for 2017-2019, looking at its approaches (passing), meets, and masters standards, including its longitudinal progress, Overall, the school sees growth year over year as students progress through its program.

Founders Lewisville is located in Denton County, Texas. The county's demographics are as follows:

The 5 largest ethnic groups in Denton County, TX are White (Non-Hispanic) (57.6%), White (Hispanic) (16.4%), Black or African American (Non-Hispanic) (9.92%), Asian (Non-Hispanic) (9.55%), and Two+ (Non-Hispanic) (2.75%). This demographic distribution exceeds Williamson County's numbers: White (88.8%), Black or African American (4.1%), American Indian (.01%), Asian (4.1%), and Asian Indian (1.6%).

At Founders Lewisville 16.6% of students are economically disadvantaged. The school was rated in the B range in 2019 for the success of its students on relative performance. The link to this graphic is below.

% Economically Disadvantaged

https://rptsvr1.tea.texas.gov/cgi/sas/broker/cgi/sas/broker?_service=marykay&_debug=0&sublevel=camp&single=N&batch=N&app=PUBLIC&ptype=H&title=2019+Accountability+Reports&_program=perfrept.perfmast.sas&level=campus&search=campnum&namenum=221801043&prgopt=2019/acct/domain2b.sas

Below is Founders Lewisville academic performance data on Texas state assessments from 2017-2019

prior to COVID cancellations in 2020. A composite score of 60-30-15 typically translates into a Campus grade of A. **In 2019, Founders Lewisville Received an overall A grade from the Texas Education Agency.**

High School End of Course Exam Results

| Subject | Campus | Year | Grade | Approaches | Meets | Masters |
|-----------|---------------------|------|------------|------------|-------|---------|
| All Tests | Founders Lewisville | 2017 | All | 89% | 58% | 25% |
| All Tests | Founders Lewisville | 2018 | All | 89% | 63% | 27% |
| All Tests | Founders Lewisville | 2019 | All | 92% | 67% | 35% |
| All Tests | Founders Lewisville | | Difference | 4% | 8% | 9% |

| | | | | | | |
|-----------|---------------------|------|------------|------|-----|-----|
| Algebra 1 | Founders Lewisville | 2017 | All | 100% | 64% | 26% |
| Algebra 1 | Founders Lewisville | 2018 | All | 95% | 54% | 30% |
| Algebra 1 | Founders Lewisville | 2019 | All | 99% | 67% | 34% |
| Algebra 1 | Founders Lewisville | | Difference | -1% | 3% | 9% |

| | | | | | | |
|---------|---------------------|------|------------|------|-----|------|
| Biology | Founders Lewisville | 2017 | All | 100% | 89% | 50% |
| Biology | Founders Lewisville | 2018 | All | 99% | 88% | 43% |
| Biology | Founders Lewisville | 2019 | All | 100% | 83% | 34% |
| Biology | Founders Lewisville | | Difference | 0% | -6% | -16% |

| | | | | | | |
|-----------|---------------------|------|------------|-----|-----|-----|
| English 1 | Founders Lewisville | 2017 | All | 94% | 82% | 24% |
| English 1 | Founders Lewisville | 2018 | All | 97% | 89% | 24% |
| English 1 | Founders Lewisville | 2019 | All | 99% | 95% | 47% |
| English 1 | Founders Lewisville | | Difference | 5% | 12% | 23% |
| English 2 | Founders Lewisville | 2017 | All | 97% | 90% | 19% |
| English 2 | Founders Lewisville | 2018 | All | 97% | 91% | 35% |
| English 2 | Founders Lewisville | 2019 | All | 97% | 88% | 17% |
| English 2 | Founders Lewisville | | Difference | 0% | -2% | -2% |

K-8 Exam results by subject area

| | | | | | | |
|---------|---------------------|------|------------|-----|-----|-----|
| Math | Founders Lewisville | 2017 | All | 83% | 51% | 18% |
| Math | Founders Lewisville | 2018 | All | 84% | 48% | 18% |
| Math | Founders Lewisville | 2019 | All | 90% | 57% | 30% |
| Math | Founders Lewisville | | Difference | 7% | 6% | 12% |
| | | | | | | |
| Reading | Founders Lewisville | 2017 | All | 89% | 56% | 28% |
| Reading | Founders Lewisville | 2018 | All | 88% | 62% | 31% |
| Reading | Founders Lewisville | 2019 | All | 93% | 67% | 39% |
| Reading | Founders Lewisville | | Difference | 4% | 11% | 11% |
| | | | | | | |
| Science | Founders Lewisville | 2017 | All | 87% | 50% | 17% |
| Science | Founders Lewisville | 2018 | All | 83% | 53% | 21% |
| Science | Founders Lewisville | 2019 | All | 82% | 42% | 15% |
| Science | Founders Lewisville | | Difference | -5% | -7% | -2% |

| | | | | | | |
|----------------|---------------------|------|------------|------|------|-----|
| Social Studies | Founders Lewisville | 2017 | All | 87% | 44% | 20% |
| Social Studies | Founders Lewisville | 2018 | All | 89% | 60% | 24% |
| Social Studies | Founders Lewisville | 2019 | All | 90% | 63% | 42% |
| Social Studies | Founders Lewisville | | Difference | 4% | 19% | 22% |
| | | | | | | |
| US History | Founders Lewisville | 2017 | All | 100% | 96% | 71% |
| US History | Founders Lewisville | 2018 | All | 100% | 98% | 86% |
| US History | Founders Lewisville | 2019 | All | 100% | 100% | 97% |
| US History | Founders Lewisville | | Difference | 0% | 4% | 26% |

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

It is our desire to foster a culture of continuous improvement. As such, school-wide, classroom, sub-group, and individual student data will be reviewed on an ongoing basis. Teachers use a data-informed instructional model, particularly in the early years where literacy and numeracy mastery is a top priority. Universal screening through the NWEA MAP testing process helps us to identify learning levels, which teachers then use to scaffold assignments and homework for particular students, as well as to begin to make predictions of end-of-year testing outcomes. MAP tends to have a high correlation between current academic level and standardized testing outcomes, although this correlation is statistical and not predictive. To fill out the performance picture, we will also utilize end of year testing data from the previous year, interim assessments if they are available and on-going (usually weekly) standards review and assessment. Throughout the assessment year, we are monitoring progress of various socio-economic and subpopulation progress to ensure no students are being left behind. Where the data tells us of potential gaps, we will implement tutoring, intervention and Saturday School time as appropriate in individual or small group settings in order to help students overcome their deficiencies. This data is communicated to the governing board, school district, and parents of enrolled students on a semi-annual or quarterly basis.

Monitoring Goals:

- Exit Tickets/Unit Exams:
- Daily informal or formal exit tickets provided
- Teachers input data into a standards data tracker
- Teachers determine students/class mastery
- Develop reteach lessons for whole or small group based on data.

The head of school will review the exit ticket data weekly to determine trends and support the teacher. For unit exams the teachers will meet one-on-one with the Head of School to discuss trends, success and challenges and plans to reteach as necessary.

NWEA MAP:

- Given 3 times per year
- The NWEA MAP coordinator reviews data to determine students entering the program.
- Teachers review data with students individually to discuss growth goals for the next testing session.
- The Founders team including the head of school, and teachers will meet to discuss trends across the school and individuals as needed.

TN Ready:

- Given annually in the Spring.
- When results are received the academic team will review and prepare a report for the board.
- Individual teachers will review the data.
- The board with the head of school will review and determine adjustments of goals.

Language Proficiency:

- Starting in 5th grade, yearly students will take the 8th grade language exam - it is not expected that any students pass in 5th grade, but it provides teachers an indication of students' growth towards the goal.
- In 8th grade students will take the exam quarterly to determine proficiency.
- Each quarter the head of school will review data from each grade to determine changes to the language program.
- Programmatic changes will be determined yearly with board consultation.

Classical Literature:

- Yearly, the head of school will conduct an audit to ensure all books in the grade course load have been taught.
- If gaps occur, the head of school will develop a plan to ensure all books are read.

Attendance:

- The Dean of Students will review attendance rates weekly to determine trends.
- Based on trends, the Head of school will implement action plans to adjust.

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

In the event that student achievement falls short of the school's goals, state requirements, or the requirements set forth in the charter contract or School Improvement Plan, an analysis by the school and ResponsiveEd, and appropriate corrective action, will be immediately taken. Corrective actions include: instructional improvements, supplementation of the curriculum, improving alignment of curriculum and tested content, and revision of the curriculum. Upon completion of corrective actions, results will be monitored on an ongoing basis, and reported to governing board and district.

In order to reach and maintain our academic achievement goals, the following corrective action process will be followed:

1. Tracking individual performance to identify students in need of support and teachers in need of coaching via assessments described above in Section 1.4.b.
2. Form grade level teams for teachers to continuously improve instructional methods and curriculum teaching efficacy, scope and sequence, etc.
3. Causes for all underperforming individuals and groups will be determined.
4. Regular reviews will continue, especially as relates to alignment, considering how to meet and exceed state standards while ensuring fidelity to the mission and vision of the school's academic plan.

Corrective action plans if Founders Classical Academy falls below state, district or our own academic

achievement goals will be implemented as necessary based on results from the steps above.

Student corrective action: Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources. Teachers and administration will hold team meetings to discuss the growth and progress of individual students at least quarterly. The curriculum allows for ease in differentiation, so teachers will be able to readily accelerate or reinforce a student's learning. At our middle school levels, by offering accelerated and remedial coursework, the school will be able to pace students according to their instructional needs. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency. School wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.

Teacher corrective action: The head of school will meet regularly (no less than once per semester to match the timing of standardized test data becoming available) with teachers to go through data during professional development. Teachers will be trained to review data and make necessary shifts to classroom instruction to ensure that the high standard of academic achievement on the state TNReady and the Founders Classical Academy curriculum are adhered to. For teachers who are responsible for subjects of any grade level that falls below the required standards, whether TNReady test score requirements or individual Founders goals, those teachers will be coached and retrained. If needed improvement does not occur in established time frames, a performance improvement plan may be implemented. This plan will be drawn up and managed by the head of school with support from ResponsiveEd. Teachers will be provided Professional Development and multiple models to help them continually improve their practice. TEAM: <https://team-tn.org/teacher-evaluation/> The required changes will be measured by the head of school through a formal performance improvement plan. If a teacher fails to make the necessary improvement after the designated period of time, further disciplinary action will be explored up to and possibly including termination of employment.

The corrective intervention process will be managed by ResponsiveEd and the head of school, and overseen by Del Rey Education's executive director. It will extend to all of the employees of the school through a review process of the required standards. In turn, The head of school and ResponsiveEd will be held responsible by the Del Rey board for ensuring that the process of remediation for the teachers is implemented as outlined above. Consistent or repeated failure to hold school employees to a high standard of performance could result in a need for a change in leadership at the school.

- (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.

We will implement a Multi-Tiered System of Support (MTSS) that follows the State of TN RTI2 manual for remediating students' academic underperformance. Below are sections referenced from https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf that will serve as our template for managing the RTI2 process. A core component of RTI2 is training teachers to

identify students falling below the proficiency level and then develop a Personalized Learning Plan (PLP) that is implemented through small group instruction and supported by effective, evidence-based interventions. Renaissance STAR as our universal screener to aid in the process of identifying the students needing RTI2. Based on the student's response to the teacher's instruction and intervention, the intensity will be increased if needed, and all students going through the RTI2 process will be held accountable to put in the effort necessary.

This process is a natural fit for Founders Classical Academy with its classical curriculum and teacher-empowered model. The process outlined below will be overseen by the Head of School with involvement from Teachers/Parents/Interventionist led by the Dean of Students of the school and his/her staff to assure compliance regarding identification and remediation at the classroom level.

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. Founders Classical Academy will rely heavily upon our well-trained teachers to be constantly aware of individual needs within their classrooms. Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources. Teachers and administration will hold team meetings to discuss the growth and progress of individual students. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, we will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. It is the intention of Founders Classical Academy to use progress monitoring, unless the student has a disability and receives services on an IEP that more appropriately can address the identified deficiencies. Founders Classical Academy may request that low performing students attend remediation programs held before or after regular school hours or during summer. If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met or the student withdraws from the school. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency. The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support Model. This aligns with the TDOE RTI2 program. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The MTSS Model is as follows:

- Tier 1 (core instruction and universal supports available to all students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.
- Tier 2 (supplemental instruction or intervention provided to targeted groups of students): Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For Instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to

increase time on task or decrease student/teacher ratio.

- Tier 3 (intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports.

The tiers are not a “set” series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1. The MTSS framework is designed for all students, including general education students and ESE students with IEPs or EPs. “All students” includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English language learners. If the School’s problem-solving (MTSS implementation) team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

- (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.

Founders schools typically see an attendance rate of 96-98% in existing schools. In order to encourage attendance, we place a premium on daily participation, expecting students to take part in daily classroom activities in order to maintain attendance levels. Participation in co-curricular activities and sports is tied to attendance, so we encourage involvement in at least one of these in middle school and high school. After school make-up times may also be required where students demonstrate a habit of absenteeism. All of this includes a thick layer of communication with parents to help them understand the impact of absenteeism and will way excessive absences in promotion decisions.

Even with an expectation of high attendance from the onset, there will still be a need for a proactive system to prevent individual cases of chronic absenteeism. We will outline the expectations of good attendance in our student handbook. We will partner with the parents, who will all sign off on the handbook before starting at the school, to ensure students come to school every day

unless there is a valid excused absence such as illness or unavoidable appointments or travel. Regardless of the reason for the absence, all make-up work must be completed, and ultimately, even excused absences will be addressed if developing into chronic absenteeism. We will assign a staff member in the school office to monitor attendance through a software system that will flag students who have 3 absences, including excused absences, in a particular semester. Absences count toward truancy. This includes excused and unexcused. A student is in the Preventative Truancy program at 3 days absent from school. The truancy process is in place to get students back on track as soon as possible. This includes notifying parents of Tier 1 truancy and working with parent and student to

create a Back on Track (BOT) plan. At tier 2 we make sure all stakeholders are involved and address the student's overall well-being. Tier 3 caretakers can face charges of truancy in court and judges often give fines and remove the student to place them back in their zoned school. If attendance problems persist, the process of meeting, brainstorming solutions, and restating expectations will be repeated with a clear consequence for failure to comply including and up to referral to the District Attorney for truancy violations. On a positive note, we plan to spotlight good attendance to use recognition as a carrot for students and families to strive for excellent attendance.

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

To be promoted from one grade level to the next, students shall obtain an overall average of 70 or above in all four core subjects (Math, ELA, Science and History). In addition, students must receive a Met Standard score 40 or whatever terminology the state equates to the passing standard on the State Assessment for their grade level. Attendance and discipline record are also factored in cases where students may fall on thresholds.

If these criteria are not met, a committee led by the Campus Director will determine if summer school and/or retention is required. Decisions of the committee are final but can be appealed where parents have cause for disagreement with the outcome.

- (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.

Comparison of the Tennessee graduation to the the Founders requirements adapted for TN.

| Tennessee Requirements | Number of Credits | Founders Requirements | Number of Credits |
|-------------------------------|--------------------------|------------------------------|--------------------------|
| Math | 4 | Math | 4 |
| English | 4 | English | 4 |
| Social Studies | 3 | History | 4 |
| Science | 3 | Science | 4 |
| PE and Wellness | 1.5 | PE and Wellness | 1.5 |
| Personal Finance | .5 | Personal Finance | .5 |
| Foreign Language | 2 | Foreign Language | 3 |
| Fine Arts | 1 | Fine Arts | 1 |
| Elective Focus | 3 | Government/Economics | 1 |
| | | Composition/Rhetoric | 1 |
| | | Electives | 2 |
| TOTAL CREDITS: | 22 | TOTAL CREDITS: | 26 |

Grades 6-8 Sample Course Sequence:

| 6 th | 7 th | 8 th |
|-------------------------------------|---|---|
| English: Literature and Composition | English: Literature/Grammar and Composition | English: Literature/Grammar and Composition |
| History and Geography | History and Geography | History and Geography |
| Singapore Math | Pre-Algebra | Algebra I |
| Science | Science | Science |
| Greek/Latin Roots, Grammar | Latin I | Latin 2 |
| Art and Music | Art and Music | Art and Music |
| Physical Education | Physical Education | Physical Education |
| | | Logic I (Informal Logic) |

- ✓ Students can earn two high school credits of Latin, a half a credit of Logic, and one credit of Algebra I in these grades.

Grades 9-12 Sample Course Sequence, Requirements and Electives:

| 9 th | 10 th | 11 th | 12 th |
|--|--|--|--|
| Greco-Roman Literature | Medieval through Romantic Era Literature | American Literature | Modern Literature |
| Western Civilization I <i>Ancient</i> | Western Civilization II <i>Medieval-Renaissance</i> | Western Civilization III <i>Age of Exploration-Early Modern</i> | Western Civilization II <i>Modern</i> |
| Geometry | Algebra II | Pre-Calculus | Calculus or Statistics |
| Biology | Chemistry | Physics | Advanced Placement or Dual Credit Science (Bio., Chem., Phys., or Environ Sc.) |
| Latin | Latin or Electives* | Latin or Electives* | Latin or Electives* |
| Composition | Paideia | Rhetoric (semester) | Economics (semester) |
| | | US Government (semester) | Moral Philosophy (semester) |
| Logic II (Formal Logic) (semester) | Electives (two semesters) | Electives (two semesters) | College Readiness / Senior Thesis (semester) |
| Elective (semester) | | | Elective (semester) |
| Electives: AP Latin, Art of Classical Greece, Chorus I / II, Cognitive Psychology, Dante's Divine Comedy, Debate, History of Science, Orchestra, Personal Finance, Philosophy & Film, Spanish I -III, Studio Art I -III, Studiorum, Theatre I -III, Yearbook | | | |

The following criteria will be used to determine if a student may be considered for grade advancement. MAP and state assessment scores, demonstration of academic proficiency in all core subjects, as well as social readiness and student maturity will be factors used for consideration. Founders typically requires the completion of at least 26 credits per the program's scope and sequence and available electives to be considered for graduation. Students may not substitute credits completed outside of school unless they have written permission to do so or are transferring credits in from another school. Some type of credit for each core course must be earned by the student with either mastery of tests and/or completion of coursework. Other assessments may be required but will be determined on an individual basis. The final decision for a student to bypass a grade will be made by a committee consisting of the parent, teachers, and school administration.

A student in one grade who does not have a score for the statewide reading assessment from the previous grade, or received a failing grade on the previous grade state reading assessment will be administered a reading diagnostic exam during the first six weeks of school. Additional reading instruction and intervention will be given to each student in a grade who did not meet the passing standard on the previous grade state assessment in reading. This intervention may take place before, after, or during the school day.

1.5 Phase-In/Turnaround Planning (only for applicants proposing a conversion)

In this section:

- (a) Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results and address the challenges you faced in turning around that school. If your organization does not have such experience, please provide a comprehensive rationale that explains the suitability of your organization to successfully transform a struggling school.
- (b) Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population.
- (c) Describe specific ways that you will transform the existing school culture. How will you determine what parts of the existing school culture you will keep, modify, or add? How will you create a new identity while simultaneously respecting and reinforcing the building history and role in the community?
- (d) If proposing a phase-in approach:
 - Describe how you will transition to a shared campus. Include your approach to sharing space, resources, and services, and collaborating with others on the campus. Be sure to outline any essential elements for co-location.
 - In the event that the LEA chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?
- (e) If proposing a full school take-over approach:
 - Describe your transition plan, including communications with existing staff.
 - Identify the additional teaching and non-teaching personnel needed to ensure student success beginning in year 1 of your conversion.

NOT APPLICABLE

1.6 High School Graduation and Postsecondary Readiness (high schools only)

In this section:

- (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.

Our goal is to achieve a 100% graduation rate of our students. High school graduation requirements will be met in accordance with state requirements by tracking their credit accumulation using ResponsiveEd's Student Information System (SIS) software. Information tracked will include the following, subject to change in accordance with Tennessee statute:

- Credits earned:
 - English Language Arts (4 credits)
 - Math (4 credits): Algebra 1; Algebra 1 EOC passed; Geometry, Pre-Calculus/Trigonometry
 - Science (4 credits): Chemistry (1); Biology (1); Physics (1); AP Science course
 - Social Studies (4 credits): World History I (1); World History 2 (1); U.S. History (1); Modern History (1);
 - Visual or performing arts, speech and debate, or practical arts (1 credit)
 - HOPE or equivalent PE course (1 credit)
 - Language (2): Latin 1 (1); Latin 2 (1)
 - Electives (5-7 credits – see below)
- Cumulative grade point average (GPA) of 2.0 on a 4.0 scale
- Elective credit options (list is not comprehensive):
 - ELA—credits in total: Composition (.5)*; Rhetoric (.5)*; AP British Lit (1)
 - Mathematics—AP Calculus (1)
 - Science—AP Physics (1); AP Biology (1); AP Anatomy and Physiology (1); Astronomy (1)
 - Social Studies—Moral Philosophy (.5)*; Paideia/Ethics (.5)*; Greco/Roman History; Economics (.5)*; Government (.5)*
 - Senior Thesis: A senior thesis consisting of 20 pages is a requirement for graduation. This is typically completed during the students' senior year as part of 12th-grade literature.
 - Additional Electives—Chorus, Band, Orchestra, Studio Art/AP Art, Theater, PE, Yearbook/Journalism, Debate.

*required

The school maintains as complete a set of records as possible to assist in student guidance. The academic achievement record (transcript) for each student enrolled lists complete personal

student data and gives complete scholastic grades. Every student who graduates is entitled to two free transcripts. For additional transcripts, please contact the Campus Administrative Assistant.

FOUNDERS GPA TABLE

| | Grading Scale | Regular Weighting | Honors | AP / DC |
|----|----------------------|--------------------------|---------------|----------------|
| A+ | 97-100% | 4.0 | 4.5 | 5.0 |
| A | 93-96% | 3.85 | 4.35 | 4.85 |
| A- | 90-92% | 3.7 | 4.2 | 4.7 |
| B+ | 87-89% | 3.3 | 3.8 | 4.3 |
| B | 83-86% | 3.0 | 3.5 | 4.0 |
| B- | 80-82% | 2.7 | 3.2 | 3.7 |
| C+ | 77-79% | 2.3 | 2.8 | 3.3 |
| C | 73-76% | 2.0 | 2.5 | 3.0 |
| C- | 70-72% | 1.7 | 2.2 | 2.7 |
| F | 0-69% | 0.0 | 0.0 | 0.0 |

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

Del Rey Education seeks greater opportunities for students as they transition to adulthood. The ability to go beyond a high school diploma and onto college admission is an important consideration for any graduate. Each graduating student must have the capacity and confirmation that future opportunity is available through higher education. Therefore, each graduating student from a Del Rey Education campus will apply to an institution of higher learning. The institute will be an authentic and established entity designed to award credits and offer courses of a scholarly nature, i.e., two-year or four-year colleges. Some ResponsiveEd school brands or locations may have a more stringent expectation for college acceptances.

The campus administration will provide resources and assistance to students during this process. No student is required to attend an institution of higher learning upon graduation from high school. However, all students must have on file in the school office a letter or official document of record that confirms the student has been invited and has met all criteria to attend the institution. The documented proof of admission must originate from the college or university official admission or administration department. This documentation will be verified by the campus administration before final approval of eligibility for diploma.

Students have access to Naviance Student. This online tool allows high school students to assess their interests and skills, access college and career information, communicate and apply to institutions of higher learning, and assemble a portfolio to be used in their path after high school. Regional Counselors provide support throughout the school year and continue to be available to

students during their college years.

Final class rank will be determined at the end of the spring semester (before graduation) of each school year. Students who are in the top ten percent of their graduating class, or the valedictorian of the student's high school graduating class in one of the two school years preceding the academic year for which the student is seeking admission, are eligible for automatic admission to most public universities under admissions policies. To be eligible for automatic admission, a student must:

1. Graduate in the top ten percent of his or her class;
2. Graduate on the Recommended, Distinguished Achievement Plan, or the Foundation High School Program (HSP) with Distinguished Level of Achievement;
3. Enroll in college no more than two years after graduating from high school; and
4. Submit an application to a public university for admission before the institution's application deadline (check with the university regarding specific deadlines).

Students admitted through this route may still be required to provide American College Test (ACT) or Scholastic Aptitude Test (SAT) scores. After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental course or intervention to prepare the student for success in college-level courses. Admission to a university does not guarantee acceptance into a particular college of study or department.

Students at Founders Classical Academies may also take the Classical Learning Test, a nationally administered, primary source based exam that principally assesses a student's reading comprehension and expressive writing abilities. It is an excellent measure of college readiness.

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

Any student who does not perform satisfactorily on a state assessment will be provided accelerated instruction in the applicable subject. Each time a student fails to perform satisfactorily on an assessment instrument, the school shall provide the student with accelerated instruction in the applicable subject. A student failing to perform satisfactorily on an end-of-course assessment must be provided the appropriate accelerated instruction before the next administration of the applicable assessment.

A student who had previously taken a course, but did not receive credit for it, may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, a non-accredited public or private school, correspondence courses, or independent study supervised by a teacher. The Campus Director must approve the student's eligibility to take an exam. If approval is granted, the student must score at least 70 on the exam to receive credit for the course. Testing may be administered at any time throughout the school year.

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

Founders Classical Academies encourage students to pursue summer internships throughout high school in fields of interest. Our college and career advisers work with students and parents to identify those opportunities after their ninth grade year.

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

The Founders Classical Academies' expectation is that all students will earn a regular high school diploma (minimum of 26 credits, or a special education diploma that meets the requirements of a student's individualized education plan).

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. In this section:

- (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.

In addition to the standardized assessments discussed previously under 1.3.b, Founders Classical Academies use:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Formative Assessments – student projects, class work, presentations, and portfolios.
- Classroom Assessments
- Singapore Assessments
- State Standards spot quizzes
- Core Knowledge Sequence Assessments (cumulative assessments)
- Senior Thesis

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

Each campus is assigned a dedicated testing coordinator, who schedules testing, manages the process per state requirements, and submits testing materials per established timetables. Depending on the number of test takers, this will either be a full-time or part-time position.

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

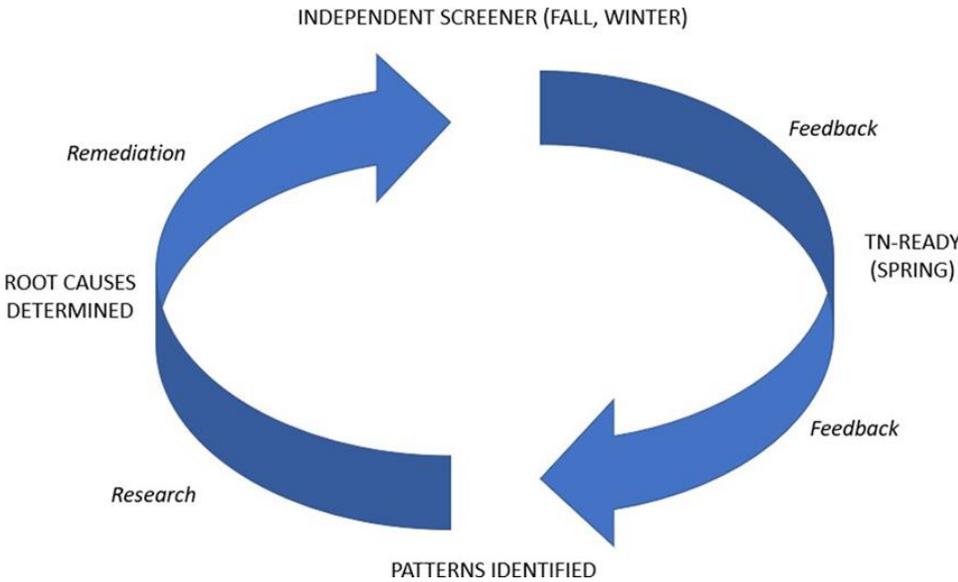
The district testing coordinator supported by the academic services team at ResponsiveEd (Founders Classical Academies parent company), reports and tabulates data. Once this reporting and tabulation is complete, it is loaded into one of several web-based reporting platforms (such as Tableau, Lead4ward, eSchool). This data is granular, providing question analysis, sub-population trends, individual student progress, and teacher performance relative to peers and cohort longitudinal progress. Teachers are expected to identify performance gaps and provide reteaching or tutoring opportunities for students to drive improvements on particular areas of concern.

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

ResponsiveEd's Academic Data Analytics team in Dallas works with campus directors and teachers to help them understand academic results relative to a state's particular requirements. This support includes evaluating MAP data and providing student, class, and grade level data and standards alignment to clearly identify in August where student gaps exist and a timeframe for addressing those gaps through intervention, tutoring, and Saturday school opportunities. This information is augmented by standards quizzes, which teachers are trained to administer, as well as data provided by interim assessments if they are available. The academic analytics team shows school leaders how

to interpret and track the data to provide teachers with an optimal amount of information on every child. School leaders also train their teachers to align intervention with in-class instructional strategies to ensure students make up ground lost to challenges like COVID absences and online instruction.

The Head of School will meet regularly (no less than once per semester to match the timing of standardized test data becoming available) with teachers to go through data during professional development. Teachers will be trained to review data and make necessary shifts to classroom instruction to ensure that the high standard of academic achievement on the state TNReady and the Founders Classical Academy curriculum are adhered to. Form grade level teams for teachers to continuously improve instructional methods and curriculum teaching efficacy, scope and sequence.



For teachers who are responsible for subjects of any grade level that falls below the required standards, whether TNReady test score requirements or individual Founders Classical Academy goals, those teachers will be put into a performance improvement plan. This plan will be drawn up and managed by the Head of School with support from the front office staff. Teachers will be expected to make the required improvements in any areas that are sub-par within their area of control. The required changes will be measured by the Head of School through a formal performance improvement plan. If a teacher fails to make the necessary improvement after the designated period of time, further disciplinary action will be explored up to and possibly including termination of employment. Our goal will always be to support and coach employees in need of performance improvement whenever possible to achieve a positive outcome.

1.8 School Calendar and Schedule

In this section:

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

Please see Attachment A, Founders Classical Academy academic calendar, attached. Since many families may have K-8 students at Founders Classical Academy and at the same time other children in the WCS system for grades 9th-12th, our intention is to accommodate families as much as possible by following the 2023-2024 academic calendar for WCS. Since the academic calendar has not yet been published for WCS, we simply provided an existing Founders calendar as an example. Our schedule will be arranged so that district holidays, as well as Fall and Spring breaks coincide.

- (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 B

Our typical academic calendar requires a minimum of 174 instructional days or 75,600 instructional minutes, depending on the state's particular requirements. Our goal is to maximize instructional time by reducing testing and non-curricular off-site excursions and other non-instructional events that reduce class time. In schools where students require intervention to address wide-spread gaps, intervention periods are added during the day where students can be ability grouped for acceleration/reteach or enrichment. At the elementary level, schedules are flexible to allow in-depth or reteach-oriented instruction where necessary. The middle and high school schedule is a predictable and aligned seven-period day to allow students to move between math and Latin levels if necessary.



Grammar Master Schedule

| | 7:45 - 8:00 | 8:00 - 8:30 | 8:30 - 9:00 | 9:00 - 9:30 | 9:30 - 10:00 | 10:00 - 10:30 | 10:30 - 11:00 | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:15 |
|--------------|----------------------------|---|----------------------|--|-----------------------------|-----------------------------|---------------------|------------------------------------|---------------------|----------------------|------------------------------|------------------------------------|------------------------------|------------------------------|------------------------|------------------------|
| Kinder | ARRIVAL & MORNING ASSEMBLY | Riggs | Riggs | Recess | Riggs/Quizz | Reading Groups (Enrichment) | Calendar | Lunch | Math | Science | Specials (12:30-1:15) | History/Geography | Recess | Literature/Poetry | Recitations/Math Facts | REVIEW CLEAN DISMISSAL |
| First Grade | | Calendar/Spalding | Spalding | Science/Snack (9:30 - 10:15) | Reading Groups (Enrichment) | Lunch | Recess | | Math | Specials (1:15-2:00) | History/Geography | Literature | Recitations/Math Facts/Study | | | |
| Second Grade | | Spalding | Spalding/ELA/Snack | Science (9:30 - 10:15) | Specials (10:15-11:00) | | Math | Instructional Support (Enrichment) | History | Recess | Recitations/Math Facts/Study | | | | | |
| Third Grade | | 1st Period Rotation | | Specials (9:30-10:15) | 2nd Period Rotation | | | Lunch | Recess | 3rd Period Rotation | | Instructional Support (Enrichment) | Recitations/Math Facts/Study | | | |
| Fourth Grade | | Instructional Support (Enrichment) | Specials (8:45-9:30) | 1st Period Rotation | | 2nd Period Rotation | Recess | | 2nd Period Rotation | 3rd Period Rotation | | Recitations/Math Facts/Study | | | | |
| Fifth Grade | | 1st Period Rotation | | 2nd Period Rotation | | | 3rd Period Rotation | | Lunch | 3rd Period Rotation | Recess | Instructional Support (Enrichment) | Specials (2:00-2:45) | Recitations/Math Facts/Study | | |
| Sixth Grade | | 1st Period Class/ Electives Music & Art (Class A & B) | | 2nd Period Class/ Electives Music or Art (Class C & D) | | 3rd Period Class | | Instructional Support (Enrichment) | | Recess | 4th Period Class | 5th Period Class | | Study Hall | | |

*Teacher's Day 7:30-4:00 * School Day 8:05-3:40 * Drop-Off 7:45-8:05 * Assembly 8:05-8:15*

| 7th/8th | 9th/10th | 11th/12th |
|--|---|--|
| 1st Period 8:15 - 9:05 | 1st Period 8:15 - 9:05 | 1st Period 8:15 - 9:05 |
| 2nd Period 9:10 - 10:00 | 2nd Period 9:10 - 10:00 | 2nd Period 9:10 - 10:00 |
| 3rd Period 10:05 - 10:55 | 3rd Period 10:05 - 10:55 | 3rd Period 10:05 - 10:55 |
| Lunch 10:55 - 11:25 | 4th Period 11:00 - 11:50 | 4th Period 11:00 - 11:50 |
| 4th Period 11:30 - 12:20 | Lunch 11:50 - 12:20 | Study Hall (Stay with 4th Period Teacher) 11:50 - 12:25 |
| Study Hall (Stay with 4th Period Teacher) 12:20 - 12:55 | Study Hall (Go to 5th Period Teacher) 12:25 - 1:00 | Lunch 12:25 - 12:55 |
| 5th Period 1:00 - 1:50 | 5th Period 1:00 - 1:50 | 5th Period 1:00 - 1:50 |
| 6th Period 1:55 - 2:45 | 6th Period 1:55 - 2:45 | 6th Period 1:55 - 2:45 |
| 7th Period 2:50 - 3:40 | 7th Period 2:50 - 3:40 | 7th Period 2:50 - 3:40 |
| Dismissal 3:40 | Dismissal 3:40 | Dismissal 3:40 |

Instructional Minutes Core Subjects:

- K-2 Phonics: 60 min
- Math: 60 min
- Science: 60 min
- History: 60 min
- ELA 60 min
- Instructional Support/Intervention: 60 min

- (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.

The daily schedule has been carefully balanced to maximize learning by placing classes in a certain order. For example, for the lower grades, literacy and math are best scheduled in the morning when the students are most alert. Also, when reading groups are in place in the early grades (mainly K, 1, 2, and possibly 3), it is best to have them at the beginning or end of the day so that parent volunteers may participate right after they bring their own children to school or pick them up from school.

Recesses are scattered through the schedule to accommodate the younger students, who will also have more frequent recesses. The daily recess schedule breaks down the total hours as follows: 2 - 20-minute recesses for K-1st, 1 - 20-minute recess in the morning for 2nd-6th. In the elementary school, lunch is staggered somewhat to prevent overcrowding of the lunchroom and playground - 20-minute lunch. 7th-8th is a 50-minute lunch.

Planned time for tiered interventions, enrichment, tutoring, and other academic activities is very important. There will be dedicated intervention/or enrichment blocks for all students. All students will participate in Tier 1 instruction. 30-minute blocks of small group instruction will be provided for Tier 2- and 45-minute blocks of small group instruction will be provided for Tier 3. These blocks will be inserted into the schedule through a combination of portions of recess and study hall time that is currently shown on the daily schedule.

Most student enrichment activities such as clubs and extra-academic initiatives will be after school such as theater, creative writing, special art classes/crafting, chess club, debate club, etc. There will also be time allocated for teacher professional development at least once per quarter to provide additional training beyond normal classroom instruction. This will be scheduled as a half day from 1 PM in order not to detract significantly from student classroom time. Well-trained teachers with skills sharpened is another important component to set students up for optimal learning.

Our annual academic calendar will generally follow that of WCS. Besides being convenient for families with children in both school systems, we feel the time provided for breaks in school is well structured to allow a good balance for the students.

In some cases, campuses may implement Saturday School schedules to provide additional small group intervention based on progress with state standards.

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

Founders Classical Academies offers four distinct programs outside regular school hours:

- **Extended Day services** to assist parents who cannot pick students up until after work. This time is structured and unstructured, offering students study time to complete homework, participate in organized activities around arts, crafts, games, and sports, and unstructured play time. This is a fee-based service and usually operates until 6 pm each school day.
- **Organized athletics** begin in 7th grade. We typically offer sports based on available facilities and student interest. We seek participation in small school or private school leagues. Common sports are:

- Girls volleyball
- Cross Country
- 6-man football
- Flag football
- Boys and Girls basketball
- Baseball
- Softball
- Boys and Girls soccer

▪ **Co-curricular activities** are offered across most grades starting in 4th or 5th grade. "Co-curricular" means to us those activities that are rooted in our instructional program. Examples are:

- Student Council
- National Honor Society
- Music instruction
- Art workshops
- Science activities
- Debate
- Journalism
- Cooking workshops
- Liberty and Learning seminars
- Family activity nights

▪ **Academic tutoring** is provided almost daily to students. While it is not a fixed office hour schedule, all teachers can be available to assist students who require additional support. This is to be differentiated from required tutoring, which in some cases is school or state-mandated based on testing performance. These tutoring sessions are usually administered in the morning to ensure that reteaching can happen during the day if necessary.

Del Rey Education also plans to partner with one or more community organizations for after-school care for students. These will include such organizations as Boys & Girls Clubs, YMCA, local churches, tutoring providers, or extra-curricular programs like music, martial arts, and the like. Our anticipated partnerships are as follows:

| Organization | Nature | Purpose | Terms | Scope | Fees |
|--------------------|-----------------|-------------------|-------------|---|------|
| Before/After Care | Parent Contract | Before/After Care | Monthly Fee | Programs, activities, homework assistance | Yes |
| Boys & Girls Clubs | Parent Contract | After Care | Monthly Fee | Programs, activities | Yes |
| YMCA | Parent Contract | After Care | Monthly Fee | Programs, activities | Yes |
| Tutoring | Parent Contract | After Care | Monthly Fee | Academic support | Yes |
| Music Instruction | Parent Contract | After Care | Monthly | Teaching | Yes |

| | | | | | |
|--------------|-----------------|------------|-------------|-----------------|-----|
| | | | Fee | skills | |
| Martial Arts | Parent Contract | After Care | Monthly Fee | Teaching skills | Yes |

- (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?

Del Rey's campus will not offer Saturday schooling or summer schooling unless there is a demonstrated need to address learning loss or existing gaps. We believe it is important for children to have ample time for family and also to be able to develop skills and interests outside the classroom. We also feel that the work needed to be done by students can be coordinated through teachers to be completed during our normal class schedule. As outlined in 1.8.d, we plan to offer extra-curricular activities that can extend the day and help working families while at the same time, allowing for substantive development opportunities for students. Part of the after-school time may also be devoted to allowing students to work on homework assignments, especially for any students falling behind on their academic achievements.

1.9 Special Populations

In this section:

- (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)?

Del Rey Education puts a high priority on providing fulfilling education opportunities to its special populations. The successful execution starts with our school board having extensive experience in this area. Our President, Cassie Chapman, has a current second grade child with autism, and Cassie is a strong advocate for special populations who is connected with many experts in the field. Our board is also connected with Gayle Porterfield, a 38-year veteran elementary teacher from the Murfreesboro City School District. In addition, Mike Terry, Founders Superintendent is the parent of a special needs student. Cassie, Mike, and the connection to Gayle bring to our organization a solid understanding of the unique needs of special populations to provide insights as we implement our programs and practices. In addition, ResponsiveEd operates two Autism schools in Texas and has 20 years' experience implementing the most effective practices related to special populations.

Through these discussions and through researching what other school districts, including WCS, currently offer for their programs and practices relative to special populations, we plan to open the school with a full time Special Education Coordinator, 2 SPED/ELL staff, and a dedicated SPED teacher assistant based on Williamson County's percentage of nearly 14% of students having special education needs. With 728 students planned for year one, we might expect 15-20 special needs children in year one. With our Special Education Coordinator plus teachers, we will have 4 staff members in house as our SPED team which equates to nearly a 1:1 ratio. From there, we plan to add a 3rd SPED teacher to keep our ratio in line for our special needs students as the school enrollment grows.

We expect all of our teachers and leaders to take Individual Education Plans and 504 plans seriously, consulting regularly with the special education team at a school and district level to ensure progress towards goals. Founders schools typically employ:

- i. special education teachers (3-5)
 - ii. Special education aides as necessary per IEPs (2-4)
 - iii. Dislexia specialist (1)
 - iv. 504 Coordinator (1)
 - v. Contracted speech services as needed
 - vi. ELL coordinator assuming state rules and student population require it.
 - vii. Other staff 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?

Del Rey Education is committed to setting our school up to assimilate and address the diverse needs of special populations in the best manner possible. First and foremost, will follow all requirements as

set forth in any IEP relative to special populations while keeping the daily flow of the school smooth and uninterrupted. Our goal is to provide as much inclusion as is possible and beneficial while keeping in line with the IEP to honor required pull out time to maximize the learning environment for both the individual child and the overall class. We plan to have a sensory room available to deescalate an overstimulated child.

In order to ensure that all students attending public school in Tennessee receive the instructional and behavioral support that they need, all educators should be skilled in instructing diverse students, including students with disabilities. Because general education teachers are considered content experts, it is crucial that they are prepared to implement instructional strategies for students with disabilities in their classrooms. Tier I instruction, also known as core instruction, provides rich learning opportunities for all students that are aligned to the Tennessee Academic Standards and are responsive to student strengths and needs through differentiation. The entire range of learners, including students identified with disabilities, students who are identified as gifted, and ELs, are included and actively participate in Tier I instruction. A classroom that is responsive to student need (i.e., differentiated) and is designed for every student to learn provides an avenue to meet student need by creating, clearing, and unlocking pathways for all students to learn.

We will leverage our on-site SPED resources including two SPED/ELL staff and a SPED teacher assistant with oversight from our Special Education Coordinator. We will partner if/as needed with outside resources such as OT, PT, ST, Music Therapy or school psychologists to give the needed care as required by the IEP. Due to limited availability of resources in the current climate, we are also hoping to partner with WCS to utilize and share costs for experts in highly specialized areas such as OT, PT, ST, Music Therapy, and school psychologists. We plan to research and provide the best professional support possible, and we feel confident in our ability to do so based on our board composition and staffing plan. Overall, Del Rey Education will tap into the collective expertise of its board and staff leadership to provide the inside and outside resources to best manage the day-to-day needs of our special populations.

Any student who does not perform satisfactorily on a state assessment will be provided accelerated instruction in the applicable subject. Each time a student fails to perform satisfactorily on an assessment instrument, the school shall provide the student with accelerated instruction in the applicable subject. A student failing to perform satisfactorily on an end-of-course assessment must be provided the appropriate accelerated instruction before the next administration of the applicable assessment.

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

Employing sound instructional programs and practices to provide a balanced and comprehensive continuum of services to students with disabilities is a must for Founders Classical Academy. Including our Special Education Coordinator who will oversee the process, our plan at opening is to have four SPED/ELL (including two SPED/ELL teachers and a teacher assistant) resources on staff to implement instructional programs and practices to successfully carry out requirements of all IEPs including students with disabilities. We will follow the student's IEP with fidelity at all times as implementing instructional programs, practices and strategies. As a general rule, we will adhere to the state guidelines referenced below from the TDOE Special Education Framework: https://www.tn.gov/content/dam/tn/education/special-education/framework/sped_framework.pdf

This will include: Creating programs, practices, and strategies within the Least Restrictive Environment (LRE) which include: differentiated instruction, Computer Assisted Instruction (CAI), Concrete, Representations (Semi concrete), and Abstract Sequence of Mathematics Instruction (CRA or CSA), Grouping Strategies - Peer Assisted Learning Strategies (PALS), Direct Instruction, Adaptive Text/Books, Literacy Rich Environment, Teacher Collaboration, Curriculum- Based Measurement (CBM), Functional Behavioral Assessments (FBA), Metacognitive strategies.

For those students who are having difficulty in the regular classroom, Founders schools consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a Multi-Tiered System of Support (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the Campus Director to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

In the interest of providing equal educational opportunities for students with disabilities, our IEP Team will work closely with the Sponsor to follow defined policies and procedures regarding student placement. The IEP Team and Sponsor will work closely with parents to assess needed services and we will include the Sponsor in all IEP meetings, providing appropriate notice to both Sponsor and parents.

The school will have an Individual Education Program ("IEP") in effect for each identified child with a disability. The school will ensure that the IEP is in effect before special education and related services are provided to an eligible child, and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to the school, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district, or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

We will ensure that students with disabilities are educated with nondisabled students to the

maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, The school will first consider the least restrictive environment of the general education program. We are committed to providing students with disabilities a free appropriate education (FAPE) in the least restrictive environment (LRE) possible, pursuant to federal, state and local law.

The Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) will be employed to identify students with disabilities and provide appropriate interventions and accommodations. Referral of students for a full and individual initial evaluation for possible special education services is a part of our overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation. Our team will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Using an IEP Specialist, we will make programs, services, support and supplementary aid, and other accommodations available to students with disabilities who may be educated in a classroom with non-disabled peers for at least 80% of their instruction. We will be committed to providing any necessary services and support to meet the student's IEP. However, should a student's needs exceed our capabilities, they will be met through contracted services or personnel.

As necessary, we will adapt school facilities to the needs of students with disabilities, in compliance with Section 504, and the Americans with Disabilities Act (ADA) using Sponsor-provided resources or IDEA grant funds. Accommodations will be offered to make classrooms and other school settings more accessible to disabled students.

Monitoring and evaluating progress and success of students with disabilities is an essential component to ensure students' success. The Special Education Coordinator will oversee and manage the process to ensure adherence to the established process of standardized tests, informal measures, observations, student self-reports, parent reports, and progress monitoring data from Response to Instruction and Intervention (RTI2) approaches. We plan to coordinate with WCS to mirror their plans. As a general practice, our first step will be to review prior existing IEP requirements to make sure they are followed. Meetings will be scheduled which will always include all pertinent stakeholders, including but not limited to parents, our Special Education Coordinator and SPED/ELL staff, general education teachers, and the authorizer if they so choose to attend, in order to outline the course of action going forward for the IEP. The Special Education Coordinator will document all meetings and action plans and make accessible all past meeting notes and documentation to all the stakeholders including the authorizer. Listed out will be the time intervals required to check and reconcile staying on track with the IEP.

Reference information from the TDOE Special Education Framework is listed below. Founders Classical Academy will use this process as a guide to monitor and evaluate students with disabilities and ensure compliance and coordination with the authorizer's process.

Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and intervention and is essential in determining areas where a change in instruction and intervention may be required. Ongoing assessment is a method for tracking and comparing an individual's or a group's performance and progress through data collection. Through this process, data can be used to make decisions regarding instruction and intervention. Once several data points are collected, a pattern of response can be investigated.

Progress monitoring is an essential component in determining student response to intervention. It is a process; thus data should include multiple sources of evidence with a focus on individual students. Progress monitoring is used to:

- assess a student's academic performance
- quantify a student's rate of improvement or responsiveness to instruction
- gauge the effectiveness of teaching

Progress monitoring is relevant for classroom teachers, special educators, and school psychologists alike because the interpretation of this assessment data is vital when making decisions about the adequacy of student progress and formulating effective instructional programs. When educators monitor student progress, teacher decision making improves and students become more aware of their own performance, thus raising achievement.

- (d) Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:
- Methods for identifying EL students and avoiding misidentification;
 - Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;
 - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
 - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

Del Rey's Founders campus will comply fully with state board policy 3.207 to properly identify ELL students referenced at 3.207:

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/3000/3.207%20ESL%20Program%20Policy%207-27-18.pdf>

LEAs administer the Home Language Survey (HLS) to all students upon initial enrollment. If the student had previously been in another school or LEA, the new school should try to get the original HLS from the sending school or LEA. The Home Language Survey consists of three (3) questions that will be asked of every parent or guardian enrolling his/her child in the school district. These questions are:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

If the answer to any of the above questions is a language other than English, the child will be classified as NELB and assessed for English proficiency using the state's approved screening assessment for ESL. If needed, the parents should be interviewed to clarify any discrepancies in the home language survey. Unless an NELB student has documentation from a previous state or LEA that he or she has met the definition of fluent English proficient (FEP), LEAs must assess all NELB students with the state-approved English language proficiency screener to determine whether the student is an EL. All NELB students who are determined to be an EL shall be provided ESL services through an allowable service delivery model.

Kindergarten students who are screened in the first (1st) semester and who score 27 composite or below on the W-APT screener shall be entered into the ESL program and shall receive a minimum of one (1) hour of ESL service each day from a teacher who holds an ESL endorsement. Kindergarten students who are screened using the W-APT in the second (2nd) semester and who score 27 or below on speaking and listening; 14 or below on reading; or 17 or below on writing shall be entered into the ESL program and shall receive a minimum of one (1) hour of ESL service each day from a teacher who holds an ESL endorsement.

Students in grades one through eight (1-8) who are screened using the WIDA screener and who score below 4.5 composite or 4.0 or below on any domain shall be entered into the ESL program.

Founders Classical Academy will follow state board policy 3.207 to implement instructional programs and service delivery models to make sure there is equitable access to core academic programs for EL students.

An ESL program may be provided through various service delivery models. All service delivery models used by districts shall be aligned to the Consolidated State Performance Report (CSPR). All models shall address how academic deficits that are the result of students' limited English proficiency will be remediated. All ESL services shall be aligned to the WIDA English language development standards and founded on evidence-based educational practices. These service delivery models may be used in ESL classrooms, general education classrooms, or in newcomer centers for recently arrived ELs (RAELs). Models approved for use are:

1. Sheltered English Instruction;
2. Structured English Immersion;
3. Specially Designed Academic Instruction in English (SDAIE);
4. Content Based Instruction (CBI);
5. Pull-out instruction; or
6. Other models approved by the Department.

SERVICE DELIVERY (a) Elementary students at the pre-functional, beginning, or intermediate level shall receive one (1) to two (2) hours per day of direct ESL service from a teacher who holds an ESL endorsement. (b) Elementary students at the high intermediate to advanced level shall have services tailored to their needs including, fewer hours of ESL direct instruction based on their individual learning plan (ILP), skills based interventions, and other services that are differentiated for each EL. ELs at the high intermediate to advanced level shall continue to receive up to one (1) hour of direct ESL service each day from a teacher who holds an ESL endorsement until the student achieves English proficiency that allows transition to regular academic programs. The service delivery for ILP students will coincide with RTI2 set aside times for the entire student population so as not to disrupt from the normal schedule.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM POLICY 3.207 credits.

It is recommended that ELs achieve the intermediate level on the English language proficiency test before taking a regular English course. Due to course requirements for graduation, there can be more flexibility in service hours to alleviate issues related to scheduling classes. (a) Students who score 3.5 or above on all domains shall have ESL service tailored to their individual needs as determined by the district. (b) All teachers providing instruction to EL students shall be trained on the WIDA English language development standards. (c) In content area classes, teachers shall accommodate instruction and assessments to make content area standards and curriculum accessible to EL students. Students may not be retained due to language ability.

Response to Intervention and Instruction (RTI2) shall not be used in place of ESL direct services. All ELs shall have an ILP with growth trajectories. Teachers shall monitor growth through benchmarking, formative assessments, and/or summative assessments every four and a half (4.5) weeks. If an EL is not experiencing the growth expectations identified in his or her ILP, the student shall receive interventions so she or he may move more rapidly toward English language proficiency. Interventions shall be implemented immediately after the educational team has determined the student is not on the expected growth trajectory.

The information above comes from state board policy 3.207 to properly identify EL students referenced at 3.207:

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/3000/3.207%20ESL%20Program%20Policy%207-27-18.pdf>.

The school's Special Education Coordinator will create (as needed), maintain and address ILPs using the same process as for IEPs. We will also be sure to follow Tennessee Code Ann. 3.207 for Parent Notification:

PARENTAL NOTIFICATION AND RIGHTS as follows:

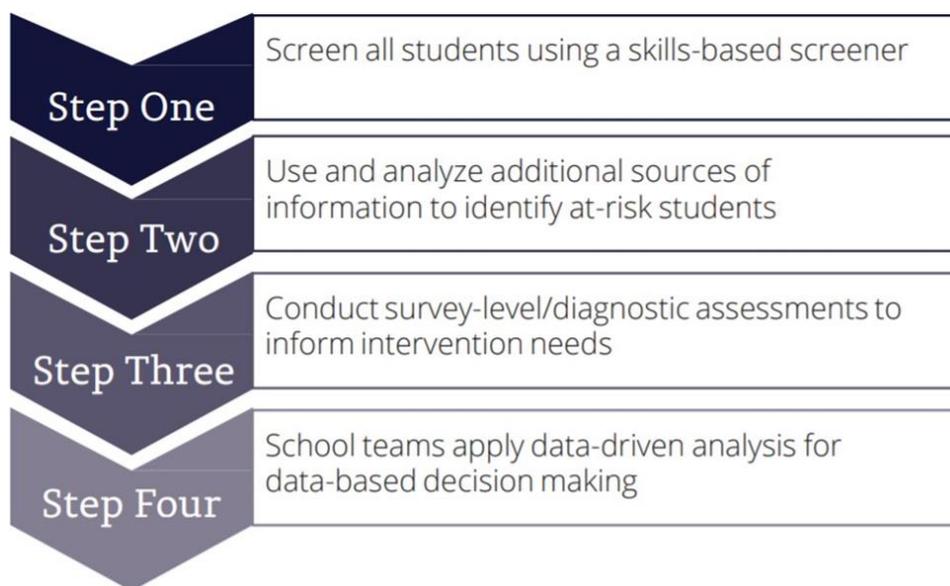
Communicate all information related to testing, placement, and ESL services to all parents of NELB students in the language and method that the parent can understand, to the extent practicable. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs. If the parent refuses direct ESL services for the student, the general education classroom teacher shall be responsible for providing appropriate accommodations as required in the student's Individual Learning Plan (ILP). Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed, and options related for program types if available.

(e) Describe the following related to at-risk students:

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

Founders Classical Academy will follow the TDOE RTI2 for identification of at-risk students as shown in the graphic below on the TDOE web site:

<https://www.tn.gov/education/instruction/tdoe-rti2/rti2-rediect/rti-current-update.html>



At-risk students are identified in at least a couple of ways. Our use of NWEA’s MAP assessment provides us with a universal screen, and in some locations where learning gaps have been identified, a mid-year benchmark to assess progress towards goals. This data is then coupled with socio-economic information provided by the family and academic achievement records on file with other schools or the state to establish student learning goals and to track the progress of those goals through to state assessment time. Additional tutoring will be provided as needed to students who demonstrate need.

In cases where there are high concentrations of at-risk students, we will modify the curriculum (reduce the number of books students are expected to read or perhaps adjust the reading level of assigned books. Generally, we prefer to challenge the students with texts above their reading level but fewer in number so the students can take the time to digest and learn unfamiliar vocabulary and concepts).

We do expect all of our students to track with the scope and sequence. But using the data provided by our universal screen, we expect teachers to be aware of those who learn at a slower pace or who have pressures outside of school to ensure they have opportunities to complete coursework or to receive additional instruction.

Informed by our trained teachers’ classroom observations, the Special Education Coordinator will analyze the data and develop a plan for RTI2 in compliance with TDOE RTI2 protocols.

For students who are not part of the roughly 85% Tier I level who can be redirected through normal classroom activities, Founders Classical Academy will implement and monitor progress using the steps in the TDOE guidelines on RTI2 for all subjects:

<https://www.tn.gov/education/instruction/tdoe-rti2/rti2-rediect/rti-current-update.html>

Tier II implementation in K-2 reading and math:

Tier II addresses the needs of struggling and advanced students. Tier II is in addition to Tier I. Those students who require additional assistance beyond the usual time allotted for the core instruction (Tier I) should receive additional skill-based group intervention daily in the specific area of need. Tier

II intervention is explicit and systematic. Tier II requires high-quality intervention matched to students' needs and provided by highly trained personnel. Advanced students should receive targeted reinforcement and enrichment. Enrichment activities expand on students' learning in ways that may differ from the strategies used during core instruction. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences.

Tier II implementation in 3-5 reading and math:

Tier II addresses the needs of struggling and advanced students that occur daily. Tier II is in addition to Tier I). Those students who require additional assistance beyond the usual time allotted for core instruction should receive additional skill-based group intervention daily in the specific area of need. Tier II intervention is explicit and systematic. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by current assessment data. Advanced students should receive reinforcement and enrichment. Enrichment activities expand on students' learning in ways that may differ from the strategies used during Tier I instruction. (Note: Founders Classical Academy's curriculum allows for ease in differentiation, so teachers will be able to readily accelerate or reinforce a student's learning). They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences.

In K-8th, the interventions in Tier II should be provided daily. If students need interventions in more than one area (e.g., reading and mathematics), then the five days of interventions a week can be split in a two-day/three-day manner based on the area of greater need. For example, if a student needs intervention in reading and mathematics but is weaker in math, he/she should receive three days of mathematics interventions and two days of reading interventions each week. The decision to provide a two-day/three-day split in an RTI² team decision may be appropriate for some students, who need reading and math intervention. If a team chooses to do a split intervention, the team must watch the student's progress closely and make intervention adjustments if the student is not progressing in this model. The team may also choose to provide intervention five days/week in the area of greatest need or provide intervention five days/week in both areas of deficit. Student data should guide this decision. A student who is receiving special education services should not be excluded from tiered interventions if their data indicates a need.

For example, a student with Other Health Impairment (OHI) may receive special education services for his/her disability; however, he/she may also receive tiered interventions in reading, math, or written expression. In this case, both special education services and tiered interventions would be provided. Intervention groups should be small. Research supports small groups for interventions.

Progress Monitoring K-8th:

Progress monitoring is used to assess a student's academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. When additional intervention is being provided in Tier II, the effectiveness of the intervention should be

progress monitored to ensure that it is helping the student reach a goal. This is accomplished through at least every other week administration of probes that are parallel forms of the ones used in universal screening. Progress monitoring will be done in the area of deficit using an instrument that is sensitive to change.

While the universal screening tool measures student performance on grade level, progress monitoring must be conducted with measures that are at a student's skill/instructional level. The skill/instructional level at which a student will be progress monitored can be determined through a survey-level assessment.

A survey-level assessment is a process of determining "The effectiveness of the intervention should be progress monitored to ensure that it is helping the student reach a goal." The most basic skill area deficit and which skill/instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit in order to determine accurate rate of improvement and growth. Survey-level assessment provides vital information for students suspected of being 1.5 to 2 years behind or who fall below the 10th percentile.

Progress monitoring in Tier II may include:

- Curriculum Based Measurement (CBM) probes OR
- Computer-based assessments

Progress monitoring in Tier II will take place at a frequency of at least every other week. Highly trained personnel should administer the progress monitoring in Tier II, and classroom teachers should continuously analyze the progress monitoring data.

Overall, Founders Classical Academy's RTI2 team, comprised of trained teachers and administration, will work with the classroom teachers to implement and monitor our RTI2 plan per the TDOE guidelines.

(f) Describe the following related to gifted students:

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

For gifted students, we plan to follow the WCS protocols in place to identify, monitor, and evaluate students including any IEP in place to identify gifted students the same as for other special populations. Our plan is to hire teachers that have the endorsement (extra credential) to be able to identify gifted students and then work with the Special Education Coordinator, who will be gifted-certified, to identify gifted students. We will follow the IEP process to implement programs for gifted students the same as for other special populations.

The curriculum employed by Del Rey Education and ResponsiveEd lends itself well towards gifted students through simple accommodations, such as the ability to read the unabridged versions of literature rather than the abridged version. In order to provide for the needs of gifted students, we will offer a push-in model with supplemental curriculum. This will allow teachers to differentiate instruction for gifted students within a regular classroom setting. Accelerated content learning, increased complexity of content, and project-based learning are some of the differentiation options

available to teachers. Ability grouping may also be used to help ensure students are being challenged at appropriate levels.

Monitoring and ongoing evaluation of progress of gifted students will be accomplished through the following methods:

- Ongoing assessment of reading, writing and mathematics data.
- Observation by gifted and general education teachers.
- Assessment of core academic chapter, unit, or module achievement.
- Review of discipline and attendance data.
- Parental feedback on student progress.

Students may also earn dual credit, i.e., credit toward high school and college simultaneously, through either partnerships with neighboring colleges or through virtual courses. Students who earn credit through these options via a district-approved college partner will still have to take the state assessment test. Students should contact their Campus Director for more information on these options.

1.10 School Culture and Discipline

In this section:

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

The culture at Del Rey Education's schools will be one of academic excellence and high standards, as well as virtue and civility. Teachers and administrators will model the mutual respect, honesty, ethics, consideration, and personal responsibility we expect from our students. Research has shown that children rise to the expectations set for them. Therefore, our academic environment will inspire students to embrace the highest expectations in rigor, self-discipline, and achievement. We seek to discover and exemplify the good, the true, and the beautiful in our world.

We will be intentional about creating a culture that fosters inquisitive learning and responsibility consistent with our mission and vision. From leadership on down, throughout the organization, we will permeate and model a respectful culture that each individual makes a difference. The way we carry and conduct ourselves in each situation is a moment of truth. If we rise for every occasion to the best of our ability, the cumulative effect across all individuals will be a unique culture where we are meeting our full potential at all times. This takes root with the board and the Head of School. From there it is spread out to the teachers, staff, and parents. The goal of this initiative is to create an environment of impassioned support of students and their parents.

A cohesive group of highly united parents and administrators around the mission of virtuous living, back-to-basics education, and responsibility as American citizens will be the best way to bring the students into alignment on a day-to-day basis. What does this look like in practice? We will bring our best efforts to everything we endeavor to do.

We expect school leadership, staff, and faculty, in a concerted effort with parents, to create enthusiastic support by setting the example of how to conduct oneself in and out of the school community. Teachers will model behavior to show both seriousness about the importance of education while at the same time showing a pathway that it is desirable for students to have fun while they explore and learn about the world around them. This reaches from centrality of the Western tradition in the study of history, literature, philosophy, and fine arts, to the acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts, to a curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history.

Much too often, people are told every reason imaginable why they are doing something wrong. Teachers will be encouraged to 'catch students doing something right' at Founders Classical Academy. This could be something simple like picking up a piece of trash. The student will be recognized with a USA flag sticker to wear for the day.

Our plan as an organization is to create a fertile environment for a positive family experience by building the expectation into our charter and ensuring that our future leader and teachers share the vision for the values below.

| Virtue | What | Why | Example in School |
|------------------------|---|---|---|
| Courage | Making good decisions, even if it is difficult or frightening | The Classical Curriculum is based on the idea that we achieve when we face our challenges. | A student advises another student to stop a negative action, even if he faces social pressure. |
| Self-governance | Having control of your own words and actions; later, contributing to the governance of school life. | To ensure our students are successful in future endeavors they must learn self-control and participation. | Younger students learn to wait their turn. Older students learn principles of self-governance. |
| Civility | Treating others with respect, dignity, and honor | Students should be conscientious of others, seeking understanding rather than confrontation. | Students are taught how to address other students in instructional and social contexts. |
| Service | Helping others without expecting a reward | Providing for the needs of others is an important way of confirming the value of others. Actions should be taken because they are good, not because they will produce a return. | Students are expected to seek service opportunities both planned and spontaneous. |
| Perseverance | Not giving up or giving in to discouragement | Pursuing good things is hard. Students must understand that in order to achieve good outcomes, they may need to stay the course even when things are difficult. | This is realized first in academic outcomes, but it also is reinforced through a range of long-term activities including making friends and dealing with hard subjects. |
| Honesty | Saying and doing what is right even when no one is looking. | A strong ethical compass is essential to integrity. We want children to understand the value in seeking the good and doing it without having to be told. | Students are taught to take responsibility for their decisions, knowing outcomes, positive or negative, are the point of the decision-making process. Students must learn to own their decisions. |
| Gratitude | Being thankful and showing that appreciation to others. | We receive assistance and contributions from others whenever we pursue an end. Students must learn to acknowledge those contributions. | Students who express appreciation for one another for helping will find any project easier, but on a larger scale, gratitude helps build trust within the community. |

(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.

We clearly articulate our expectations for our students and the sort of conduct we expect in class, during student activities and through athletics. We emphasize civility and honesty and encourage our students to live by the following motto:

| | |
|--------------|--|
| Honor | I will honor those things which are good, true, and beautiful. |
| Respect | I will show respect to others at all times. |
| Service | I will do good things for others without being asked. |
| Excellence | I will strive for excellence in all things. |
| Perseverance | I will fulfill commitments and not give up or act on discouragement. |

Following from this is the expectations that students will act according to the below standards:

- i. That promote learning,
- ii. Where good citizenship is integrated into and evident in the school culture, and
- iii. Where behavior is aligned with the school motto.

Teachers are expected to set clear classroom rules that are in accord with these expectations. We further set expectations for conduct in hallways and other community spaces, and we emphasize the importance of respect and courtesy when competing against other schools.

While the teachers set their own guidelines, we expect all of our students to do the following in class:

1. Listen when others are talking
2. Speak to others in a civil and courteous manner.
3. Follow directions.
4. Keep hands, feet, and objects to yourself.
5. Work quietly and do not disturb others.
6. Show respect for school and personal property.
7. Work and play in a safe manner.

Our schools reinforce these expectations through our disciplinary system, which is merit/demerit based. Merits lead to accommodations, while demerits result in various consequences. In addition, per reinforcement is provided through our House System, where students are grouped into cohorts either by grade or cross-sections beginning in 6th grade. Conduct is accounted for through the system and can affect year-end results where misconduct is significant. Other means of reinforcing school culture are through service learning priorities and student activities, such as student council, national honor society and sports participation.

- (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.

Creating impassioned families within Founders Classical Academy extends to all of our families including without question special populations. Our culture will be one of inclusivity dedicated to 'delivering a plus one model' at every 'moment of truth'. To facilitate this, our SPED teachers will be focused on maximizing in-class time for the special population, and any required pullouts will be coordinated so that they do not conflict with opportunities for special populations to have a wonderful

experience along with all other students. Communications about our initiatives will be translated to Spanish for maximum inclusiveness. We will have culture nights where students are able to highlight what makes them unique. Like the United States, Founders Classical Academy will be a melting pot of ideas, cultures, and people. Our Impassioned, enthusiastic approach will ensure all students feel embraced at school and are able to engage in the school.

We expect all students to abide by standards of conduct. This particularly applies to how students treat those with special needs, language limitations and at-risk conditions. These students in turn are expected to maintain the same standards. An at-risk student is just as capable of treating peers with respect as in another student. We understand that these groups often experience conditions that make social interaction and participating well in group activities difficult. We expect our teachers to be aware of these situations and monitor interactions between students (through presence and interaction) and also from students with particular situations that create challenges.

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

The Founders Classical Academy Discipline Policy is covered comprehensively in the full family handbook. It covers the following areas:

- Virtues and General Expectations for Behavior
- Honor Code
- The Purpose of Discipline
- Disciplinary Action
- Detention
- Notifying Parents
- Restraint
- Long-Term Suspension and Expulsion
- Bullying

See Attachment B.

- (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 non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;
 - An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
 - 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.

Level II: Discretionary Suspension

Examples (not inclusive list):

1. Academic dishonesty

2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang, as defined in TEC 37.121
3. Bypassing of internet blocks on school computers or networks to enter unapproved sites
4. Causing an individual to act through the use of or threat of force (coercion)
5. Engaging in conduct on campus that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
6. Engaging in conduct that constitutes sexual harassment (verbal and/or physical)
7. Engaging in offensive conduct of a sexual nature (verbal or physical)
8. Extortion/blackmail
9. Failure to comply with conditions of in-school suspension placement
10. Failure to comply with school medication policies
11. False accusation of conduct that would constitute a misdemeanor or felony
12. Falsification of school records
13. Fighting/mutual combat
14. Gambling
15. Gang activity (nonviolent)
16. Hazing, harassment, or bullying of students (physical)
17. Inappropriate behavior (e.g., violent; threat of being violent; threat of self-harm; racially, ethnically, or culturally motivated actions)
18. Interference with school activities or discipline
19. Leaving classroom, school property, or school-sponsored events without permission
20. Making an obscene gesture
21. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
22. Possessing ammunition
23. Possessing paraphernalia related to any prohibited substance
24. Possessing or using fireworks or other explosive devices
25. Possessing tobacco or tobacco products or items such as e-cigarettes or electronic vaporizing devices
26. Possessing or abusing over-the-counter drugs in violation of school policy
27. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual or inappropriate nature in any media format, including but not limited to cell phones
28. Posting inappropriate or disparaging remarks, pictures, videos, or links to any ResponsiveEd-managed social media site
29. Any unauthorized recording, taping, or photographing students or staff
30. Refusing to allow student search
31. Sexual harassment/sexual abuse not defined as a Level III or IV offense
32. Theft
33. Threats (nonviolent/verbal or written), including those initiated through social media, or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus
34. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
35. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
36. Use of profanity or vulgar/offensive language (orally or in writing)
37. Using the internet or other electronic communications to threaten students or employees, or cause disruption to the school program
38. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.)
39. Willful destruction of school or personal property and/or vandalism
40. Self-harm, including but not limited to severe scratching, branding, cutting, self-hitting, burning, and biting
41. Making false accusations or perpetrating hoaxes regarding school or student safety
42. Refusing to allow lawful student search

Appropriate Disciplinary Actions:

1. Level I disciplinary techniques
2. Out-of-school suspension for up to three days

Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list):

1. Any offense listed in Sections 37.006(a) or 37.007(b) of the TEC, no matter when or where the offense takes place
2. Burglary of a motor vehicle on campus
3. Conduct punishable as a felony not defined as a Level IV offense
4. Criminal mischief against school, student, or school staff
5. Deliberate destruction of or tampering with school computer data or networks
6. Disruptive activity (see "Disruptive Activity," p. 51)
7. Gang activity (violent)
8. Inappropriate exposure of body parts
9. Inappropriate sexual conduct
10. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
11. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
12. Possessing a knife, razor, box cutter, or chain
13. Possessing any object used in a way that threatens or inflicts bodily injury to another person
14. Possessing a look-alike weapon, including without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
15. Possessing a stun gun, mace, or pepper spray
16. Possessing, selling, distributing, or under the influence of a Harmful Drug (see "Harmful Drugs," p. 53)
17. Posting any vulgar, grossly inappropriate or illegal remarks, pictures, videos, or links on any ResponsiveEd-managed social media site
18. Setting or attempting to set a fire on a school property (not arson)
19. Targeting someone for bodily harm
20. Threats (violent/verbal or written)
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide; incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or a student who is 18 years or older without the student's consent
22. Possessing, selling, distributing or under the influence of alcohol (see "Alcoholic Beverages," p. 49)
23. Threats (violent/verbal or written), including those initiated through social media or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus or toward another student
24. Selling paraphernalia related to any prohibited substance
25. Possessing or selling "look-alike" drugs or attempting to pass items off as drugs or prohibited items
26. Using, selling, or giving to another student any form of tobacco or tobacco products or items such as e-cigarettes or electronic vaporizing devices, and smokeless tobacco, including chewing tobacco
27. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug

Appropriate Disciplinary Actions:

1. Out-of-school suspension for up to three days
2. Expulsion

Level IV: Mandatory Expulsion

Examples (not inclusive list):

1. Any offense listed in Section 49-6-3401(a) of the TN Code, no matter when or where the offense takes place
2. Required to register as a sex offender

Appropriate Disciplinary Actions:

1. Expulsion

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/ or appeals of disciplinary matters as provided by state and federal law and school policy.

Suspension Process

In addition to the above list of Student Code of Conduct violations, the Campus Director has the authority to suspend a student for up to five days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Campus Director must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him or her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents

If the Campus Director determines the student's conduct warrants suspension during the school day, the Campus Director will make reasonable effort to notify the student's parents that the student has been suspended before the student is sent home. The Campus Director will notify a suspended student's parents of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Campus Director.

Expulsion Process

Hearing

Students alleged to have committed an expellable offense will receive a hearing before a Hearing Officer within

a reasonable time following the alleged misconduct. The Hearing Officer shall be a Regional Director or his or her designee. Prior to the hearing, the school will send a written notice to the student and the student's parents, including:

1. The basis for the proposed expulsion;
2. The date, time, and location of the hearing; and
3. The right of the student, at the hearing, to:
 - a) Be present;
 - b) Be accompanied by his or her parents;
 - c) Be represented by any adult representative, including legal counsel;
 - d) Present evidence, call witnesses, and testify; and
 - e) Be informed of the school's evidence.

After making a good faith effort to inform the student and the student's parents of the time and place of the hearing, the school shall hold the hearing regardless of whether the student, the student's parents, or another adult representing the student attends. The Campus Director shall audio record the hearing.

Expulsion Order

Within seven days following the hearing on expulsion, the Hearing Officer or his or her designee will notify the student and the student's parents in writing of his or her decision. If the outcome of the expulsion hearing is that the student will be expelled, the Hearing Officer or his or her designee will enter an expulsion order and provide a copy to the student and the student's parents specifying:

1. The length of the expulsion;
2. The procedures for re-admittance at the end of the expulsion period, if applicable; and
3. The right to appeal the Hearing Officer's decision. The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeals

The student or a parent may appeal the decision of the Campus Director in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 72). Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion.

Effect of Student Withdrawal

If a student withdraws from the school before the expulsion hearing is conducted or an expulsion order is entered, the school may continue with the proceedings and enter an order. If the school fails to enter an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Removal

If a Campus Director reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director may order immediate removal of the student. Immediate suspension may be imposed by a Campus Director or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

We will follow section 1415 IDEA: <https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1415>

This includes following all IEP, 504s and Behavior Plans for all students. We will follow the manifestation process for any students with IEP ensuring all legal rights are provided to students with disabilities. Founders Classical Academy will endeavor to treat all students fairly with regard to all disciplinary actions and proceedings regardless of race, religion, gender, economic status, or disability according to the Discipline Policies outlined in Attachment B

The expectation for carrying out the school's discipline policies starts at the top of the organization chart with the Head of School. The Head of School will work with the Dean of Students on the school's discipline policy. Below is our list of general characteristics and responsibilities for the Founders Classical Academy Head of School.

General Characteristics of a Good Candidate for Head of School:

- Prudent leadership, or the ability to discern the ends that fulfill the nature and purpose of classical learning, and to chart a course to reach those ends; the ability to instruct and inspire people to follow, to commit, to take responsibility, and to perform together in an effective manner. The ability to raise up self-governing leaders within the school.
- Intellectual depth and a serious understanding of the life of the mind. 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.
- A commitment to school reform, motivated by courage and governed with discretion.
- A person of high moral character whose leadership will generate trust and hold the confidence of others. He or she exhibits unwavering personal integrity, honesty, decisiveness, and empathy.
- Well-organized, able to delegate with clear direction, and ready to assume responsibility for everything that happens under his or her charge.
- A sentinel of the moral imaginations of young minds.

Duties and Responsibilities of the Head of School:

- Provides general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
- Observes and can effectively coach teachers at defined intervals; documents results and provides feedback as mentor and supervisor.
- Reports at regular school board meetings on the status of the school and plans for upcoming activities.
- Represents the school as the senior executive leader in interactions with the public, the school

constituencies, the authorizer or accreditor, and other government agencies.

Parents and students are informed of the school's family handbook, which is provided to parents upon enrollment.

1.11 Recruitment and Enrollment

In this section:

- (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.

Open enrollment will begin January 1st, 2023 and run continuously through March 31st, 2023. On January 22nd, notice of acceptance will be sent to all families for grades that have not exceeded capacity giving them three weeks to confirm they wish to attend Founders Classical Academy. A lottery will be conducted at the end of the confirmation period for grades in which enrollment exceeds capacity. A waiting list will be created for families who did not get chosen through the lottery. After the lottery, if capacity permits, families will be enrolled on a first come, first serve basis. A waiting list will be maintained in case any families who enroll decide not to attend. See Attachment D for specific details on additional enrollment policies.

Founders Classical Academy will accept applications from all students zoned for Williamson County Schools without regard to race, color, age, disability, medical conditions, religion, national origin, ancestry, status with regard to public assistance, citizenship status or any other characteristic protected by applicable laws in the state of Tennessee. Admission will automatically be granted if enrollment does not exceed school capacity. If enrollment does exceed school capacity, a random lottery will be held as outlined above.

Founders Classical Academy does not currently have an articulation plan or agreement with any other public charter school in the Middle Tennessee area.

Founders Classical Academy will follow the best-practices established by the Williamson County Schools for a pre-admission activities checklist as listed below:

Required: Certified Birth Certificate (*not accepted: mother's copy of birth certificate) Required: Tennessee Certificate of Immunization Record Required: Proof of Residency

- Option 1: Copy of signed lease agreement (including renewed lease agreements)
- Option 2: Signed Executed Settlement Statement
- Option 3: Deed
- Option 4: Mortgage Statement
- Option 5: Signed Valid Non-Contingent Real Estate Sales Contract (applies if moving to school zone & with approved out of school zone request) <https://www.wcs.edu/domain/1157>

Required: Utility Bill 1

- Options: Electric, Water, Gas, Sewer or connection letter *not accepted: cell phone, telephone, cable, internet and satellite service bills

Date: must be for the last month prior to enrollment

Required: Utility Bill 2 (cannot be the same as utility bill 1)

- Options: Electric, Water, Gas, Sewer or connection letter *not accepted: cell phone, telephone, cable, internet and satellite service bills

Date: must be for the last month prior to enrollment

Required: Parent/Guardian Photo Identification

- Options: Driver's License, Passport, Passport Card Required for Early Childhood, Pre-K, Kindergarten, or Students from outside the US

Physical Exam Required if Applicable: Parenting Plan or Domestic Relations Order

As we prepare for the open enrollment processes at our school, we have started identifying families in the community through civic groups, churches, community centers and other local entities. We have established electronic and social media presence and begin in-person meetings and also solicit interest through our digital platforms.

Through this process we have identified a pool of students sufficient for us to assess immediate interest. ResponsiveEd also employs the services of Buxton Analytics, a data analysis company. They have created profiles for us for based on Founders Classical Academies' current families to identify where they exist in new markets. This allows us to reach families who would be most likely to appreciate our approach to education and make an educational choice that aligns with their priorities. While we want to communicate with our warmest demographic, we strictly adhere to state application and enrollment guidelines for charter schools.

See Attachment D below and expand for withdrawals, re-enrollment, and transfers:

Open enrollment/waitlists: Following our established enrollment windows and assuming there is still capacity in the school, we will allow open enrollment for any remaining spots on a first come, first serve basis and a waiting list will be formed.

During open enrollment periods, any transfers will also be admitted to the school so long as there is sufficient capacity. If Founders Classical Academy is beyond capacity, transfer students will be added to the waiting list on a first come, first serve basis just the same as other new students who are applying for admission.

At the time of enrollment and re-enrollment, students will be required to demonstrate permanent residency within Williamson County, Tennessee. Students whose residencies are not fixed or regular will be evaluated on a case-by-case basis in keeping with governing state and federal laws.

Withdrawals: 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 charges, fines, and fees must be paid prior to withdrawal, and textbooks must be returned.

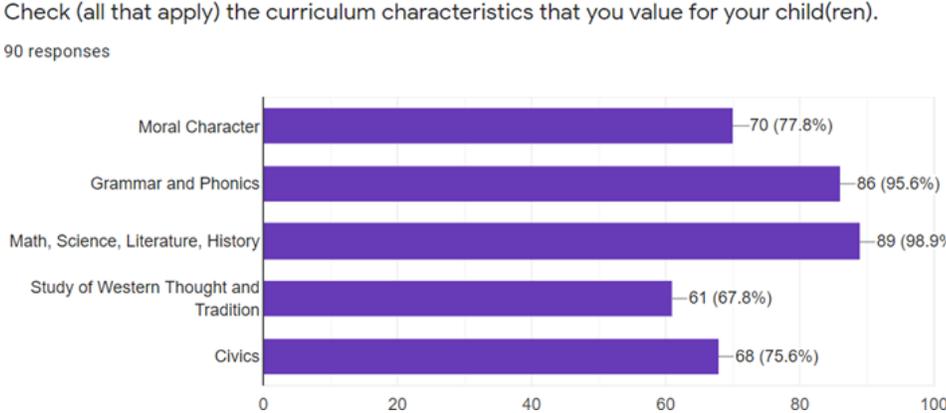
- (b) Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?

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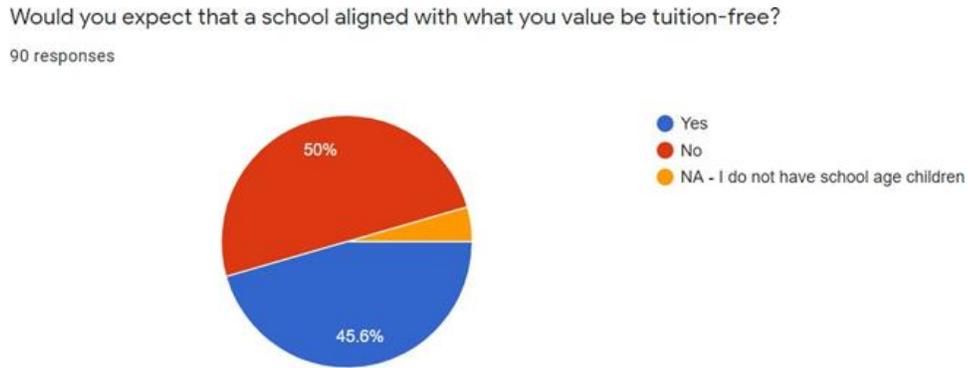
We believe that Middle Tennessee is ripe for a charter school using the American classical model based on parent feedback indicating a strong demand for an alternative to public and private schools in the form of a classical charter school. Our board members received 90 responses to an informal poll conducted in June 2021. What follows are some of the results of those polls and what we believe they tell us.

A. The values of families in Middle Tennessee align with the tenets of classical education:



*95.6% of respondents value grammar and phonics which are pillars in classical education with a whopping 98.9% specifying an appreciation for basic math, science, literature, and history. Other core categories of classical education such as civics and moral character are desired by more than three-fourths of parents for their children.

B. Nearly half of the families in Middle Tennessee expect their schools to be tuition-free AND at the same time provide educational components that align with their values:



*45.6% of respondents expressing their wish to have a tuition-free school choice that aligns with their values is astonishing because it seems too good to be true in a public school today, especially with the demands of new families locating in Williamson County. We believe we can offer these families the option they are looking for in the way of a public classical school alternative that aligns with their values.

Further evidence that the probability of success for a classical school in Middle Tennessee is that there are three schools in Williamson County currently offering a classical education now: Franklin Classical School (136 students) and Classical Academy (136 students), Thales (100 students). Franklin Classical School and the Classical Academy of Franklin have been operating for 25 and 10 years, respectively. Thales with twelve campuses overall, opened as a PK-5 school in Williamson County in 2020 showing increasing demand for classical schools. This high demand is very consistent with other schools using a classical curriculum.

- (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.

Del Rey Education has developed a Community Building Plan that is a multi-pronged approach to build support for the school with prospective families with students who could attend the school. Efforts have started through community outreach with the caveat that our charter application approval has not been granted, and our activity to promote the school will build throughout 2023 with enhanced visibility with local pre-schools, faith-based institutions, businesses, parent groups, and community organizations. As a K-12 school, Founders Classical Academy will be attractive to families who wish to have their children of different ages on one campus. There is only one school out of the WCS 49 brick-and-mortar schools that is a K-8, and by being zoned for the entire county, Founders Classical Academy will offer an option to all Williamson County families to send their children to a public K-12 school.

Our plan is to continue our outreach through the charter application period. A big part of our marketing strategy is to grow following through inclusive activities such as public event participation, open parent meetings, referrals from other family 'ambassadors', and our open sites on social media

and [www.foundersclassicaltennessee.com](http://wwwFOUNDERSCLASSICALTENNESSEE.COM). Through the business connections of our board members with groups like the Chamber of Commerce, churches, and the local realty association, we will provide information about the school that they can share with their constituencies to promote the school. We've made inroads with parent groups such as Moms for Liberty and home-schooling groups who have been amenable to forwarding information about Founders Classical Academy to their membership, and we will continue to work through those channels through the pre-opening year as well as with pre-schools. We believe that parents who have children in private schools, which has grown tremendously over the past few years, are natural targets to promote the school based on our poll that shows many in private schools feel an education with the attributes offered via a highly desired classical curriculum should be free as it was in our country's original public school system.

In order to attract a diverse student population, our board members also have conducted successful outreach to the Hispanic community in Williamson County through the association of Hispanic church pastors and plan to continue this through the pre-opening year based on the open invitation by pastors to Founders Classical Academy to speak to the congregations.

- (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 area of focus, describe the plan to market that focus.

While enrollment will be open to all students, our goal will be to reach students who desire a rigorous academic environment emphasizing the highest standards in reading, math, history, science, music and other fine arts, and languages. Marketing/outreach efforts will employ the following strategies to ensure our targeted populations, especially those with limited access to information or who may be unfamiliar with charter schools, are reached:

- Analysis of area demographics, existing school enrollment and performance to determine recruitment that helps ease burdens on other area public schools, rather than poaching from them
- Selection of the most effective media outlets based on the targeted demographics, languages spoken at home, and existing awareness
- Dissemination of information based on level of familiarity with charter schools and academics offered
- Engagement with community organizations, such as community centers, clubs, houses of worship, and others, to reach targeted families
- Community information meetings/presentations

Marketing and outreach efforts will target students residing within a reasonable distance of the campus, without regard for race, ethnicity, national origin, gender, or disability, in accordance with state and federal statutes, and the school's non-discrimination policy.

In order to ensure a racial/ethnic balance consistent with the community served, we will employ the follow marketing methods:

- Availability of bi-lingual (English and Spanish) informational materials (brochures, rack cards, displays, etc.)
- Public service announcements on bi-lingual media outlets (radio, TV and print publications),

- in appropriate languages
- Selection of media outlets targeting specific racial/ethnic populations
- Dissemination of information via public posting (community centers, YMCA, libraries, retailers, etc.), through community organizations, and through HR departments of local businesses.
- Employment of bi-lingual staff

It is expected that students enrolling in our school will represent the racial and ethnic makeup of the neighboring schools.

- (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.

Student recruitment activities post-open will be driven by social media and word of mouth with little in the way of direct marketing unless we do not achieve full enrollment in year one. We will primarily be accepting only kindergarteners and middle schoolers - we expect to experience weak initial enrollment in the middle years (7-8) until we establish our co-curricular and sports programs. Throughout year one, we will continue to hold parent information meetings, make our presence known through athletic programs, and showcase our school on Facebook and other social media platforms. Different from our pre-opening efforts, we will also be giving tours of the campus and hosting on-site events.

1.12 Parent and Community Engagement and Support

In this section:

- (a) What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?

Parent and community support for Founders Classical Academy as a viable new public charter school is vital to our success at opening and beyond. Our board members have already received feedback from informal polls, direct dialogue from parent meetings, and 500+ signatures of interest. We are currently in the process of connecting with members of the community. Based on an early informal poll of 90 interested families, we found a strong correlation between their family and education priorities and our mission built around a classical curriculum. This flowed into an information session of 10-15 families, to roll out initial information about the school. The parents at this session each took turns saying what is most important to them in their schools - trust in the governing board, transparency of curriculum, critical thinking skills and adhering to a policy of strictly providing essential education and character building to support their role as parents were high on the list.

As a local, volunteer board motivated to open the school purely in response to a need in the community, we feel strongly about transparency at every step. Our full K-12 program guide, including lesson plans, is available online for any parent to review any part of the curriculum. The takeaway from all of our conversation with parents has been profound in that we discovered that we have a high degree of alignment between what we are offering in a classical school and what parents want. One strong piece of evidence of this is the fact that we received tremendous interest from parents attending our recent meeting, and subsequently, they keep flowing in.

- (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.

Del Rey Education has developed a Community Building Plan as a comprehensive approach to engaging parents and community members. We believe that there are three key time frames for peaking interest in student attendance at Founders Classical Academy prior to opening, and our plan was built with consideration for the different engagements called for at different times. Based on the fact that we currently have a following of over 280 interested families, much of our work will be to keep everyone informed so that interest will remain high and even grow. Below is the timetable for engagement activities by key constituency during the three peak periods:

| Constituency | Post-Application Approval (approx. Aug - Sep 2022) | Pre-enrollment (approx. Oct - Nov 2022) | Pre-opening (approx. Mar - Jul 2023) |
|---|--|---|---|
| Parents/Families - families interested in attending the school with a core group of volunteers to influence others | -develop a web site that presents the goals and values of the school and contact information (DONE) -develop a group of 450+ families interested in | -send weekly email updates -hold Q&A sessions bi-weekly -introduce Head of School to prospective families | -send bi-weekly updates -announce teaching and staff personnel as they are hired incl Dean of Students -Hold open |

| | | | |
|---|---|---|--|
| | attending the school (IN PROGRESS) | -sign up volunteers for media event in November | house/ribbon cutting ceremony at school facility in early July -conduct new parent orientation meeting in late July |
| Non-Profit Organizations- includes religious/churches, civic membership (ex: Lions, Rotary), and community groups (ex: Moms for Liberty, TN Stands) | -develop outreach to key local leadership organizations (IN PROGRESS) -meet with local church leaders (DONE) -go to churches and meet with congregations (IN PROGRESS) -participate with a booth at non- profit events (IN | -weekly email updates for non-profits/churches to share with their affiliates/membership -invite to media event to be held in early November | -send bi-weekly updates -announce teaching and staff personnel as they are hired -Hold open house/ribbon cutting ceremony at school facility in early July |
| Political Groups- state and municipal leaders in the state legislature | -letters of support from political leaders (IN PROGRESS) -meet with local and state political leaders (IN PROGRESS) | -seek assistance with grants -weekly email updates to share with their constituents -invite to media event to be held in early November | -send bi-weekly updates -announce teaching and staff personnel as they are hired -Hold open house/ribbon cutting ceremony at school facility in early July |
| Sponsors and local businesses (including realtors, chamber of commerce) | -meet with Chamber representative (DONE-plan to meet with local businesses and realtors in 2022 | -seek donations -weekly email updates to share with their employees -invite to media event to be held in early November | -send bi-weekly updates -announce teaching and staff personnel as they are hired -Hold open house/ribbon cutting ceremony at school facility in early July |
| Pre- Schools/Home School Groups/Youth Groups | -identify area pre-schools and connect with decision makers -hold informational meetings at select pre-school facilities | -weekly email updates to share with families -invite to media event to be held in early November | -send bi-weekly updates -announce teaching and staff personnel as they are hired -Hold open house/ribbon cutting |

| | | | |
|--|--|--|---|
| | | | ceremony at school facility in early July |
|--|--|--|---|

- (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.
- (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).

The entire basis of school is to support and enhance education of children of Williamson families, not to replace it. Polls and meetings show parents want us to teach their kids how to think, not what to think. To reinforce our position to help support the parents' effort to raise children as virtuous, responsible citizens with strong morality and ability to think critically, we plan to have a very open, inclusive environment that encourages volunteers inside and outside of the classroom, open communication about what is being taught on including our curriculum's reading list and lesson plans, and regular dialogue (scheduled as well as an open door policy to the board and Head of School) about the ongoing direction for the school. We currently have one board member who is the parent of a student who would be a 4th grader at the time we open the school in 2023.

Del Rey Education believes that parents, staff, students, and community will be an integral part of the school governance. The board of directors, in collaboration with ResponsiveEd, will develop a Community Advisory Council ("CAC") to provide input to the head of school regarding the following issues: (1) general operation, (2) policy review, (3) long-range strategic plans, and (4) performance standards.

While the CAC will have no official authority in the operation or administration of the school, it will serve as invaluable problem-solving body, assisting the head of school in maintaining a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, two volunteer parents/guardians of the students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the head of school.

- (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.

Due to the strong partnership with local parents, the amount of parent involvement is expected to be high. The administration will strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of:

- on-site informational campus meetings;
- annual gatherings allowing questions and parental/community feedback;
- district-wide informational newsletter available on-campus for distribution;
- web-based communication of campus/district news; and
- prompt email or phone communication with all levels of campus personnel.

Del Rey Education's board of directors will also appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

Additionally, parents and/or guardians, will regularly be given the opportunity to participate in the school's Community Advisory Council ("CAC") and volunteer their time or resources to help further the vision of our school. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of the Classical Academy, amongst other opportunities. Parents at the Classical Academy will have an opportunity to establish other avenues of school/ parent community building activities. Those who have the chance to volunteer will aid in lifting up the school to its greatest level of potential.

- (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.

It is a priority for Del Rey Education to offer the opportunity for parents of students attending the school to support our mission and vision by inviting them with open arms to contribute their time, energy and financial support through organized programs. Furthermore, we will encourage and welcome the support of organizations and individuals outside of the parents with children in the school. We will create a Founders Classical Academy Ambassador Club. This will not be an exclusive group of donors, but rather, we will gratefully accept participation through the gift of time and energy, as well as the gift of financial support. We have already begun the 'ambassador' concept

informally through a group of core families who are interested in applying to the school. For example, we've had over 12 non-board member individuals who volunteered to assist in telling other local Williamson County residents about Founders Classical Academy. After opening and operating the school successfully for a sustained time frame, we plan to create a Founders Classical Academy Capital Fund for future facility needs as grow as well as other fund raisers for extras like theatre, music, sports, and clubs (chess, debate, etc.). In addition to parents and grandparents of existing students, we will use our extensive connections as a board to engage community businesses and individual donors for financial support of the school. We will utilize all of our platforms to convey that as a public charter school, we are a non-profit 501(c)3 entity and that donations to the school will be tax deductible in accordance with IRS rules and regulations.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

In this section:

- (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.

As a 501(c)3 non-profit organization, the governing body of the school is the board of directors, which is accountable for the school's academic, fiscal, operational, and legal performance. The board will have all powers afforded to not-for-profit corporations under state law, and is ultimately responsible for the fulfillment of the charter contract terms. Specifically, the board's responsibilities will include the following:

Financial Accountability: The board will be involved in the annual budgeting process, monitor financial controls, review the annual audit report, and evaluate the financial performance of the school.

Regulatory Compliance: The board will work with the district and Dept. of Education to ensure that academic performance is being met and that the school is in compliance with federal, state and local laws, as well as the school's charter contract.

Operational Oversight: The board will work with ResponsiveEd and the school's Head Master to ensure necessary resources are available to them to achieve the highest levels of performance and effectiveness for the school. This may involve review of, and setting or amending school policies, as necessary. The board may also act as a resource for staff concerns or issues that the Head of School is unable to resolve.

Fundraising: Where necessary, the board will help ensure that adequate resources are available to the school by participating in local fundraising opportunities.

Community Relations: The board will make itself visible in the community, advocating for the school and garnering community and parental support. The board will also act as an avenue for parents to address needs and concerns that the Head of School is unable to resolve.

Our board of directors is currently comprised of 6 members, with a maximum size of 12, as defined in the bylaws. Our goal is to maintain a 7-member board, as we feel this allows for a diverse make-up, while accommodating any attrition. We seek to include such skills and expertise as public education and policy, finance, legal, non-profit governance, and other business or civic involvement. It is our desire to recruit and retain board members who are familiar with, and deeply passionate about, education and community leadership in the districts we serve.

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

We utilize a leadership readiness tool in order to assess the extent to which the school leader is making progress towards an aligned set of strategic goals. The six strategic categories by which they are judged are:

1. Principles and priorities (vision casting)
2. Academic accountability
3. Operational management
4. Culture building
5. Teacher and staff development
6. Facility maintenance and improvement
7. Fundraising

Through our strategic planning process, we establish 3-5 year goals, as well as obstacles and opportunities that may currently or in the future present themselves. These goals are reviewed each year, particularly those related to academic progress and teacher development.

The board will be able to review the performance of the school leader each summer according to these domains and priorities within each. The same process is applied to assistant directors and other essential staff.

Performance of the school will be based on academic results, financial performance against the five-year proforma projections (year over year) and audit results, and on goals set in the strategic plan in the six domains listed above.

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

It is our goal to recruit individuals from the communities we serve who are passionate about education and serving their communities, and uphold the highest standards of ethics and integrity, for involvement on our Governing Board. Our Board is, and will remain, comprised of experienced educational, business and community leaders with a strong history of service and respect within these communities. All Board members are required to meet the qualifications set forth in our active charter school contracts. Board members serve for 3-year terms and are limited by our bylaws to a maximum of three (3) terms.

Recruitment of new board members is done on a word-of-mouth and invitation basis, subject to the aforementioned criteria. Prospective board members will have their credentials reviewed by the entire board and interviews conducted by a Governance Committee, which will recommend prospective members for approval by the board.

- (d) Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires 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.

New members will undergo a formal orientation process, as defined by state statute, as well as ongoing professional development. Board members will participate in governance training approved

by the Tennessee Charter Schools Association, covering transparency, ethics, and fiscal responsibility.

Del Rey board members will receive two levels of training. First, as new members are brought onto the Del Rey Education board, everyone will sign a code of conduct and conflict of interest form. From there, new board members will be given access to all past board meetings, written or recorded, to come up to speed on all aspects of the board work preceding their entry as a member. New board members will also be added to our information and email systems.

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

A successful school is built upon active collaboration with parents. Should a parent object to a policy or decision, or should any other dispute arise, a formal grievance process will be available to them. While parents will always have the option of addressing an issue directly with the board, they will be encouraged to follow proper administrative channels, such as through the Community Advisory Council (CAC), or directly with the head of school, for investigation and resolution prior to consideration by the board of directors. The exception to this being issues directly relating to board actions or board operations.

In general, the Founders Classical Academy Board will defer communications on day-to-day school matters to the Head of School or ResponsiveEd. Confirmation of a complaint will be communicated to the sender so they are aware the matter is being expedited to the right area for handling. In the event the board is being directly approached, the matter will be brought forward to an officer of the board to make sure it's addressed promptly. First, the sender will be acknowledged, and a timetable will be given for a response (even if the response is not conclusive, at least a 'touch base' will take place). The need for confidentiality will be assessed and confirmed to the sender. Depending on the nature of the complaint, the board will bring in the Head of School and/or appropriate ResponsiveEd personnel to gather more background information. If the matter is strictly a day-to-day issue versus a governance or highly sensitive issue, the school administration will take over on the complaint to avoid slowing down day-to-day school issues from being addressed and resolved. Issues that may affect mission and overall school success will be addressed by the board based on priority (i.e., Mission critical issues will be addressed by the board within 24 hours by email or the calling of a special meeting if needed) and then assigned to the appropriate board member/committee. From there, the board will set a follow up schedule with the sender of the complaint whether the board handles directly or delegates to the school leadership/administration to make sure the issue is probably addressed and any needed actions are taken.

Any complaints about school leadership should be directed to the board. Our governance committee will review, investigate and respond directly. In addition, appeals of suspensions and expulsions after being heard by the school, to include the Head of School, will be reviewed by the School Board to ensure all polices and state laws were followed.

- List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

| Full name | Current job and employer | Area of focus/expertise |
|---------------------------|--|--|
| Chair: Cassie Chapman | Parent of special needs child and TV personality. Former USA Classical board member. | SPED, music/arts |
| Vice-chair: Brian Haas | Commercial Realtor | Operations, ethics, governance |
| Treasurer: Carma DiCianni | Blackbird Academy, Director | Fiscal management, curriculum, school administration |
| Secretary: Austin Tallant | Ramsey Education Solutions, K-12 Account Executive | K-12 education, curriculum, fundraising |
| At Large: Mitch Emoff | EVP, Goldner Associates, Inc. Former USA Classical board chair. | Marketing, Human Resources |

Please include the following governance documents as **Attachment F**:

- 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 (including frequency of meetings, open meetings and open records)

2.2 Start-Up Plan

In this section:

- (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. If you are the sponsor of an existing school in the ASD, in lieu of the foregoing, attach a copy of your School Exit Plan.

Year Zero

The year prior to school opening, termed “Year Zero,” is where everything comes together towards the ultimate success or failure of a school founding effort. Because of how much is involved in this year of preparation, strong school founding efforts will hire the founding Head of School in time for them to work full time starting in September 2023. Much of the groundwork leading up to Year 0 will be started in 2022 to help ensure a smooth planning year.

| Action | Date | Ind. | Cost |
|---|---------------------|--|----------------|
| Online setup of outreach information | Apr 2022 | Brian Haas/ResponsiveEd | none |
| Identification & acquisition of school site | May 2022-Oct 2022 | Realtor/Brian Haas/Mike Terry | none |
| Finalize charter contract w/ authorizer | Oct 2022 | Del Rey Ed/WCSD | Legal fees TBD |
| Finalize CMO contract | Oct 2022 | DRE/ResponsiveEd | Legal fees TBD |
| Complete all board training | Oct 2022 | DRE | TBD |
| Permitting for school facilities | Oct 2022-Dec 2022 | Brian Haas/Mike Terry/Landlord/Developer | TBD |
| Initial outreach to families (networking, focus groups) | May-Aug 2023 | Brian Haas/Mike Terry | none |
| Buildout of school site | Dec 2022-Jul 2023 | Brian Haas/Mike Terry/Landlord/Facilities Team | TBD |
| Hiring of Executive Director | Oct 2022 | Brian Haas/Mike Terry | \$85,000 |
| Hiring of Head Master | Oct 2022 | ResponsiveEd/Del Rey Ed | \$85,000 |
| Direct mail marketing | Oct-Dec 2022 | DRE/ResponsiveEd | \$50,000 cost |
| Finalize family handbooks | Dec 2022 | DRE/ResponsiveEd | Cost TBD |
| Enrollment events | Oct 2022 - Jan 2023 | Executive Director | Rental TBD |
| Curriculum training & existing school tour | Nov 2022 | Head Master/ResponsiveEd | none |
| Open application period | Jan 2023 | Executive Director | none |
| Hiring of office manager | Jan 2023 | ResponsiveEd | \$50,000 |
| Hiring of office aide | May 2023 | ResponsiveEd | \$30,000 |
| Lottery/Initial Enrollment | Mar 2023 | ED/Office Manager | none |
| Teacher hiring begins | Mar 2023 | ED/Mike Terry/ResponsiveEd HR | none |
| FFE order is placed | Mar 2023 | ED/Del Rey Education | TBD |
| Curriculum order is placed | Apr-May 2023 | ED/ResponsiveEd | \$300,000 |

| | | | |
|-----------------------------------|--------------|--------------------------------------|----------|
| | | Academic Services | |
| Assistant Director is hired | May-Jun 2023 | ED/ResponsiveEd HR | \$60,000 |
| Certificate of Occupancy acquired | Jul 2023 | ED/Del Rey Education | none |
| Furniture delivered installed | Jul 2023 | ED/Del Rey Education | none |
| Curriculum received/distributed | Jul 2023 | ED/ResponsiveEd Academic Services | none |
| Teacher training | Jul 2023 | ResponsiveEd | TBD |
| Staffing completed | Aug 2023 | ED/ResponsiveEd HR | Various |
| School opens | Aug 2023 | ED/Del Rey/ResponsiveEd | none |

(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.

There are several key challenges:

1. Finding the right facility. Our goal is launch the school on a site that we do not have to construct. As we work to launch multiple schools in Tennessee during the next 5-7 years, construction becomes more feasible as we establish cash flow and market demand. We will depend on the commercial real estate expertise on the Board of Del Rey Education and the proforma/budget management experience at ResponsiveEd to identify a site that will allow us to launch the school and hopefully grow over time.
2. Hiring highly qualified teachers. We actually look at this a bit differently than the past norms in most public school settings. Many teachers do not have the instructional experience or content knowledge required by a classical school to quickly transition into the role. While we seek to ensure that our teachers love students and are eager to see them develop, it takes ample training in areas such as phonics and Singapore math to prepare them to be effect in a classical context. ResponsiveEd provides teacher training bootcamps and workshops to prepare teachers and help them develop their whole group instructional skills over time.
3. Building culture. It is one thing to welcome a new student into an existing school. Expectations for standards of behavior are easily communicated and demonstrated to an individual student upon enrollment. Building a culture of high expectations is a completely different exercise when welcoming hundreds of students to a new school. Much of the first weeks (and first year) is dedicated to clearly articulating to parents and students what life at a Founders school will be like. Getting used to uniform standards, schedules, decorum, codes of conduct, and academic standards takes time and consistent reinforcement. At the same time, building parental support through campus activities and volunteer opportunities must be managed well. We typically wait one year before launching a Parent-Teacher Organization so that we have an opportunity to get to know one another.
4. Academic expectations. Our students do a great deal of reading, writing and discussing. We expect a high level of preparation and participation. While we very slowly ramp up the demands we place on our students (it can take up to four years for us to fully implement our scope and sequence), we do expect them to put effort into their work. Students who do not often fall behind and have to recommit themselves to maintaining the expectations their

teachers set.

2.3 Facilities

In this section:

- (a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

Based on feedback from parents, we are seeking a facility of roughly 40,000 - 85,000 SF located in the Cool Springs, Berry Farms, or Nolensville areas, preferably for purchase through a partnership with a developer. However, due to the scarcity of suitable real estate in the area, leased space will most likely be the first option, with an eventual goal of acquiring a suitable existing facility or land on which to build one. It will be difficult to secure a facility prior to approval of this charter, as it is not typical, in high-demand markets, for landlords to accept LOIs on properties where the tenant will not occupy them for many months.

Cool Springs Area: One likely location appears to be in the vicinity of I-65, between Murfreesboro Rd. and Cool Springs Blvd. A 92,000 SF facility has been identified, with options for lease/purchase, and philanthropic support. ~35,000 SF of office space on Duke Dr. has been identified as a possible incubation space, and two large local churches have also been identified as a temporary location for launching the school.

Berry Farms Area: Another area that seems conducive to locating a Founders Classical is the area to the East of I-65 near the Berry Farms development.

Nolensville Area: The fast-growing Nolensville area, South of Concord Rd., between Wilson Pike and Nolensville Rd. is also a consideration.

The intended layout is based on ResponsiveEd's experience launching 20 Founders Classical Academies in facilities ranging from leased church space to new, purpose-built campuses. This includes first floor classroom space for the primary grades, with a multi-purpose space to be used as a cafeteria, auditorium and gymnasium. Second floor space will accommodate middle and high school classrooms. The school's layout will provide for ADA access, as well as safety and security, incorporating a single entry point and fencing around the perimeter, which will also encompass a playground and recreation field.

Initially, the facility will comprise at least 24 classrooms, each measuring roughly 680 SF, for K-8. Additional facilities will include (as available) 700-1,000 SF for a music room, at least 680 SF for an art room, a 5,000 SF cafeteria/multi-purpose room, and at least roughly 10,000 SF of admin/office space. Having a proper food service kitchen and cafeteria is a 'must have' requirement of any prospective school facility we entertain. Additional space for any cafeteria/auditorium as well as parking and car lines have been accounted for in the budget. The ideal site will have enough space for carlines, parking lots, and sports fields.

SAMPLE FOUNDERS FLOORPLAN – FIRST FLOOR

(Roughly 40,000 SF)



- (b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.

As we plan our proformas for our future schools, we spend the most time working through our two most significant fixed costs: payroll and capital expenditures. We set expense thresholds based on the number of students enrolled, so both projections and keeping facility costs within those projections are essential. Typically, we are trying to keep our facility expense under 15% of BEP revenue. This number tends to be higher in the first two years, and we commonly seek charter school start-up funds to help defray these expenses.

Assuming BEP revenue is \$9,559 per student (as stated by WCS), and we enroll 950 students, we expect our state revenue to be approximately \$9 million. At that level, we would expect to spend no more than \$1.3 million annually on our facility. That translates to roughly \$24 million in facility costs financed over 30 years and depreciated over 40 years. While these figures are estimates for the purposes of this application, they are consistent to similar projects in Texas, Arkansas, and Florida where we and peer organizations have opened new classical academies.

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

The Del Rey Education team and its partners include members with experience in obtaining or retrofitting other charter school facilities in Texas, Florida and elsewhere. We are actively working to locate suitable facilities and have identified some prospective locations. Upon award of our charter, we will initiate the negotiating process and commence the necessary financing and site planning/approval processes. Based on the experience of our partner organizations, we believe there is more than adequate time to secure appropriate facilities. Outlined below are the specific areas of strength for our current board members regarding facilities acquisition and management.

- **Space Identification/Leasing:** As a corporate executive and commercial Realtor licensed in two states, facilities acquisition and management has been part of Del Rey Education board member Brian Haas's purview for more than 30 years. Fellow board member Mitch Emoff's responsibilities as an EVP have been in overseeing offices in multiple states for over 35 years. He has directly overseen the space identification and lease negotiation for five different new spaces in three cities over the past 15 years. Likewise, Founders Classical Academy Superintendent, Mike Terry, has launched, and actively operates 20 Founders schools across two states. In addition, ResponsiveEd's facilities and real estate team is responsible for locating, launching and overseeing 90 schools.

- **Converting/Renovating/Transitioning to New Space:** Brian, Mitch, Mike, and the ResponsiveEd facilities team have over 3 decades experience building and re-purposing space for various education, office and industrial/flex uses. Many of ResponsiveEd's Founders and other schools started out in church, retail or office space, then expanded into new leased or purchased facilities, roughly 50% of which involved existing buildings or spaces. Additionally, Cassie Chapman, Del Rey Education Board Member, has her college degree in Interior Architecture. Cassie will be instrumental in the effort of renovating and converting the space.

- **Contract Negotiation/Facility Management:** In addition to ResponsiveEd's facilities and legal teams, board members, Brian, Mitch and Carma DiCianni, have tremendous experience reviewing and negotiating complex contracts for many and varied matters, not the least of which being real estate and facilities. From licensing agreements, to subleases and indemnification, we have expertise on tap to equitably navigate through whatever legal and ongoing management concerns come before us.

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

With familiarity in commercial real estate, Del Rey Education's president is utilizing all commercial real estate resources available to locate and determine suitability of facilities in the areas determined as best suited for the school and most accessible to families. Advice is being sought from outside individuals and organizations familiar with the area, including local real estate brokers, elected officials, and developers of commercial and residential properties to assess availability of the most suitable facility.

Our plan is to work with Scott McReynolds to identify facilities from our list of potential office, retail and church sites in a central location in Williamson County that meet our criteria for a minimum of 35,000 square feet of space to use on weekdays as outlined in 2.3.a. Once narrowed down, we will be able to secure meetings with church leadership based on Scott's relationships with many of the

parties already interested in leasing us space. From there, we will determine the best options for our school in terms of facility and location that fit into our price range so that we can lease space for up to five years, with our option to exercise annual renewals each year should we choose to build our own stand-alone facility before year five.

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

ResponsiveEd’s construction team supervises all civil engineering, architectural design, and construction processes with all Federal and jurisdictional requirements in mind. If we use a local or regional contractor, we conduct regular reviews to ensure the site is being prepared according to approved plans submitted to the city or county planning and zoning offices. At this time, we have not identified a site or construction/renovation plan but will identify costs involved in ADA compliance when we have engaged the city or county on a specific facility plan.

Founders Classical Academy will be 100% compliant with the Americans with Disabilities Act (ADA) requirements and all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Part of our non-negotiable factors in our lease arrangement will be to ensure the landlord has all of the health and safety requirements fully up to code if they are not already. Rory Rottschalk, a member of our facility committee, has owned and operated a structural engineering company and has overseen many commercial construction projects for over 20+ years. Rory will be instrumental in helping to make sure that all applicable ADA and health and safety requirements per T.C.A. § 49-13-107 are fully up to standard.

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

Estimated facility acquisition schedule:

| Dates | Activities |
|---------------------------|--|
| January - October 2022 | Primary and backup site selection. |
| October - December 2022 | Contract/lease negotiation/agreement, financing, permitting. Pending charter approval. |
| December 2022 – July 2023 | Construction or renovation. |
| July 2023 | Certificate of Occupancy |

- (g) Broadly describe a contingency plan, should your facility fall through.

In the event that facilities may not be completed and ready for an August 2023 opening, leasing or installation of temporary facilities will be our back-up plan. However, two suitable facilities have been identified, as well as a church willing to temporarily house the school. We believe that, of the potential locations identified, one of them will be suitable at least for initial location of our school.

- (h) List any properties you may have already identified as suitable to meet the proposed school's facility needs.

7105 Moores Ln, Brentwood: 40,000 - 80,000 SF office space in Cool Springs area.

308 Mallory Station Rd, Franklin: 92,530 SF corporate campus on 6.84 acres with turn-key amenities, including cafeteria.

415 Duke Dr., Franklin: 35,000 SF of office space in Cool Springs area suitable for initial launch/incubation.

2.4 Personnel/Human Capital

In this section:

- (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.

Please see Attachment G displaying the school organizational chart. ResponsiveEd will be responsible for employing all staff except for Del Rey Education's Executive Director and their administrative assistant. ResponsiveEd will act in the capacity of a Professional Employer Organization (PEO), providing all HR, payroll, and professional development services. All staff will be employed on an at-will basis and will not be subject to collective bargaining. Teachers will be offered annual employment contracts detailing position, duties, and salary, in compliance with state statutes.

Our plan is to have the Head of School in place roughly 9 months prior to opening the school, and an executive director in place at least 9 months prior to opening. 1-2 months before opening, the leadership team will also include a Dean of Students, Special Education Coordinator, and Administrative Coordinator. We plan to add an Assistant Head of School to help manage the growing school. The executive director will report directly to the Del Rey Education board. Parent councils, not part of the official organizational structure, will be developed and will have access to the board through formal monthly board meetings or an established communication channel outside formal board meetings.

- (b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Del Rey Education will work with ResponsiveEd and a professional search and recruiting firm to identify prospective candidates for the school's Headmaster. Candidate credentials will be thoroughly vetted by the search firm and/or ResponsiveEd's HR department prior to interviews being conducted by a designated member of the board, and ResponsiveEd's superintendent to assess each candidate's qualifications for leading a classical school.

Qualifications will be based on each candidate's past experience and success, deep familiarity and experience with the requirements of classical education, and demonstrated leadership temperament and skills. A master's degree and experience teaching at the K-12 or college level, preferably with administrative experience, will also be requirements.

The Headmaster undoubtedly occupies the most important role in the school as the commitment to excellence set for the rest of the teachers and staff starts at the top. Due to the importance of the position, Mike Terry, Superintendent of Founders Classical Academies, will be methodically proceeding forward to identify a Head of School. Presently, we are gathering inquiries from all

interested faculty through our website. A full, orchestrated search will commence upon our charter approval, or by September 1, 2022, whichever comes sooner. Our goal is to narrow down to a field of 3-5 finalist candidates and, working with ResponsiveEd, select a highly qualified Head of School to start no later than December of 2022. Our budget reflects the cost of this. Finding the right Head of School is essential, and below are the key qualifications we are looking for:

- The Head of School takes responsibility for everything that occurs within the school. He or she is humble and flexible, willing to take on any task, even if it seems menial.
- The Head of School is pleasant, engaging, personable, and empathetic. These traits are important as he or she interacts with parents, community members, teachers, students, and others.
- The Head of School knows how to build trust through excellent communication, which oftentimes means just listening, and by being consistent with expectations and follow-through.
- The Head of School is both firm and kind, prudent and just.
- The Head of School can build an administrative team. He or she knows the mission and knows how to hire well to support that mission. He or she knows his own strengths and weaknesses and will strategically seek out complementary skills sets in other administrative staff to offset those weaknesses.
- The Head of School knows how to delegate.
- The Head of School is rooted in the classical tradition. He or she has an appreciation for the art of teaching and has a vision for the classroom having experienced it himself.
- The Head of School counsels teachers on classroom management, instruction, and culture.
- The Head of School has a clarity of focus, and yet is open to ideas. He or she implements the best ideas from his community.
- The Head of School is public-spirited. He or she is ambitious about the school and its effect on the wider community, state, and nation.
- The Head of School is committed to the local community.
- The Head of School likes interacting with children and believes that this education leads them on the path to true happiness.
- The Head of School has an aptitude for the business and operational aspects of school leadership. He or she is able to multitask.
- The Head of School must be versatile and able to handle/manage a variety of day-to-day tasks like fundraising, student recruiting, hiring staff, and overseeing operations.

Evaluation of the Headmaster will be accomplished using the TEAM-TN model, in accordance with Tennessee State Board of Education's Educator Evaluation Rule 0520-02-01 and State Board Policy 5.201.

- (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**.

Establishing and maintaining the desired academic excellence and strong culture will present some challenges, especially considering the necessary familiarity with the requirements of classical education. Therefore, teachers will be recruited through a variety of avenues, from search firms, from within ResponsiveEd's existing staff, through local resources such as job fairs, and word-of-mouth. Only teachers meeting the requirements of state statutes will be hired, and we will comply with

federal Every Student Succeeds Act and other certification requirements as applicable.

We plan to build up a comprehensive list of qualified candidates during the next year, even before “Year 0” starts. In fact, this process has already begun as we’ve had 12 candidates for teaching and administrative positions reach out to our board unsolicited by any outreach. These inquiries came through a balanced combination of response to our community outreach, referrals, and we have even had inquiries to our website and Facebook page. We will undertake a concerted effort to engage our current database of over 500 supporters of the school to ask if they or anyone they know may be interested in working with the school. This outreach will intensify after our charter is approved between July and September of 2022 so that we can build our pool of potential staff and teachers to over 100 candidates.

In light of the challenge in finding certified teachers qualified to teach in a classical school, we are working with professional development to develop a specific “classical” teacher training and certification program. We will also tap into their more than 8,000 members as potential hires for instructional and administrative roles.

- (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?

At Founders, the top priority in hiring is seeking teachers who love children and are enthusiastic about the curricular content. We find offering the teachers the ability to pursue the art of teaching as well as the science of teaching, while also developing the moral character of our students attracts a broad range of candidates with different socio-economic and ethnic backgrounds. We also know that it is important that students see teachers who can relate to their backgrounds and experiences, and while it is never possible in a single teacher to represent every child in the room, we do believe that it takes people from many different experiences to adequately inspire our students to academic excellence over time. We expect the leadership team and staff will reflect the diversity of the student body and surrounding community, similar to public schools in the area.

Del Rey Education and ResponsiveEd will practice equal opportunity hiring that begins with posting our positions openly for the general public to respond. Our board members are developing a Community Building Plan to reach all segments of people in Williamson County, including people in rural areas and pastors at predominantly minority churches. As we execute our Community Building Plan to reach children from different cultural and socio-economic backgrounds, we will also extend our search for school leaders, administrators, faculty, staff, and teachers in this manner.

- (e) How will you ensure that teachers are licensed and endorsed in their content areas?

ResponsiveEd’s Academic Services team monitors the teacher certification requirements in the states where we operate or plan to operate. While we find in states where certification for charter school teachers is not required a high level of performance at our schools, we do not dismiss the regulations in states where it is required. We hire from a broad pool of subject matter experts, college professors, private school instructors, and state certified teachers, we have a program based in Texas to certify teachers. The Academic Services team can also help the school comply with state requirements by coordinating emergency or delayed certification processes. Teacher recruitment and retention will be ongoing to ensure that teachers are licensed and endorsed in their content areas.

- (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.

In the interest of compliance with Tennessee State Board of Education's Educator Evaluation Rule 0520-02-01 and State Board Policy 5.201, the TEAM-TN Evaluation System will be utilized for performance evaluation of all administrative and instructional personnel. The head of school and operations manager will conduct evaluations of the staff reporting to each of them respectively, and the results will be used in determining professional development plans and increases in compensation for the staff.

- (g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

ResponsiveEd, with input/approval from our board as appropriate, will be charged with the responsibility of hiring and dismissing all school personnel. Our board of directors will ensure that the hiring procedures employed ensure strong representation of the diverse racial and ethnic backgrounds of our students. Employment will be on an at-will basis.

Monitoring of leadership performance will be overseen by the board of directors and ResponsiveEd's superintendent, regional director and executive leadership. Staff performance will be overseen by the head of school and operations manager. Evaluation and feedback on leadership or employee strengths and deficiencies will be done on an ongoing basis so that issues may be addressed quickly and proactively, and both employees and school leadership are aware of such deficiencies. When an employee or leader's performance does not meet expectations, interim interventions will be employed to improve performance. Should performance not improve after appropriate intervention, the leader or employee is subject to termination. Mentoring consultants may be employed by the board or school leadership, as appropriate, in an effort to help improve performance.

Changes in leadership or staff will be handled proactively and collaboratively by Del Rey Education and ResponsiveEd. With over 80 schools in operation, ResponsiveEd is continually planning for succession and attrition in all ranks and positions. ResponsiveEd also maintains a substitute pool and staff are often cross-trained or internally promoted, enabling them to more easily fill in when needs arise. This is one of the benefits of partnering with such an established organization.

- (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.
- (i) Explain whether the employees will be at-will or whether the school will use employment contracts.
- (j) Include a copy of the school's employee manual and personnel policies as **Attachment I**.

ResponsiveEd will be responsible for employing all staff except for Del Rey Education's Executive Director and their administrative assistant. ResponsiveEd will act in the capacity of a Professional Employer Organization (PEO), providing all HR, payroll, and professional development services. All staff will be employed on an at-will basis and will not be subject to collective bargaining. Teachers will

be offered annual employment contracts detailing position, duties, and salary, in compliance with state statutes.

| Salary Ranges | |
|---------------------------|---------------------|
| Position | Salary |
| Head of School | \$75,000 - \$95,000 |
| Operations/Office Manager | \$55,000 - \$75,000 |
| Dean of Students | \$60,000 - \$80,000 |
| Administrative Assistant | \$30,000 - \$50,000 |
| Registrar | \$30,000 - \$35,000 |
| Receptionist | \$24,000 - \$32,000 |
| Guidance Counselor | \$38,000 - \$48,000 |
| ESE Director | \$35,000 - \$65,000 |
| ESE Specialist | \$38,000 - \$45,000 |
| ESOL Paraprofessional | \$16,000 - \$24,000 |
| Classroom Teachers | \$48,000 - \$55,000 |
| Classroom Assistants | \$24,000 - \$32,000 |
| Safety Official | \$25,000 - \$45,000 |
| Nutrition Services | \$25,000 - \$30,000 |
| | |

Complete the staffing chart below outlining your staffing projections. 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 | 2 | 2 |
| Dean(s) | | 1 | 1 | 1 | 1 | 1 |
| Additional School Leadership | | | | | | |
| Additional School Leadership | | | | | | |
| Classroom Teachers | | 36 | 40 | 45 | 49 | 49 |
| Classroom Teachers (e.g. special education, ELL, foreign language, etc.) | | 2 | 2 | 2 | 3 | 3 |
| Student Support Positions (e.g. College counselor, social works, psychologist, etc.) | | | | 1 | 1 | 1 |
| Student Support Positions | | | | | | |
| Specialized School Staff | | 1 | 1 | 1 | 1 | 1 |
| Specialized School Staff | | | | | | |
| Teaching Aides or Assistants | | 2 | 2 | 2 | 2 | 2 |

| | | | | | | |
|---------------------------------|---|---|---|---|---|---|
| School Operations Support Staff | 1 | 2 | 2 | 3 | 3 | 3 |
|---------------------------------|---|---|---|---|---|---|

2.5 Professional Development

In this section:

- (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.

We will initially provide 20 days of professional development each year, including 7-10 days of mentoring/collaboration with more experienced teachers, 3-5 days of comprehensive training over the summer, and 8-10 days of ESE, ELL and/or gifted training. Team leaders for each grade and subject will facilitate collaboration that leverages the various strengths and experiences of the respective team members.

- (b) Identify the person or position responsible for professional development.

We will employ ResponsiveEd's existing program for providing professional development for all administrative and instructional staff, adapted as necessary to meet Tennessee-specific requirements. For our administrators we will also include Tennessee Instructional Leadership Standards clearly associated with instructional leadership practices by partnering with Professional Educators of Tennessee (PET) and their Leader U On-Demand Professional Learning Portal. PET has partnered with Learner's Edge and the Teaching Channel to bring new sessions for administrators that address their current educational needs and places a priority on future-focused learning and guides administrators, supervisors, and leaders toward having a passion for learning, and for growing creatively and collaboratively. The success of this combined program in developing excellent personnel who are highly skilled in classical education, equipping educators with the ability to provide Tennessee students with the knowledge and skills to successfully embark upon their chosen path in life.

- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.

ResponsiveEd's professional development program provides for ongoing improvement in the knowledge and skills of our teachers and administrative personnel. As part of this program, instructional personnel will receive continuing education in all areas of the school's curriculum: the Core Knowledge Sequence, Singapore Math, and ResponsiveEd's proprietary ELAR program. Additionally, training in the effective facilitation of Socratic discussion will be provided to classroom teachers.

To serve all students more effectively, ESE, ELL and gifted training and certification will be available to all teachers and staff involved in training will be supported by the school. As previously outlined, for our administrators we will also include Tennessee Instructional Leadership Standards clearly associated with instructional leadership practices by partnering with Professional Educators of

Tennessee (PET) and their Leader U On-Demand Professional Learning Portal. PET has partnered with Learner's Edge and the Teaching Channel to bring new sessions for administrators that address their current educational needs and places a priority on future-focused learning and guides administrators, supervisors, and leaders toward having a passion for learning, and for growing creatively and collaboratively. The success of this combined program in developing excellent personnel who are highly skilled in classical education, equipping educators with the ability to provide Tennessee students with the knowledge and skills to successfully embark upon their chosen path in life.

Training in Virtue Instruction will also be provided, incorporating the pillars of virtue, interpersonal communication and conflict resolution, bullying prevention, classroom management, and discipline. In-service and annual summer training will also be provided.

For all staff, training will be provided on technology systems, school safety, management/leadership development, parental communication, assessment procedures and data, car line procedures, professional ethics, and other areas of development.

Professional development will primarily be conducted internally, with some ResponsiveEd, Professional Educators of Tennessee, district or TN Dept. of Education-approved training being conducted externally. Routine, ongoing professional development will be done in a uniform manner, with individualized development being done on an as-needed basis, based on performance evaluations, or on an elective basis. For the Leader U On-Demand Professional Learning Portal, the participant must pass a quiz at 80% or higher to receive credit. The participant has two attempts and if not passed are locked out of that class. The participant has an opportunity to comment on each course they complete. Courses with multiple unfavorable comments are removed. Additionally, we survey all participants who have used our online portal to see what they like and don't like. In the last survey we conducted, 89% stated that the skills learned from the On-Demand training improved their job performance. We are continually adding new courses and expiring older courses thus making the training sustainable for years to come.

Program effectiveness will be evaluated by ResponsiveEd, based on academic performance, data collection, monitoring and feedback from teachers, and input from staff and faculty.

- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening.

During the summer prior to opening, comprehensive instructional training will be provided for all staff and leadership. For teachers who are new to classical education, this training will cover things like the foundations of classical education and content-rich curriculum, cultivating school culture, facilitating Socratic discussions, and the entirety of the school's curriculum. Information on state and district requirements, policies and practices will also be provided for teachers, staff and leadership.

For 7 full days in July 2023, the entire employee population of Founders Classical Academy will participate in an intensive pre-launch training program. This is more comprehensive than the annual recurring 4 days of retraining conducted by ResponsiveEd, and it is specifically designed for a newly opening school. The overview of that training is listed below:

Day 1 – Philosophy of American Classical Education

8:30-8:40 Introductions

8:40-10:10 What is classical education?

10:30-11:15 Assigned reading and discussion on Classical Education

12:15-1:15 Charter schools and American Classical Education-the mission

1:15-2:00 ResponsiveEd's background with Founders Classical Academies

Day 2 – General Pedagogy

8:30-10:00 Intro to the ResponsiveEd team; general pedagogy

10:10-12:00 Tracks by Teacher Area: K-6 Literature; 3-6 Well-Ordered Language (grammar) P.E., Art, Music, Spanish, Rhetoric

1:00-3:10 Tracks by Teacher Area: K-6 Science; K-6 History

3:15-3:45 Grades 2-8 Composition

Day 3 – Classroom Management

8:30-10:00 The Role of Classroom Management in Classical Education

10:00-11:30 Coffee with New Teachers

2:00-3:30 Elementary Teachers' Procedures Practicum

Day 4 – Singapore Math, Day 1

8:30-9:30 Philosophy of Elementary Math

9:40-10:15 Why Singapore Math?

10:30-11:30 Introduction to Number Bonds

11:40-12:30 Practice with Number Bonds & Mental Math Strategies

1:30-2:30 Intro to Place Value & Manipulatives

2:40-3:30 Intro to Bar Modeling

Day 5 – Singapore Math, Day 2

8:30-9:30 Overview of Dimensions Curriculum

9:40-11:20 Bar Modeling Practice

11:30-12:30 Math Facts & Number Talks

1:30-2:30 Ability Grouping & Q&A

Day 6 – Literacy Essentials, Day 1

8:30-9:15 Introduction to the Logic of English; Introduction to the Reading Progression
9:15-11:00 Handwriting Philosophy and Pre-Writing Instruction
11:00-12:30 Handwriting Instruction for 26 Lowercase & Uppercase Letters
1:30-2:30 Consonants and Vowels; Beginning Orthography
2:30-3:30 Cursive Handwriting

Day 7 – Literacy Essentials, Day 2

8:30-9:00 Review of Phonograms; Multi-letter Phonograms
9:00-11:00 Spelling Rules & Markings
11:15-12:15 Suffixes, Rules for Adding Suffixes
1:15-2:00 More Spelling Rules & Markings
2:00-3:30 Teaching the Code of English; Using Phonogram Cards; Introducing & Practicing Phonograms and Spelling Rules

In addition to the onsite 7-day intensive training with ResponsiveEd for a newly opening school, the expert training team from ResponsiveEd will also come to Founders Classical Academy during our first and second semester. Each visit is accompanied by direct and written feedback to each teacher observed and a general report to the school board.

- (e) Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.

Our whole group instructional methodology is essential to our classical identity. The approach builds community and recognizes that brain development of students in cohorts proceeds in like manner from stage to state. As a result, we take a hierarchical approach to learning, focusing heavily on language development and numeracy in the early grades; memorization, recitation, and narration throughout elementary; the development and understanding of logical (disciplined) cognitive processes in late middle school; and rhetorical (expressive) abilities in high school. This is driven by our articulated emphasis on virtue development (focusing on courage, self-governance, civility, service, perseverance, honesty, gratitude) grounded in wisdom, judgement, and humility.

This hierarchical approach does not exclude small group, ability grouped, or individual instruction for the purposes of deeper learning, intervention and reteach. Additionally, different subjects require different approaches. In science, for example, we expect our teachers to engage our students heavily in lab and field contexts.

In our most diverse campuses where whites are in the minority or only slight majority, we have found this consistent whole group approach has year in and out met our standards of excellent performance.

- (f) Describe the plan to cultivate future leadership capacity.

Development of leadership will be handled proactively and collaboratively by Del Rey Education and ResponsiveEd. With over 80 schools in operation, ResponsiveEd is continually planning for succession and attrition in all ranks and positions. ResponsiveEd also maintains a substitute pool and staff are often cross-trained or internally promoted, enabling them to more easily fill in when needs arise. This is one of the benefits of partnering with such an established organization. Our educators are encouraged to create a personal leadership development plan to help them grow in their current role and prepare for future leadership responsibilities.

- (g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

Generally, all teachers starting at a new classical academy must receive training in classical teaching philosophy and whole group pedagogy. Then, depending on their teaching assignment, teachers will receive specific training in phonics and Singapore math instruction, particular strategies such as memorization, recitation, and narration; at higher levels teachers will receive guidance about how to guide student-driven Socratic seminar context, which is our preferred instructional methodology in late middle and high school courses.

To address the phonics and math training, Founders brings in instructional experts from associated schools or trainers from Access Literacy (our Phonics program provider) and Math in Focus (our Singapore math curriculum publisher).

Individuals new to teaching are assigned a mentor and are put on a teacher development plan to ensure they start their progress from novice to master teacher (usually a five-year process).

In subsequent years, we provide two to three days of refresher training during summer institutes required of all teachers. They gather in subject area or grade level groups to reflect on instruction in the just-completed year and evaluate their aptitude and area for improvement with the assistance of master teachers.

- (h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.

Teachers who join the faculty mid-year are at a disadvantage. They must step into the classroom, usually under trying circumstances and immediately begin to provide instruction on an unfamiliar curriculum using methodology with which they may lack experience. In these instances, we expect a high level of involvement on the part of the team lead (to provide lesson planning guidance and in-class modelling) and the headmaster, who should be articulating expectations, methodologies, and classroom decorum so the new teacher is well-equipped to continue the instructional assignment.

Where possible, we prefer that a teacher have at least three days to review the scope and sequence for the grade or courses, have an opportunity to sit in peers' classrooms, and meet with the campus leaders to sufficiently understand the teacher assessment process the school's expectations for instructional success. We continuously work with new educators to acclimate to their new setting and offer necessary support as needed.

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.

The School will maintain insurance coverage consistent with the requirements of the district and our charter contract. We will obtain such insurance from insurers authorized by the Department of Insurance of the State of Tennessee, or from eligible surplus line insurers under state statutes. All selected insurers will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide. The following lines and coverages will be maintained:

- **Group Health:** Eligible employees will receive health and other group benefits in amounts competitive with other employers.
- **Worker's Compensation:** Part I, and Part II shall have the following limits: \$500,000 per accident; \$500,000 Disease - per employee; and a \$500,000 policy limit for disease.
- **Commercial General Liability:** \$1M per occurrence and \$3M annual aggregate. Property damage coverage may be subject to a maximum deductible of \$1,000 per occurrence.
- **Property Coverage:** Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.
- **Errors and Omissions Coverage:** \$1M per claim/annual aggregate, maximum \$25,000 deductible will be maintained for all school leaders.
- **Fidelity Bonds:** The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.
- **Directors and Officers Coverage:** \$2M per person coverage will be provided for each board member.

As needed, the school may obtain the following insurance:

- **Automobile Liability Insurance:** \$1M/\$3M annual aggregate including all owned, hired, and non-owned automobiles.
- **Builder's Risk Insurance:** Insurance equal to the actual replacement cost for construction work.

- (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.

As a new organization, options for insurance coverage are still being evaluated. The requested coverage commitment will be available by the beginning of charter contract negotiations and will include provisions for assuring that the TDOE be notified by the insurance provider within ten (10) days of the cancellation of any insurance carried on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b)(19).

2.7 Transportation

In this section:

- (a) How will you daily transport the students to and from your proposed school, if applicable?

Our research and data indicates that parents will be willing and able to drive their children to and from our school on a daily basis. Based on our informal poll, a whopping 90% of the poll respondents are willing to drive at least 15 or more minutes each way to transport their children to and from school each day. This coincides with experience at other Founders schools, where parents are willing to drive as much as 45 minutes each way for this type of education. For those who have 2 working parents or are otherwise unable to drive their children to school every day, we will help organize an effective carpooling program utilizing existing apps to identify other families in nearby locations. Based on our plan for the school to be centrally located, the high percentage of parents willing to drive their children to school, and the openness to carpooling, we believe that Founders Classical Academy will not need to provide daily transportation to and from the school for the general student population.

- (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.

We feel parents will provide transportation for field trips, extracurricular and after school activities. Our poll of area families showed that a staggering 94% of respondents would be willing to help with extracurricular activities outside the school. This is consistent with data from existing Founders schools. Based on this, and a very high willingness of these parents to drive long distances each day, we see strong support for parent's transporting students to extracurricular activities and after school activities. We will plan to hold after school activities at the school in such a way as to minimize transporting participants. The school will be willing to organize chaperones and will be diligent to ensure parents pass safety and security requirements for driving including being subject to all applicable background checks. We will plan to contract with authorized bus/transportation companies for any field trips during the school day to be in compliance with all state laws.

- (c) If applicable, outline your proposed transportation plan as follows:
1. 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.

Del Rey Education is planning for parents to transport their children to and from school as outlined in 2.7.a above, and we are more than willing to assist parents with carpooling. We don't believe transportation will be a barrier to families attending our school based on our polling of area families. 90.4% of respondents said they were willing to drive their children 15 or more minutes to and from school each way.

If it becomes apparent that, in order to meet enrollment numbers, we need to provide transportation, we are open to options for providing transportation for a small percentage of families who are not in a position to transport their children or close enough to other families to participate in our carpooling co-op. This could include economically disadvantaged families.

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

Relative to special needs transportation, we will meet the requirements of all student IEPs and provide any required transportation utilizing state funding as available. We are also open to partnering with WCS on special transportation needs to share resources as outlined above. We will allocate up to \$50,000 in general reserve funds per year in our budget to be used in part for anything that will not be covered by state or federal funds relative to special transportation needs.

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

Founders Classical Academy will follow all state and federal laws relative to transportation services. To ensure this, we will have our transportation services plan reviewed by ResponsiveEd's legal counsel, versed in federal law, prior to enacting any transportation services.

4. Explain how you will ensure compliance with Tenn. Code Ann. §49-6-2116

As outlined in 2.7.a. above, we do not anticipate needing to provide transportation services at this juncture. We will assign a member of Founders Classical Academy's administrative team to serve as the person responsible for transportation services at our school, even if those services are limited to organizing a carpool system to aid parents in qualifying and coordinating ride sharing for their children. If we do engage in providing a school-funded transportation service, our board and Head of School will require the person on the administrative team to have all of the training and skills required by Tennessee Code Ann. #49.6.2116.

- (d) If you are not providing transportation, describe how students will get to and from your school.

By locating the school in a central location within the highest growth areas of Williamson County, the vast majority of families interested in attending the school will be within the range they are willing to drive their children to school on a daily basis based on an informal poll of families interested in attending the school. For those who have 2 working parents or are otherwise unable to drive their children to school every day, we will help organize an effective carpooling program using proven apps like CarPoolToSchool or GoKid. Once again, our informal poll revealed that over 91% of prospective families expressed they are open to carpooling. We are open to the concept of implementing school-funded options in addition to parent-funded carpooling if we are unable to cover the needs of all families, especially more rural areas where carpooling is not a viable option.

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.

The school will apply to participate in the Child Nutrition Program ("CNP"), including both The School Breakfast Program and the National School Lunch Program). It is our intention to contract with a suitable meal provider through the RFP process as the vendor to provide hot and cold meals to our students. A local food vendor may also be considered if the option is more cost-effective. Preferred Meals is a well-respected national food vendor, supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, the school will commit to determining that the food program meets all applicable state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

- (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).

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Further, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. The school will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

- (c) Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

When the school has permitted kitchen facilities, Del Rey and ResponsiveEd will likely add an addendum to its existing food services contract with Elior (Founders uses Elior's A'viands division) to include this campus and K12 Payment systems to manage parent-provided meal payments. ResponsiveEd schools also provide free breakfast to students who request it and arrive on time to consume it.

2.9 Additional Operations

Describe the proposed school's plan for supporting the following operational needs:

(a) Technology:

1. 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.

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.

Technology is a necessary component in this day and age that is core to so many aspects in our lives. This does not mean, however, that students should become dependent on their use in order to function, and it will be important to have the foundational knowledge without using technology in order to best understand when and how to use technology. Founders Classical Academy will create an environment where computers and technology are useful tools to supplement our classical academic emphasis on foundational back-to-basics education including the actual page turn of books. This does not at all mean that we reject the need for technology; we feel it's also important to take time to unplug and enjoy the beauty around us.

To make sure students are equipped for using technology to be productive in the world today, we plan to provide leased computers to have at least 1 for each 4 students. These will be stored on carts and by having active hot spots in each classroom they can be made 'plug and play' in different classrooms during scheduled times. We have also budgeted to have several projectors to be shared by classrooms as part of our just-in-time cart delivery system. We will allow the opportunity for students to use computers at the school within a reasonable budget. These computers will also be used for standardized testing needs both for screener assessments and for TNREADY testing which will be staggered over the course of a few weeks in May. We will supplement during peak testing time by leasing additional computers to cover all of the needs. In future years, we will increase the number of computers needed on hand at the school year-round to keep the computer to student ratio consistent, and then continue to supplement with leased computers during the standardized testing period.

(b) Student information management:

1. 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.

Founders Classical Academy will comply completely with the Family Education Rights and Privacy Act (FERPA). We will model after the national policy and steps currently published and observed by WCS found on the following website: <https://www.wcs.edu/domain/1203>

ResponsiveEd will maintain a secure database accessible only to authorized personnel at Founders Classical Academy to handle sensitive communication with families as confidential. We will obtain written consent from the family to share information outside of directory information which will be disclosed without prior written consent modeling after WCS as outlined at the link above. We will

respond to inquiries with acknowledgement that they have been received. Will have a response time of 1-2 school days to clarify, investigate or accommodate requests. We will utilize a secure help desk ticketing system to make sure leadership has visibility that all inquiries are responded to and resolved within the established time frames.

- (c) School health and nursing services:
1. Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.
 2. Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

The budget for Founders Classical Academy reflects the cost of a Dean of Students for general counseling, education guidance, and to oversee our health care program to ensure we fully with the Coordinated School Health Program (CSHP) per TDOE web site: <https://www.tn.gov/education/health-and-safety/coordinated-school-health.html>. We have also budgeted for a full-time school nurse. The Dean of Students will oversee the school nurse to ensure compliance with all health regulations. Alternatively, if we are unable to hire a qualified nurse for this administrative position, we will seek to contract with a local hospital to have a nurse on staff during school hours. In either scenario, the nurse would ultimately report up through the Dean of Students. We believe at Founders Classical Academy that it's essential for the Dean of Students to have the background training to provide oversight and guidance to the school nurse directly because it pertains to important health issues.

- (d) Safety and security:
1. Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.

Del Rey Education will ensure compliance of campus security measures and other state requirements regarding campus security, and will adhere to the district's School Safety & Emergency Management Plans. Site-specific supplemental plans for each type of emergency will be developed in collaboration with state, county and local agencies as required by law and our charter contract with the district. Facilities will not only be in full compliance with applicable laws and best practices and will be routinely analyzed for additional measures which may be instituted to improve campus safety and security.

Cameras, alarm systems, access control systems using key fobs and on-demand security screening for visitors, electronically controlled exterior doors, exterior lighted grounds, restricted road access, locked gates and fencing will all be incorporated as part of our campus security measures. Access to buildings will be controlled electronically and through a single point of entry for the public. Our safety program will include CPR, safety procedures, security plans, and first aid training, as well as performing the required emergency drills (fire and lockdown). All school staff, vendors and volunteers will undergo thorough background screening. Students will also be provided with information on bullying, drug and alcohol prevention, and all school safety and security policies and procedures.

At Del Rey Education, we believe a school must be a well-maintained and controlled environment for the safety and productivity of all who are in the school including students, staff, and visitors. This includes TBI background checks for all individuals who work with students, sign-in and out procedures for students, visitor badges, all exterior doors being locked, and cameras being installed in applicable locations throughout the school property.

2. What will be the process and timeline for creating a school crisis plan?

Del Rey Education plans to use the services of The Vigilance Group, a locally based company in Williamson County, who the board has worked with before on training staff how to provide the first line of defense in threatening situations without having to wield firearms. <https://vigilancegroup.wpengine.com/who-we-serve/#schools> . Upon approval as a charter, Founders Classical Academy will engage with the Vigilance Group for highest level security threat preparation and training. Working with Vigilance Group and pulling in the best practices from other Founders schools, we will create a written plan with assignments of responsibility, training and follow up training on a quarterly or more frequent basis for the crisis management leadership group. Once our Head of School is hired and their orientation is completed, we will share our crisis plan so that he or she can take over responsibility for the plan going forward. The Head of School will work with the Dean of Students to oversee the ongoing management and training relative to our crisis plan. The school crisis plan will also be fully detailed out in the family handbook to communicate the plan clearly to all.

A comprehensive safety and security plan will be provided to the district prior to the school opening.

(e) School maintenance:

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

ResponsiveEd provides 1-2 custodians via its custodial contracts. We will consider district-recommended custodial service when making this decision.

(f) Describe any additional operations, as applicable.

Del Rey Education's board have strong connections through our business experience and have budgeted for the following operational needs: waste removal, internet provider, copier/printer service, phone service, pest control, legal, accounting services and software, banking services. Other services are provided under our CMO agreement with ResponsiveEd. Based on our experience on the board, we will review any other additional operational needs that may arise in our monthly board meetings, and we will tap our existing networks to develop a solution to address those needs.

- (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 will be no additional changes to operations, please respond with N/A to this section.

Not Applicable

2.10 Charter Management Organization (if applicable)

- (a) If you intend to contract with a charter management organization (CMO), please detail:
1. The name of the CMO, if known, and evidence of its educational and management success;
 2. Selection process and criteria;
 3. Scope of services and resources to be provided by the CMO;
 4. Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked;
 5. How performance of the CMO will be measured, including any deliverables;
 6. Conditions for renewal and termination of the CMO agreement;
 7. Any monetary obligations of the CMO agreement; and
 8. Include a copy of the CMO agreement as **Attachment K**, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

It is Del Rey Education's mission to expand the availability of exemplary classical education to all families who desire it. We feel the best way to accomplish this is through collaboration with established, successful organizations whose goals and missions align with ours, rather than reinventing the wheel. The experience and economies of scale brought by such partnerships only help to ensure the success of our schools and minimize operational learning curves and growing pains for our students.

ResponsiveEd was selected based on their unique and exemplary track record in bringing classical education to charter schools, such as Bishop T.D. Jakes' Clay Academy in Ft. Worth. ResponsiveEd's team has successfully deployed 18 classical schools throughout Texas and Arkansas.

Del Rey Education learned of ResponsiveEd through our president's experience with the mission and success of ResponsiveEd's credit recovery high schools and Founder's Classical Academies in Texas, as well as the non-profit organization's highly conservative and responsible fiscal standards. There are currently no ESP's that combine the unique track record of successfully bringing classical education to such an extensive list of under-served communities, and having a desire to extend their reach. Other successful classical school organizations, such as California's John Adams Academies, do not possess the experience in communities, and/or lack the desire or ability to expand beyond their current footprint.

ResponsiveEd has been highly recommended by the following individuals and/or organizations:

- **The Texas Education Agency:** The Texas equivalent of the Tennessee Department of Education, the TEA routinely seeks out assistance or partnership with ResponsiveEd through the state's "1882 Partnership" program on rehabilitating public schools that are struggling academically. So far, ResponsiveEd's IGNITE team has helped 13 struggling schools get back on track for success.
- **The Walton Foundation:** As one of the largest, most sought-after funding organizations in the country, The Walton Foundation's continuing financial support of ResponsiveEd's classical schools is tremendous testament to their effectiveness. The Walton Foundation has provided funding for

ResponsiveEd's expansion into Arkansas, and exploration into establishing schools in Florida.

- **Faculty and leadership of existing Founder's Classical Academies:** Current faculty, staff and leadership spoken with hold the highest esteem for ResponsiveEd and their management practices. Recent high-level defections from other operators of classical schools also offer testimony to the success of ResponsiveEd's leadership and culture.

Del Rey Education's board has reviewed the classical and non-classical schools launched and operated by ResponsiveEd. The extensive background in fiscal responsibility and compliance, concern for educating children well, and serving socio-economically disadvantaged communities ensure their capacity for operating high quality schools. ResponsiveEd's largest classical schools have roughly the same number of students on their waitlists (~1,000) as are actively enrolled in the schools, and their track record of success in turning around schools, and helping underserved communities with the classical model clearly showed that ResponsiveEd's approach to quality was what Del Rey Education wants to bring to Tennessee.

As the largest charter school operators in Texas, with over 70 schools across Texas and Arkansas, coupled with its outstanding fiscal responsibility, ResponsiveEd is one of a handful of charter school operators having the capacity to operate high quality schools in Florida. With schools already operational and showing success in Arkansas, ResponsiveEd already has the organizational capacity to support multiple Tennessee schools.

ResponsiveEd has seen tremendous success providing classical education to student populations similar to those served by our proposed school. ResponsiveEd's Founder's Classical Academies operate at similar capacities, with typically upwards of 1,000 students on their waitlists. These schools maintain overall grades of A or at least B on state assessments. ResponsiveEd's other classical academies serving more socio-economically disadvantaged populations also see excellent academic track records, especially in helping students performing below grade level catch up or excel.

ResponsiveEd has held charter contracts in Texas since 1998 and has experienced no management contract terminations, charter revocations, non-renewals, withdrawals, or non-openings in the past five years.

It is anticipated that ResponsiveEd will employ all school employees. The school's head of school will supervise and make all decisions with regard to hiring and firing of employees. The executive director will report to, and be supervised directly by, Del Rey Education's board of directors, for the purpose of overseeing employee supervisory responsibilities. The school operations manager will report to, and be supervised directly by, the executive director.

Based on its exemplary track record of success, ResponsiveEd will be charged with responsibility for the majority of school administrative and operational services. The operational model employed by ResponsiveEd's classical schools is similar to that employed by a number of other classical schools, including those successfully managed in affiliation with Hillsdale College in Florida, California, Colorado, and elsewhere. A head of school acts as the overall leader of the school and is responsible for all academic performance. The head of school is supported by a school operations manager, who is responsible for all non-academic facilities and operational duties. Specific responsibilities will be assigned as follows:

Setting Performance Goals – The Del Rey Education board of directors, in collaboration with ResponsiveEd.

Selecting Curriculum – ResponsiveEd, in collaboration with the Del Rey Education board.

Selecting Professional Development programs – ResponsiveEd.

Data Management & Selecting Interim Assessments - ResponsiveEd, in collaboration with the Del Rey Education board.

Determining Promotion Criteria – ResponsiveEd and the head of school, in collaboration with the Del Rey Education board.

Setting a School Culture - The head of school and ResponsiveEd, in collaboration with the Del Rey Education board.

Student Recruitment – The Del Rey Education executive director and board of directors.

School Staff Recruitment & Hiring - The head of school and ResponsiveEd, in collaboration with the Del Rey Education board.

Providing Human Resources (HR) services (payroll, benefits, etc.) – ResponsiveEd.

Fundraising – The Del Rey Education board of directors and executive director. School operations and budgeting are planned so that minimal fundraising is required.

Managing Community Relations - ResponsiveEd, in collaboration with the Del Rey Education board.

Selecting and Providing Information Technology - The head of school and ResponsiveEd, in collaboration with the Del Rey Education board.

Managing Facilities – The school operations manager, facilities management contractor(s) and Del Rey Education board of directors.

Procuring Vendors – Collaboratively, depending on the role of the vendor, between ResponsiveEd, the school operations manager, Del Rey Education executive director and board.

Other Operational and Administrative Services, if Applicable – Collaboratively, depending on the nature of the services, between ResponsiveEd, the school operations manager, Del Rey Education executive director and board.

Del Rey Education’s board of directors will employ the following methods to oversee ResponsiveEd’s, and the school’s, performance:

- **Student Academic Assessment Performance:** Periodic or as-needed review of student academic assessment performance, as advised by the executive director.
- **School Financial Performance:** Quarterly or as-needed review of financial statements and budget vs. actual reporting, as determined by the executive director and/or audit committee.
- **Parent/Student Satisfaction Surveys:** Periodic or as-needed review of reports on parent and student satisfaction surveys, as well as impromptu parent/student requests and feedback.
- **Employee Satisfaction Surveys:** Routine or as-needed review of reports on employee satisfaction surveys and exit interviews.

Final terms of ResponsiveEd compensation are still under negotiation, but will involve approximately 12% of BEP revenues, with limited or no bonuses. Early termination penalties are as yet to be determined.

The term, conditions and procedures of the management agreement with ResponsiveEd will coincide with the charter contract between Del Rey Education and the district. The management agreement will be structured in such a way as to allow for termination or non-renewal in the event that the performance of the school does not meet state or district standards or requirements, or Del Rey Education’s standards or requirements as defined in such agreement. ResponsiveEd’s options for termination or non-renewal will be contingent upon default or breach by Del Rey Education, or mutual

agreement by both parties, so that such termination minimizes effects on the operations of the school.

- (b) For a sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as **Attachment K**.

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 statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings; or
- At least the same equivalent time of instruction as required in regular public schools.

Please list all requested waivers below:

Del Rey Education has a minimal list of waivers below for any state board rules or statutes because we believe our mission is aligned with the state on providing excellent educational opportunities to students as our primary priority. Our only waivers work to that end and include areas that would otherwise limit at-will employment or tie pay increases to factors other than being performance based.

| T.C.A. Citation | Description of Statute | Proposed replacement policy or practice | How this waiver is necessary to fulfill the charter school's ability to meet its goals or comply with its mission |
|------------------|--|---|---|
| T.C.A. 49-3 306a | Licensed personnel salaries | We will ensure all staff is paid regularly and appropriately. Salary will be based on factors including, but not limited to: annual evaluations, student performance, tenure, and hard to fill subjects. | We will focus on recruiting the highest quality teachers. Focusing on performance vs advanced degrees or years of experience will allow us to hire/retain the best fit individuals. |
| T.C.A 49-3-311 | Capital outlay | We will ensure the facility we use meets all federal, state, and local laws/requirements. | We need the ability to determine our own locations that best fit our schools' needs. We will ensure the location is within the LEA. |
| T.C.A- 49-5-503 | Tenure | We will in accordance with state law offer all contracts as "at-will" employees. | We require autonomy in determining retention of staff. This will ensure best outcomes for students. |
| T.C.A 49-6-1003 | Safety instruction | This is a waiver of the requirement to teach road safety instruction. | We want to focus on our key curriculum during the school day. We will find extended opportunities throughout the year to teach road safety. |
| T.C.A 49-6-2206 | Use of unapproved books and instructional material | The instructional team will determine books and curriculum choices for the school. Not all instructional material will be on the approved list. The school will ensure all books are aligned to TN standards and content material is age appropriate. | We need flexibility to implement our classical curriculum, that includes instructional materials. |
| 0520-01-03-07(1) | School Library | The school does not plan to have a centralized school library. The school will have books available in the classroom library. | Classroom libraries allow for the school to save space and resources. Students will still have access to high quality |

| | | | |
|-------------------|------------------|--|---|
| | | | literature. |
| 0520-01-02.02 | Salary Schedules | We will ensure all staff is paid regularly and appropriately. Salary will be based on factors including, but not limited to: annual evaluations, student performance, tenure, and hard to fill subjects. | We will focus on recruiting the highest quality teachers. Focusing on performance vs advanced degrees or years of experience will allow us to hire/retain the best fit individuals. |
| 0520-01-02-.03(6) | Principals | All school leadership will be staffed by high performing individuals. | We require flexibility in the licensure for these required positions to allow the school to hire the highest quality candidates. |

| State Board of Education Rule | Description of Rule or Policy | Proposed replacement Rule, Policy or practice | How this waiver will increase student achievement |
|--------------------------------------|--------------------------------------|--|--|
| Not Applicable | | | |
| | | | |
| | | | |

2.12 Network Vision, Growth Plan, & Capacity

In this section:

- (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.
- (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.
- (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.
- (d) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.
- (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.
- (f) Provide, as **Attachment L**, the network’s most recent annual report.

NOT APPLICABLE

2.13 Network Management

In this section:

- (a) Identify the network's leadership team and their specific roles and responsibilities.
- (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

NOT APPLICABLE

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.

- (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?

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 | | |
| Curriculum | | |
| Professional Development | | |
| Data Management and Interim Assessments | | |
| Promotion Criteria | | |
| Culture | | |
| Budgeting, Finance, and Accounting | | |
| Student Recruitment | | |
| School Staff Recruitment and Hiring | | |
| H/R Services (payroll, benefits, etc.) | | |
| Development/ Fundraising | | |
| Community Relations | | |
| I/T | | |
| Facilities Management | | |
| Vendor Management / Procurement | | |

| | | |
|---|--|--|
| Other operational services, if applicable | | |
|---|--|--|

NOT APPLICABLE

2.14 Network Governance

In this section:

- (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.
- (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.
- (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.
- (d) Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.
- (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.
- (f) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
- (g) Will the charter be held by the same existing non-profit board or will a new board be formed?
 1. If the existing board will also govern the proposed school:
 - o 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.).
 - o 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.
 2. If a new board will be 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.

NOT APPLICABLE

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.

| Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------------|---------------|---------------|---------------|---------------|---------------|
| Number of elementary schools | | | | | |

| | | | | | |
|--------------------------|--|--|--|--|--|
| Number of middle schools | | | | | |
| Number of high schools | | | | | |
| Total schools | | | | | |
| Student enrollment | | | | | |

| Management Organization Positions | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| [specify] | | | | | |
| Total back-office FTEs | | | | | |

| Elementary School Staff | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| Principals | | | | | |
| Assistant Principals | | | | | |
| Add'l School Leadership Position 1 [specify] | | | | | |
| Add'l School Leadership Position 2 [specify] | | | | | |
| Add'l School Leadership Position 3 [specify] | | | | | |
| Classroom Teachers (Core Subjects) | | | | | |
| Classroom Teachers (Specials) | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | |
| Student Support Position 2 [specify] | | | | | |
| Specialized School Staff 1 [specify] | | | | | |
| Teacher Aides and Assistants | | | | | |
| School Operations Support Staff | | | | | |
| Total FTEs at elementary schools | | | | | |

| Middle School Staff | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| Principals | | | | | |
| Assistant Principals | | | | | |
| Add'l School Leadership Position 1 [specify] | | | | | |
| Add'l School Leadership Position 2 [specify] | | | | | |
| Add'l School Leadership Position 3 [specify] | | | | | |
| Classroom Teachers (Core Subjects) | | | | | |
| Classroom Teachers (Specials) | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | |
| Student Support Position 2 [specify] | | | | | |
| Specialized School Staff 1 [specify] | | | | | |
| Specialized School Staff 2 [specify] | | | | | |
| Teacher Aides and Assistants | | | | | |
| School Operations Support Staff | | | | | |
| Total FTEs at middle schools | | | | | |

| High School Staff | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| Principals | | | | | |
| Assistant Principals | | | | | |
| Deans | | | | | |
| Add'l School Leadership Position 1 [specify] | | | | | |
| Add'l School Leadership Position 2 [specify] | | | | | |
| Add'l School Leadership Position 3 [specify] | | | | | |
| Classroom Teachers (Core Subjects) | | | | | |
| Classroom Teachers (Specials) | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | |
| Student Support Position 2 [specify] | | | | | |
| Specialized School Staff 1 [specify] | | | | | |
| Specialized School Staff 2 [specify] | | | | | |
| Teacher Aides and Assistants | | | | | |
| School Operations Support Staff | | | | | |
| Total FTEs at high schools | | | | | |
| Total Network FTEs | | | | | |

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment N)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department’s website, as **Attachment N**. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources¹, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
 - Other government resources
 - Private fundraising
 - eRate
 - Student fees
 - Compensation, including:
 - Salary table and number of staff by position
 - Yearly pay increases
 - Pension contribution and other benefits
 - Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies
 - School equipment and furniture
 - Technology for student and teacher use
 - Professional development
 - Student assessments
 - Student information system
 - Special education services
 - Student activities
 - Authorizer fee
 - Contracted services at school (audit, I/T, etc.)
 - Rent, utilities and other facility expenses
 - Office supplies and equipment
 - Technology for administrative use
 - Fundraising materials and resources (non-staff)
 - Marketing costs
 - Management fees and any other management compensation to the CMO or network (if applicable)
 - Capital, contingency, and insurance reserve funds

¹Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

3.2 Budget Narrative (Attachment O)

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;
- (b) An explanation of student enrollment and BEP projections;
- (c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (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;
- (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;
- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;
- (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;
- (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
- (c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

See Attachment O

3.3 Network Financial Plan (Attachment P)

In this section:

- (a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- (b) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.
- (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 sources² (at the network level), including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;

² Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.

- 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.

NOT APPLICABLE

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary. In this section:

- (a) Describe the educational program at your existing school(s) and whether or not it is a success.
- (b)** Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as **Attachment Q**.
- (c) Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.
- (d) If applicable, provide the graduation rates for each school in the network.
- (e) Select one or more of the consistently high-performing schools that the network operates, and discuss the school's performance.
 - o Be specific about the results on which you base your judgment that the school is high-performing.
 - o Discuss the primary causes to which you attribute the school's distinctive performance.
 - o Discuss any notable challenges that the school has overcome in achieving its results.
 - o Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
- (f) Select one or more of the network's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - o Describe the primary causes to which you attribute the school's problems.
 - o Explain the specific strategies that you are employing to improve performance.
 - o How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
- (g) For all schools operating under another authorizer: provide, as **Attachment R**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).
- (h) For all schools operating in the state of Tennessee: provide the following **in Attachment S**: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- (i) List any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.
- (j) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.

- (k) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.
- (l) Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in **Attachment T**, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

NOT APPLICABLE

ATTACHMENTS

Please include attachments labeled according to the following schedule:

| | |
|----------------------|--|
| ATTACHMENT A: | Annual Academic Calendar |
| ATTACHMENT B: | Student 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: | Student Achievement/Growth Results |
| ATTACHMENT R: | School Reports/Authorizer Evaluations |
| ATTACHMENT S: | School Financials |
| ATTACHMENT T: | Litigation Documents (if applicable) |

CHECKLIST
For Category 1 Applicant

- | | | |
|--|---|---|
| <input type="checkbox"/> General Information | <input type="checkbox"/> 1.12 | <input type="checkbox"/> Attachment A |
| <input type="checkbox"/> Assurances | <input type="checkbox"/> 2.1 | <input type="checkbox"/> Attachment B |
| <input type="checkbox"/> Executive Summary | <input type="checkbox"/> 2.2 | <input type="checkbox"/> Attachment C |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> Attachment D |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> Attachment E |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> Attachment F |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.6 | <input type="checkbox"/> Attachment G |
| <input type="checkbox"/> 1.5 (if applicable) | <input type="checkbox"/> 2.7 | <input type="checkbox"/> Attachment H |
| <input type="checkbox"/> 1.6 (if applicable) | <input type="checkbox"/> 2.8 | <input type="checkbox"/> Attachment I |
| <input type="checkbox"/> 1.7 | <input type="checkbox"/> 2.9 | <input type="checkbox"/> Attachment J |
| <input type="checkbox"/> 1.8 | <input type="checkbox"/> 2.10 (if applicable) | <input type="checkbox"/> Attachment K (if applicable) |
| <input type="checkbox"/> 1.9 | <input type="checkbox"/> 2.11 | <input type="checkbox"/> Attachment N |
| <input type="checkbox"/> 1.10 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> Attachment O |
| <input type="checkbox"/> 1.11 | <input type="checkbox"/> 3.2 | |

CHECKLIST
For Category 2 Applicant

- | | | |
|--|---|---|
| <input type="checkbox"/> General Information | | <input type="checkbox"/> Attachment D |
| <input type="checkbox"/> Assurances | <input type="checkbox"/> 2.5 | <input type="checkbox"/> Attachment E |
| <input type="checkbox"/> Executive Summary | <input type="checkbox"/> 2.6 | <input type="checkbox"/> Attachment F |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.7 | <input type="checkbox"/> Attachment G |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.8 | <input type="checkbox"/> Attachment H |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.9 | <input type="checkbox"/> Attachment I |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.10 (if applicable) | <input type="checkbox"/> Attachment J |
| <input type="checkbox"/> 1.5 (if applicable) | <input type="checkbox"/> 2.11 | <input type="checkbox"/> Attachment K (if applicable) |
| <input type="checkbox"/> 1.6 (if applicable) | <input type="checkbox"/> 2.12 | <input type="checkbox"/> Attachment L |
| <input type="checkbox"/> 1.7 | <input type="checkbox"/> 2.13 | <input type="checkbox"/> Attachment M |
| <input type="checkbox"/> 1.8 | <input type="checkbox"/> 2.14 | <input type="checkbox"/> Attachment N |
| <input type="checkbox"/> 1.9 | <input type="checkbox"/> 2.15 | <input type="checkbox"/> Attachment O |
| <input type="checkbox"/> 1.10 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> Attachment P |
| <input type="checkbox"/> 1.11 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> Attachment Q |
| <input type="checkbox"/> 1.12 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> Attachment R |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> Attachment S |
| <input type="checkbox"/> 2.2 | <input type="checkbox"/> Attachment A | <input type="checkbox"/> Attachment T (if applicable) |
| <input type="checkbox"/> 2.3 | <input type="checkbox"/> Attachment B | |
| <input type="checkbox"/> 2.4 | <input type="checkbox"/> Attachment C | |

CHECKLIST
For Category 3 Applicant

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> General Information | <input type="checkbox"/> 2.13 | <input type="checkbox"/> Attachment M |
| <input type="checkbox"/> Assurances | <input type="checkbox"/> 2.14 | <input type="checkbox"/> Attachment N |
| <input type="checkbox"/> Executive Summary | <input type="checkbox"/> 2.15 | <input type="checkbox"/> Attachment O |
| <input type="checkbox"/> Application of school being replicated | <input type="checkbox"/> 3.1 | <input type="checkbox"/> Attachment P |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> Attachment Q |
| <input type="checkbox"/> 1.3(i) | <input type="checkbox"/> 3.3 | <input type="checkbox"/> Attachment R |
| <input type="checkbox"/> 1.5 (if applicable) | <input type="checkbox"/> 4.1 | <input type="checkbox"/> Attachment S |
| <input type="checkbox"/> 1.8 | <input type="checkbox"/> Attachment A | <input type="checkbox"/> Attachment T (if applicable) |
| <input type="checkbox"/> 1.11 | <input type="checkbox"/> Attachment D | |
| <input type="checkbox"/> 1.12 | <input type="checkbox"/> Attachment E | |
| <input type="checkbox"/> 2.12 | <input type="checkbox"/> Attachment L | |

CHECKLIST
For Category 4 Applicant

- | | | |
|---|--|---|
| <input type="checkbox"/> General Information | <input type="checkbox"/> 2.2 | <input type="checkbox"/> Attachment E |
| <input type="checkbox"/> Assurances | <input type="checkbox"/> 2.3 | <input type="checkbox"/> Attachment G |
| <input type="checkbox"/> Executive Summary | <input type="checkbox"/> 2.4 | <input type="checkbox"/> Attachment H |
| <input type="checkbox"/> Original Application | <input type="checkbox"/> 2.7(c) | <input type="checkbox"/> Attachment K (if applicable) |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.8 | <input type="checkbox"/> Attachment N |
| <input type="checkbox"/> 1.3(i) | <input type="checkbox"/> 2.9(g) | <input type="checkbox"/> Attachment O |
| <input type="checkbox"/> 1.7(a) | <input type="checkbox"/> 2.10(b) (if applicable) | <input type="checkbox"/> Attachment Q |
| <input type="checkbox"/> 1.8 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> Attachment R |
| <input type="checkbox"/> 1.9 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> Attachment S |
| <input type="checkbox"/> 1.10 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> Attachment T (if applicable) |
| <input type="checkbox"/> 1.11 | <input type="checkbox"/> Attachment A | |
| <input type="checkbox"/> 1.12 | <input type="checkbox"/> Attachment D | |

ATTACHMENT A

| Founders Classical Academy 2023-2024 SCHOOL CALENDAR | | |
|---|-------------------------|---|
| Day | Date | Definition |
| Friday | August 4 | Start of School (K – 5 th Grades) |
| Monday (No School) | September 4 | Labor Day (System Closed) |
| Wednesday | October 4 | End of First Quarter Grading Period |
| Monday (No Students) | October 9 | <i>Site-Based Professional Development Day</i> Columbus Day |
| Tuesday (No Students) | October 10 | Parent/Teacher Conference Day |
| Wednesday – Friday (No School) | October 10 – 12 | Fall Break (System Closed) |
| Tuesday (No Students) | November 7 | <i>District/Site Professional Development Day</i> ; Election Day |
| Friday | November 10 | Veterans' Day Observation (Students in School) |
| Monday – Friday (No School) | November 19 – 23 | Thanksgiving Holiday (System Closed) |
| Friday (Students ½ Day) | December 15 | End of Second Quarter Grading Period |
| Monday (No Students) | December 18 | Administrative Day (Teacher Prep Day) |
| Tuesday - Monday (No School) | December 19 – January 1 | Winter Break with New Year's Day Observation January 2; (System Closed) |
| Tuesday (No Students) | January 2 | <i>District/Site Professional Development Day</i> |
| Wednesday | January 3 | Students Full Day – Third Quarter Begins |
| Monday (No School) | January 15 | Martin Luther King, Jr. Day (System Closed) |
| Friday (No School) | February 16 | Mid-Winter Break |
| Monday (No Students) | February 19 | <i>Site-Based Professional Development Day</i> ; Presidents' Day |
| Friday | March 8 | End of Third Quarter Grading Period |
| Monday – Friday (No School) | March 11 – 15 | Spring Break (System Closed) |
| Friday (No School) | March 29 | Good Friday (System Closed) |
| Thursday | May 23 | Last Day for Students – End of Fourth Quarter |
| Thursday – Sunday | May 25 – 28 | 8 th Grade Graduation Window |
| Monday | May 27 | Memorial Day (System Closed) |

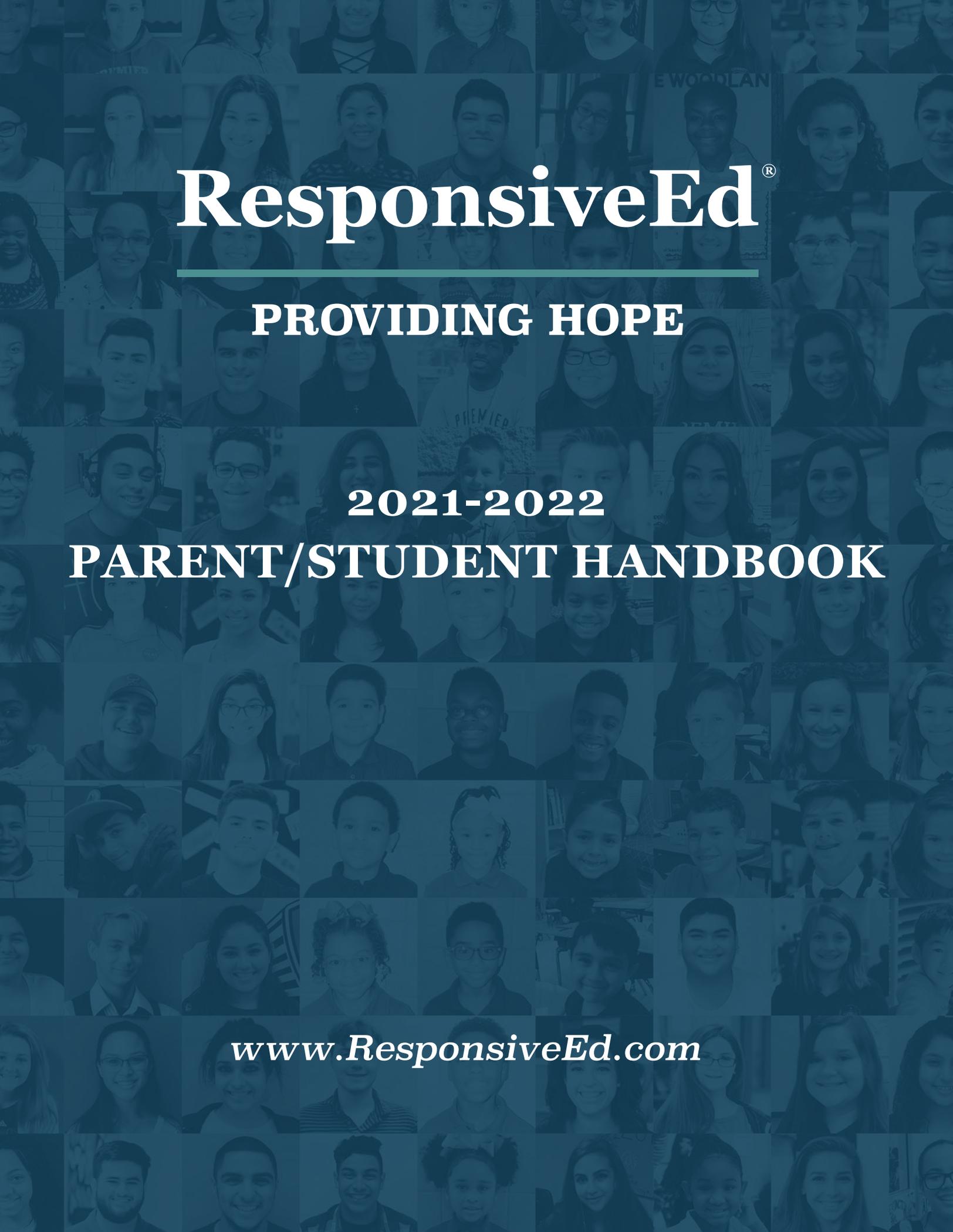
- NOTE: Dates are tentative with Fall and Spring breaks intended to coincide with the WCS 2023-2024 schedule to coordinate families who have children in Founders K-8 and WCS 9-12.

2021 - 2022 FCA Corinth 7th - 12th Grade Bell Schedule

*Teacher's Day 7:30-4:00 * School Day 8:05-3:40 * Drop-Off 7:45-8:05 * Assembly 8:05-8:15*

| 7th/8th | 9th/10th | 11th/12th |
|--|---|--|
| 1st Period 8:15 - 9:05 | 1st Period 8:15 - 9:05 | 1st Period 8:15 - 9:05 |
| 2nd Period 9:10 - 10:00 | 2nd Period 9:10 - 10:00 | 2nd Period 9:10 - 10:00 |
| 3rd Period 10:05 - 10:55 | 3rd Period 10:05 - 10:55 | 3rd Period 10:05 - 10:55 |
| Lunch 10:55 - 11:25 | 4th Period 11:00 - 11:50 | 4th Period 11:00 - 11:50 |
| 4th Period 11:30 - 12:20 | Lunch 11:50 - 12:20 | Study Hall (Stay with 4th Period Teacher) 11:50 - 12:25 |
| Study Hall (Stay with 4th Period Teacher) 12:20 - 12:55 | Study Hall (Go to 5th Period Teacher) 12:25 - 1:00 | Lunch 12:25 - 12:55 |
| 5th Period 1:00 - 1:50 | 5th Period 1:00 - 1:50 | 5th Period 1:00 - 1:50 |
| 6th Period 1:55 - 2:45 | 6th Period 1:55 - 2:45 | 6th Period 1:55 - 2:45 |
| 7th Period 2:50 - 3:40 | 7th Period 2:50 - 3:40 | 7th Period 2:50 - 3:40 |
| Dismissal 3:40 | Dismissal 3:40 | Dismissal 3:40 |

ATTACHMENT B



ResponsiveEd[®]

PROVIDING HOPE

2021-2022

PARENT/STUDENT HANDBOOK

www.ResponsiveEd.com

2021-2022 ResponsiveEd®—Texas

PARENT/STUDENT HANDBOOK

and Student Code of Conduct

Adopted by the Board of Trustees - May 2021

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SECTION I: GENERAL POLICIES AND PROCEDURES

Attendance Policy

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-supervised activities, to build each day’s learning on that of the previous day, and to grow as an individual. Absences from class may result in a serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Compulsory Attendance

The state compulsory attendance law requires that students at least 6 years of age, and those who have not yet reached their 19th birthday attend school and school-required tutorial sessions unless the student is otherwise legally exempted or excused. School staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs (such as basic skills for ninth graders), or from required tutorials will be considered “truant” and subject to disciplinary action. Note, Kindergarten students are required to attend school and are subject to compulsory attendance requirements as long as they remain enrolled.

Truancy may also result in assessment of penalties by a court of law for the parent. State law requires that the school apply truancy prevention measures if the student is absent, without excuse, on three or more days or parts of days within a four-week period. If a student is absent, without excuse, on ten or more days or parts of days within a six-month period in the same school year, and those absences are verified by the campus as unexcused, students 12 years and older may be referred to truancy court. Further, state law permits the school to file a complaint against parents contributing to nonattendance regardless of their child’s age. Please refer to Texas Education Code (TEC) 25 and the Texas Family Code 65 for more details.

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day. If a student 19 years of age or older has more than five unexcused absences in a semester, the school may revoke the student’s enrollment, except that the school may not revoke the enrollment on a day on which the student is physically present at school. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing.

Notice to Parents: Under TEC § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student’s parent is subject to prosecution under TEC § 25.093; and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a).

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. These days include both excused and unexcused absences. A student who attends fewer than 90 percent of the days the class is offered may be referred to the Attendance Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

In determining whether there were extenuating circumstances for the absences, the Attendance Committee will use the following guidelines:

1. All absences will be reviewed, with special consideration given for religious holy days, documented healthcare appointments for which routine make-up work has been completed, and other special circumstances as defined by the TEC.
2. For a student transferring into the school after school begins, including a migrant student, only those absences after enrollment will be considered.

3. In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
4. The committee will consider whether the absences were for reasons over which the student or parent could exercise control.
5. The committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
6. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student, parent, or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.
4. juvenile court proceeding documented by a probation officer;
5. appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship;
6. taking part in student's United States naturalization oath ceremony;
7. documented healthcare appointment, if the student begins classes or returns to school on the same day as the appointment, including absences for recognized services for students diagnosed with autism spectrum disorders
8. serving as an election clerk;
9. required screening, diagnosis, and treatment for Medicaid-eligible students;
10. documented college visit by a junior or senior student (see "College Days [H]," p. 34);
11. a student's visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments (up to five days);
12. for students in the conservatorship of the state who need to attend an activity required under a court-ordered service plan; or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside school hours; or
13. temporary absence resulting from any cause acceptable to the Campus Director.

If credit is lost because of excessive absences, the Attendance Committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the Board of Trustees by filing a written request with the Superintendent. The appeal notice must be postmarked to the following address within 30 days following the last day of instruction in the semester for which credit was denied:

Responsive Education Solutions
 Notice of Appeal: Class Credit
 Attn: Superintendent
 P.O. Box 292730
 Lewisville, TX 75029

The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

Excused and Unexcused Absences

The following absences are considered excused absences:

1. personal illnesses that do not exceed three consecutive days (Illnesses that extend beyond three days will require a doctor's note.);
2. family emergency;
3. observing religious holy days;

For religious holy days, required court appearances, activities related to citizenship, and services as an election clerk, one day of travel to the site and one day travel from the site shall also be excused.

Any absence not listed above will be considered an unexcused absence. Examples of unexcused absences include, but are not limited to, class cuts, car trouble, oversleeping, personal business, vacation, etc.

Required Documentation of Absences

When a student must be absent from school, it is the parent's responsibility to call the school office each day to explain the reason for the student's absence. Upon returning to school, the student must bring a note to the school office, signed by the parent, which describes the

reason for the absence. In order to excuse the absence, the note must:

1. be submitted to the school office within three school days of the student's return to school, and
2. describe an acceptable reason for the absence (see "Excused and Unexcused Absences," p. 2).

Notification to Parents

The school will notify the parent by mail when the student is absent from school, without excuse, on three days or parts of days within a four-week period. The notice will inform the parent of, among other things, that their student is subject to truancy prevention measures, remind the parent of their responsibility to monitor their student's attendance, and to request a parent conference between the parent and the Attendance Officer/Campus Director to discuss the absences.

Driver's License Attendance Verification

To obtain or renew a driver's license, a student under 18 years of age must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. Eligible students can obtain the required Verification of Enrollment (VOE) form from the school office.

The school will issue a VOE form for any transfer student that is transferring with no more than three absences for the previous six weeks.

Before- and After-School Care Programs

Before- and After-School Care Programs may be provided on a campus by campus basis. Fees for these programs may vary depending on the number of participants and need. Fines or penalties may be imposed for not adhering to mandated times for drop-off or pick-up of your child. At the discretion of the Campus Director, such services may be revoked for habitual abuse of early drop-off or late pick-up. Continual abuse of mandated

program times may be considered as neglect and thus may be treated as such.

Students who are not enrolled in an After-School Care Program and whose parents are more than 15 minutes late for pick-up may be placed in the After-Care Program for appropriate supervision and the parents charged the daily rate for the service.

Cell Phones and Other Electronic Devices

Possession of cell phones, computers, and other devices capable of electronic communications at school is a privilege, not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations. Any such devices may be confiscated, powered on, and searched by school officials if there is a reasonable cause to believe that the devices have been used in the transmission or reception of communications prohibited by law, policy, or regulation (see "Electronic Communication Device Commitment Policy," p. 71).

Change of Address or Telephone Number

When the address or telephone number of a student has been changed, it is the responsibility of the parent to notify the school office immediately. Proof of residency at the new address may be required.

Check Acceptance Policy

All personal checks written to the school must include the current address and phone number of the account holder. The account holder's name should also be legible and printed on the check.

In the event that a check written to the school is returned unpaid by the bank, the account holder agrees that the school may collect a return check fee of \$30 plus applicable sales tax. The school may contract with a collection company in an effort to redeem returned

checks. The use of a check for payment is the account holder's acknowledgement and acceptance of this policy and its terms.

Closed Campus

The school operates on the closed campus concept. Specifically, this means that students are not allowed to leave campus for any reason during the school day, including during meal periods, without first obtaining permission from the school office (see "Leaving Campus during the School Day," p. 9).

Clubs and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

All students are encouraged to participate and take an active part in student clubs and organizations.

Eligibility

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition or other organizations offering competitive opportunities for extracurricular activities. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

The following requirements apply to all extracurricular activities:

1. A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate course; or an honors or dual-credit course in English language arts, mathematics, science, social studies, economics, or a language other than English—may not participate in extracurricular activities for at least three school

weeks. Students enrolled in honors must have a grade of 70 or higher at the end of a grading period for eligibility purposes only. Weighted grades may be used for determination of meeting the passing grade requirement. For example, AP classes may be weighted differently. As such, a passing grade in an AP course may actually be slightly below 70 before the weighting is applied. This circumstance will be examined and approved by the Campus Director for purposes of eligibility for school activities.

2. An ineligible student may practice or rehearse.
3. A student regains eligibility after at least three weeks of ineligibility when the Campus Director and teachers determine that the student has earned a passing grade (70 or above) in all classes, other than those that are exempted.
4. Only students enrolled full time at the school may participate in school-recognized clubs and organizations unless the student is enrolled at another ResponsiveEd® campus within the same charter and is approved for participation by the host Campus Director. This provision is governed by the rules of participation of the various leagues or competitions and by the discretion of Campus Directors. Students at the host campus should not be displaced by students from other campuses.
5. Written parental permission and all other medical, insurance, release, and other forms deemed appropriate by ResponsiveEd, the local campus, and governing organizations are required in order for a student to participate in any club or organization that is not required for a particular course or does not result in academic credit.

Code of Conduct

Sponsors of student clubs and organizations may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the "Student Code of Conduct" or by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

For a student to be eligible to serve as a club or organization officer, he or she must be passing in all subjects. Unsatisfactory conduct while in office and/or

failure to render satisfactory service shall be considered grounds for removal from said office. Removal from office shall be at the discretion of the staff sponsor of the club or organization with the approval of the Campus Director.

New Clubs or Organizations

Students desiring to form a new club or organization shall submit a written request to the Campus Director at the school office, containing the following mandatory elements:

1. a statement of the club's or organization's purposes, goals, and activities;
2. signatures of a minimum of ten students who wish to participate in the club or organization;
3. if participation in the club or organization is not required for a particular course or does not result in academic credit, written parental permission of each student signatory to participate in the club or organization;
4. written agreement of a teacher who has agreed to serve as the staff sponsor for the club or organization;
5. a description of any funding or other assistance received from, or affiliation with, any nonstudent groups; and
6. a schedule of its proposed meeting times.

Fundraising

The Campus Director must approve any plan or activity used by a club or organization for making money. Only activities that raise money through payment of admissions or where value is received for money paid may be conducted. No advertising will be sold without the approval of the Campus Director.

Meetings

Only school-recognized student clubs and organizations are permitted to meet on school property during non-instructional time.

Yearbook

Only school-recognized clubs and organizations will be featured in the yearbook.

Conferences with Teachers and Campus Director

Because the Campus Director and teachers are busy serving students during the school day, they are unable to accommodate unscheduled telephone calls or in-person conferences. When parents feel it advisable to contact the Campus Director or teachers personally, they are encouraged to leave their telephone numbers with the school office in order that the Campus Director or teacher may return the call later. Personal conferences are welcome if a telephone conversation does not prove adequate. To schedule an in-person conference with the Campus Director or a teacher at a mutually convenient time, please call the school office for an appointment. Parents may also communicate with the Campus Director and teachers via e-mail regarding school-related business.

Deliveries

Packages such as flowers, balloons, etc., should not be delivered to the school for students. These will not be delivered to the classroom.

Distribution of Materials or Documents

Only publications relating to school-sponsored activities or school-recognized clubs and organizations may be posted or distributed. The publication, as well as the time and location of its posting or distribution, must be submitted to the Campus Director for review and approval.

Dress Code

The school dress code is established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with this dress code.

In order to maintain an orderly environment, all students shall be required to meet the minimum

expectations of the school dress code. Dress and clothing that unduly attracts the attention of other students often precipitate comments and/or other reactions that are disruptive.

Safety, general health, and hygiene are factors that are also considered in the establishment of this dress code. The provisions of this dress code shall be enforced equally with regard to all students to whom the provisions apply.

The following criteria for a student's personal dress and grooming standards provide the minimum requirements. Refer to the Campus Handbook Supplement for additional dress code requirements.

School Uniforms

The Board of Trustees has determined that school uniforms improve the learning environment at the school. As such, each school has been authorized to adopt rules that require students to wear school uniforms. Refer to the Campus Handbook Supplement for information regarding whether the school requires school uniforms and, if so, the applicable guidelines.

Exemption

Where students are required to wear school uniforms, parents may choose to exempt their student from the requirement to wear uniforms by providing a written request to the Campus Director at the school office, stating a bona fide religious or philosophical objection to the requirement.

General Criteria

A student's personal dress and grooming standards shall not:

1. lead school staff to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities; or
2. create a health or other hazard to the student's safety or to the safety of others.

Specific Criteria

1. Clothing containing printed messages or designs, except for small logos on shirts and shirts that promote school clubs, activities,

organizations, teams, or "school spirit" approved by the Campus Director, is not allowed.

2. Clothing depicting drugs, alcohol, tobacco products, or violence is not allowed.
3. Startling, unusual, or immodest attire of any sort is not allowed. Fads in hairstyles, clothing, or anything designed to attract attention to the individual or to disrupt the orderly conduct of the classroom or campus is not allowed.
4. Hair is to be clean and well-groomed. Hairstyles and hair colors that are distracting to the learning environment are not allowed.
5. Words, symbols, or designs shaved in hair (including facial hair and eyebrows), clothing, tattoos, and other articles that are considered "gang-related" are not allowed.
6. Extremely baggy clothing is not allowed. Pants, shorts, etc., are not to be worn below the waistline and should be appropriately sized.
7. Shorts may be worn, but must reach at least fingertip length. Tight-fitting shorts or "short shorts" are not allowed.
8. Tongue rings and visible body piercings, other than earrings, are not allowed. Dangling earrings are not allowed.
9. Visible tattoos and body art are not allowed.
10. Cutoffs, boxer shorts, pajama bottoms, bike shorts, short leggings as outer garments, etc., are not allowed.
11. Hats, scarves, bandanas, hair coverings, sweatbands, or hooded shirts are not allowed except under circumstances designated by the Campus Director.
12. Torn, ripped, or cut clothing is not allowed.
13. Trench coats and dusters are not allowed.
14. Grills or temporary decorations on teeth are not allowed.
15. Chains, handcuffs, jewelry, or accessories that suggest weaponry are not allowed.
16. Students are to wear appropriate shoes or sandals at all times. House shoes and shoes with wheels are not allowed.
17. Excessive makeup is not allowed.

Boys: Additional Guidelines

1. Shirts are to have sleeves.
2. Mustaches, beards, and other facial hair must be kept neat and trimmed.

Girls: Additional Guidelines

1. Apparel that is too tight or too short to prevent modesty is not allowed.
2. Low-cut apparel is not allowed.
3. Girls are to wear sufficient undergarments.
4. The following are unacceptable: clothing designed with shoulder straps less than three inches wide, bare midriffs, halters, or bare backs.

Enforcement Procedures

If the student's dress or grooming is inappropriate or objectionable under these provisions, the Campus Director or designee shall request the student to make appropriate corrections. If the student refuses, the Campus Director or designee shall notify the student's parent and request that the parent make the necessary correction. If both the student and parent refuse, the Campus Director shall take appropriate disciplinary action, including removal from school until the student is in compliance with the dress code.

Decisions of the Campus Director or designee regarding dress and grooming are considered final. Failure to comply with the dress code will result in disciplinary action.

Enrollment of New Students

Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school's charter, e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school's charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school—i.e., the close of the "open-enrollment period."

Lottery

If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who

have applied during the designated open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position in the lottery. Parents should call or e-mail the school immediately upon receipt of the notice in order to preserve their student's position in the lottery.

If a vacancy arises before the commencement of the school year, the individual on the waiting list for the current year with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions

Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff, regardless of whether the children of the charter's founders, teachers, or staff reside in the geographic area served by the school.

Residency Information

To be eligible for continued enrollment in the school, the parent must show proof of residency at the time of enrollment. Failure to comply with this requirement will result in the immediate initiation of procedures to exclude students from enrollment.

Residency may be verified through observation, documentation, and other means, including, but not limited to:

1. a recently paid rent receipt,
2. a current lease agreement,
3. the most recent tax receipt indicating home ownership,
4. a current utility bill indicating the address and name of the residence occupiers,
5. mailing addresses of the residence occupiers,
6. visual inspection of the residence,
7. interviews with persons with relevant information, or
8. building permits issued to a parent on or before September 1 of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Falsification of residence on an enrollment form is a criminal offense.

Disciplinary History

As provided in the school's charter, the school *may* exclude a student from admission who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37, of the TEC. The school *shall* exclude a student from admission who has a documented history of an offense listed in Section 37.007(a) and (d) of the TEC. As such, if it is later discovered that the student failed to disclose a documented history of a criminal offense, juvenile court adjudication, or disqualifying discipline problems, the school will immediately initiate procedures to exclude the student from admission.

Student Information

Any student admitted to the school must have records such as a report card and/or transcript from the previous school attended to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in the school for the first time must present documentation of

immunizations as required by the Texas Department of State Health Services.

No later than 30 days after enrolling in the school, the parent and school district in which the student was previously enrolled shall furnish records which verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

The school forwards a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's consent.

Providing False Information

A person who knowingly falsifies information on a form required for enrollment of a student in the school may be guilty of an offense under Section 37.10 of the Texas Penal Code.

Non-Discrimination

It is the policy of the school to prohibit discrimination in student admission on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the student would otherwise attend in accordance with the TEC.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, pens, erasers, notebooks, calculators, headsets, etc., and may be required to pay certain other fees or deposits, including payment of:

1. a fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. a security deposit for the return of materials, supplies, or equipment;

4. a fee for personal physical education and athletic equipment and apparel, although a student may provide the student's own equipment or apparel if it meets reasonable requirements and standards relating to health and safety;
5. a fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, graduation announcements, etc.;
6. a fee for voluntary student health and accident benefit plan;
7. a reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
8. a fee for items of personal apparel used in extracurricular activities that become the property of the student;
9. a parking fee;
10. a fee for a student identification card;
11. a fee for a driver training course, not to exceed the actual cost per student in the program for the current school year;
12. a fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff;
13. a fee for summer school courses that are offered tuition-free during the regular school year;
14. a reasonable fee for transportation of a student who lives within two miles of the campus;
15. a reasonable fee, not to exceed \$50, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program;
16. a fee for lost, damaged, or overdue textbooks, library books, technological equipment, and academic curriculum materials; or
17. a fee specifically permitted by any other statute.

Refer to the Campus Handbook Supplement for additional information regarding the amount and method of collecting specific fees.

Leaving Campus during the School Day

A student who will need to leave campus during the day must submit a note to the school office from his or her parent that provides the following information:

1. student's name,
2. reason for student's need to leave campus,
3. time student will need to be gone from campus,
4. phone number where parent may be reached to confirm parent's permission,
5. parent's name, and
6. parent's signature.

No student will be permitted to leave campus before the school office confirms the student's need to leave campus with the student's parent by phone.

Students who fail to check in/out before leaving and/or returning to campus will be considered truant from any instructional hours missed.

Students will not be allowed to leave in the custody of any person not named on the Student Registration Card. Photo identification is required.

Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Lockers

If provided, lockers remain under the jurisdiction of the school even when assigned to an individual student. The school reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain that it is locked and that the combination is not available to others. Locker searches may be conducted at any time, whether or not the student is present. The decision to assign lockers rests with the Campus Director.

Lost and Stolen Items

All articles, including books, found on campus should be taken to the school office. All articles not claimed at the end of the school year will be disposed of through proper channels. Students are not to bring electronic

entertainment devices and other personal items to school. The school is not responsible for lost or stolen items.

Meals

The school serves breakfast or breakfast and lunch through participation in the National Breakfast and School Lunch Program. Texas Department of Agriculture (“TDA”) and United States Department of Agriculture (“USDA”) guidelines are followed to meet the nutritional needs for all students.

Menus

Menus may be obtained at the school office.

State-Mandated Nutrition Guidelines

TDA policy places strict limits on any food or drink provided or sold to students, other than through the school’s Food and Nutrition Services. Elementary school students may not have access to candy or any other food of minimal nutritional value during the school day. Middle school and high school students also have restrictions during meal periods. The specific policy may be obtained at the school office or online at <https://texasagriculture.gov/>.

Free and Reduced-Cost Meals

The school sends applications for free or reduced cost meals to the student’s home at the beginning of each school year and throughout the remainder of the year. Applications must be complete, listing all members of the household and family income. Should the family income status change, assistance may be requested at any time during the school year. Only one application for each household is required. Completed applications should be returned to the school office.

Meal Charge Policy

All students will pay for meals at the district’s published standard rate each day. A student will be allowed to charge a maximum of three meals to their account after the balance reaches zero. Once a student has charged those three meals, he/she will not be allowed to charge a lunch meal. However, he/she will be offered a designated

lunch alternative. Any negative balance will be carried over to the next school year.

Note: On campuses that offer cooking on site, the cost of the paid lunch price is naturally higher as it costs more to make from scratch on site. Meal costs are found posted in each lunchroom and should be in each Campus Handbook Supplement.

Lunch Application

Parents and families are encouraged to apply for free or reduced price lunches for their child. Free and reduced lunch applications are available at the front desk or online at www.lunchapplication.com.

Online Payment System

K12 Payment Center is a quick and easy payment system for your student’s meals and/or school fees. Parents can deposit to multiple students’ accounts with one single payment.

Parents/Guardians are responsible for meal payment to the campus. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and said records are available by setting up an account at www.k12paymentcenter.com.

Students/Parents/Guardians

Meals must be paid for in advance via www.k12paymentcenter.com. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

Refunds

Submit a written/e-mail request to obtain a refund for withdrawn and/or graduating students.

Messages for Students

It is not possible to receive and deliver telephone messages and/or supplies to students without interrupting classes and interfering with the learning environment that the school staff works so hard to maintain. In the case of an emergency, the school office should be contacted for assistance.

Notice of Non-Discrimination

The school, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, or any other basis prohibited by law, in educational programs or activities, including vocational and career technology (CTE) programs. Responsive Education Solutions and its schools comply with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by law.

In accordance with Title IX, the district does not discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Questions or concerns about compliance with these federal programs should be brought to the attention of the following persons designated as being responsible for coordinating compliance with these requirements:

For concerns regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and gender-based harassment, contact the Title IX Coordinator, Rosalinda Gonzalez, at 1301 Waters Ridge, Lewisville, TX 75057; (972) 316-3663 ext. 238; TitleIX@responsiveed.com. Reports can be made

at any time and by any person, including during non-school hours, by mail, phone, or e-mail. During school business hours, reports may also be made in person. Upon receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with ResponsiveEd policy.

For concerns regarding discrimination on the basis of disability, contact the Executive Director of Special Education, Dyslexia, & Section 504 Services, Suzan Brown, at 1301 Waters Ridge, Lewisville, TX 75057; (972) 316-3663 ext. 359; specialeducation@responsiveed.com.

For all other concerns regarding discrimination, contact HR@responsiveed.com

Career and Technical Education (CTE) Programs

ResponsiveEd offers a comprehensive program that is designed to prepare students to be successful whether they choose to pursue higher education, technical or trade school, or to enter the workforce after completing their high school education. Course offerings and content are continuously monitored to ensure that programs are current with today's technology and are relevant to the requirements of today's employer. Admission to these programs is based on interest and aptitude, age appropriateness, academic achievement, state and local policy, class space available, and any course prerequisites.

It is the policy of ResponsiveEd not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

ResponsiveEd will take steps to ensure that lack of English skills will not be a barrier to admission and participation in all educational and vocational programs. For additional information about your rights or grievance procedures, please contact the Human Resources department at our home office by calling (972) 316-3663, or contact the Title IX Coordinator or the Section 504 Coordinator, whose contact information is set forth in the Notice of Non-Discrimination section above.

Parking Regulations [H]

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 the student's driver's license and insurance must be on file in the school office.

Parking Fee

Students who drive to campus must park in designated student parking areas. Students may be required to purchase a parking sticker from the school office each year. If required, the failure to purchase a parking sticker will be considered a parking infraction and will result in appropriate disciplinary action. Refer to the Campus Handbook Supplement for additional information.

Operation of Motor Vehicles on Campus

Any law or ordinance regulating traffic on a public highway or street also applies to the operation of a vehicle on campus. In addition to potential city citations for violation of motor vehicle traffic laws or ordinances, students will receive a warning and referral to the Campus Director's office for the following violations:

1. parking in a fire lane,
2. failure to park in a designated student parking area,
3. jumping (driving over) a curb,
4. double parking,
5. parking in a handicapped space or walkway,
6. parking in a crosswalk or ramp,
7. ignoring instructions from school staff monitoring the parking lot, or
8. parking on a water sprinkler.

A student who has had parking privileges revoked may have his or her car towed at the student's expense. All students wishing to exercise their right to drive/park a motor vehicle on campus will be required to submit a vehicle identification form each school year, which will remain on file in the campus office.

Pledge of Allegiance/Minute of Silence

As required by state law, each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Campus Director at the school office to excuse their student from reciting a pledge.

One minute of silence will follow recitation of the pledges. During the one-minute period, each student may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract others. State law does not allow students to be excused from participation in the required minute of silence.

In addition, state law requires that the school provides for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

Religious Expression

Student Expression of Religious Viewpoints

The school shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Religious Expression in Class Assignments

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the

religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

Freedom to Organize Religious Groups and Activities

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other non-curricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination based on the religious content of the group's expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

Prayer

Each student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Respect for All

The school has a diverse student population and strives to maintain an environment of respect and acceptance. Students must not engage in harassing behaviors motivated by ethnicity, gender, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

School Calendar

The school operates according to the annually Board-adopted school calendar. Refer to the Campus Handbook Supplement for procedures relating to the announcement of school closings in the event of bad weather. Holidays may be used as school make-up days for days lost due to bad weather. The latest changes to the calendar will be available on the school website.

School-Day Schedule

Refer to the Campus Handbook Supplement for information regarding the school-day schedule and whether supervision of students before or after school is available.

School Facilities Use

Certain areas of the campus will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the school staff member overseeing the activity gives permission, a student will not be permitted to go to another area of the campus. Unless involved in an activity under the supervision of school staff, students must leave campus once school is dismissed.

School Functions

Students are held responsible for their conduct while in attendance at any school function. A student who is on

campus or in attendance at any school function at any place, night or day, is subject to all regulations of the school and will be governed accordingly. Student identification cards may be required to attend some school functions.

School-Sponsored Trips

Many school-sponsored trips are made each year for the various activities in which students participate. The following regulations govern trips sponsored by the school:

1. Students missing school when on a school-sponsored trip are not counted absent, but are required to make up the work missed. Arrangements should be made with each teacher for make-up work before the trip is made.
2. Students must take the responsibility of observing all safety rules.
3. Students making a school-sponsored trip are under the supervision of a sponsor and are expected to follow the school Student Code of Conduct and dress code.
4. Students may not miss any class more than ten times within the school year, unless they are participating in competition beyond the district level.

Skateboards

Students are not permitted to use their skateboards, scooters, and/or roller blades on campus at any time. If a student is using any of the above instruments as a means of transportation to or from school, he or she must walk and carry the skateboard, scooter, and/or roller blades while on campus. Skateboards, scooters, or roller blades should be kept in a locker or other designated place approved by a teacher or the Campus Director until the end of the school day.

Student Speakers at School Events

Student Speakers at Non-Graduation Events

The school hereby creates a limited public forum for student speakers at all school events at which a student

is to publicly speak. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion. Student speakers shall introduce:

1. athletic events designated by the school;
2. opening announcements and greetings for the school day; and/or
3. any additional events designated by the school, which may include, without limitation, assemblies, and pep rallies.

The forum shall be limited in the manner provided by this section.

Only those students in the highest two grade levels of the school and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the school's sports teams, and other students holding positions of honor as the school may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the school office during an announced period of not less than three days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester, or at the end of the preceding semester, so speakers are in place for the next semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction. Each student may speak for one week at a time for all introductions of events that week, rotate after each speaking event, or otherwise as determined by the school. The list of student speakers shall be chronologically repeated as needed, in the same order. The school may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of

marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event. The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech.

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as,

The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the school.

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions. The school shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Graduation

The school hereby creates a limited public forum consisting of an opportunity for a student to speak to

begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section.

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three academically ranked graduates, or a shorter or longer list of student leaders as the school may designate. A student who will otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the school creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker; the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The school shall treat a

student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

A written disclaimer shall be printed in the graduation program that states:

The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school; the school's employees, administration, or board of trustees; or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the school refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects.

Tardiness

Students who are late to class are designated tardy and will be assigned disciplinary consequences if they are tardy, without an acceptable excuse, on four or more days within a period of 45 rolling school days. Egregious tardiness—e.g., arriving to school after attendance has been taken—will be classified as an absence for the purpose of compulsory attendance enforcement if unexcused.

Nearly all tardiness is avoidable and is excusable only in cases of illness or emergency. To get an excused tardy slip, the student's parent must report to the school office the emergency which caused the delay.

Telephone

Because of the tremendous amount of essential business that must be transacted over the school office

telephones, students are requested not to ask for use of the telephone except in emergencies. The school office staff will deliver messages in cases of emergency. No toll calls from office telephones are to be made by students.

Transfers within the ResponsiveEd Community of Schools

Parents of students under 18 years of age and students 18 years of age and older may request a transfer to another ResponsiveEd community school operated under the same charter by submitting a "Student Transfer Request Form" to the Campus Director at the school office. A "Student Transfer Request Form" may be obtained at the school office.

Transfer Window

Transfer requests are accepted annually in the school office and must be received during the transfer window for consideration. The transfer window coincides with the established open-enrollment period for each year.

In general, transfer requests will not be considered outside the transfer window except for new ResponsiveEd employees within their first month of employment and those who move during the course of the school year. The Campus Director reserves the right to make exceptions in extenuating situations.

Notification of the decision for a transfer request will be communicated in writing by March 1.

The school may delay a decision when the school determines a delay is necessary to properly consider relevant information and operational needs.

Considerations of Transfer Request

Upon receipt of the "Student Transfer Request Form," the Campus Directors of the sending and receiving schools will consider the following factors when approving transfers:

1. overcrowding at the sending and receiving schools;
2. size of the sending and receiving schools;
3. length of time for which the transfer is requested
(The student must intend to remain for the full year.);

4. student attendance history;
5. student discipline history;
6. student academic performance; (i.e., Students must be passing all subjects/courses.)
7. whether the student is a child of a ResponsiveEd employee; and
8. the existence and extent of a waiting list at the receiving school; and
9. extenuating circumstances as determined on a case-by-case basis.

If approved, a transfer student may receive priority status.

Length of Approved Transfers

Once a transfer is granted, the student will transfer as a full-time student to the requested school. The parent may elect a one-time option to request a transfer returning to the student’s sending school at the end of the semester (Grades 9–12) or the end of the year (Grades 1–8).

Reasons for Transfer Revocation

Transfers may be revoked by the receiving Campus Director for any of the following reasons:

1. changes in the facility and/or instructional capacity at the receiving school;
2. falsification of residence, transfer, or enrollment documents; or
3. other relevant factors as determined by the Campus Director.

Once a transfer is revoked, the student must return to his or her sending school. Except when deemed necessary by the Campus Director, no further transfer request will be granted for this student.

Appeals

Decisions regarding student transfers may be appealed in accordance with the school grievance procedure (see “Student or Parent Complaints and Concerns,” p. 72).

Transportation

Students who participate in school-sponsored trips may be required to ride a school vehicle (i.e., a vehicle

driven for school-related business or owned, leased, or rented by the school). The Campus Director, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or if the parent presents—prior to the day of the scheduled trip—a written request that the student be permitted to ride with an adult designated by the parent.

Riding a school vehicle is a privilege. School vehicle drivers have the authority to maintain discipline and require seating charts. When riding a school vehicle, students are held to behavioral standards established in this Handbook and the Student Code of Conduct. Students must:

1. follow the driver’s directions at all times;
2. enter and leave the vehicle in an orderly manner;
3. keep feet, books, instrument cases, and other objects out of the aisle;
4. not deface the vehicle or its equipment;
5. not put head, hands, arms, legs, or any object out of any window; and
6. wait for the driver’s signal in order to leave or cross in front of the vehicle.

Only designated students are allowed to ride in the vehicle. Students may neither ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities.

If a special needs student is receiving bus transportation as a result of an Individual Education Plan (IEP), the Admission Review and Dismissal (ARD) Committee will have the discretion in determining appropriate disciplinary consequences.

Use of Student’s Image/Information

Photographs of students (including video images) along with student names, activities, honors, and achievements will be allowed for use in official school projects and events unless a parent specifically requests in writing that such usage be denied. Individual student photos for official campus identification cards may be taken as required.

Displaying a Student’s Artwork, Projects, Photos, and Other Original Work

Teachers may display student work in classrooms or elsewhere on campus as recognition of student achievement. However, the school will seek parental consent before displaying student artwork, special projects, photographs taken by students, and other original works on the school website, on any campus or classroom website, in printed materials, by video, or by any other method of mass communication. The school will also seek consent before displaying or publishing an original video or voice recording in this manner.

Visitors

Parents and other visitors are welcome to visit the campus. No visitors will be allowed in any part of the building without first obtaining approval from the school office. The school will take the following actions when there is a visitor at the school:

1. The visitor must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID.
2. 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.
3. The school will verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by the school. Visitors identified as sex offenders shall be escorted by school staff at all times during a school visit.
4. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

Visits to individual classrooms during instructional time are permitted only with approval of the Campus Director and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Volunteers

ResponsiveEd encourages parents, guardians, grandparents, or other relatives of students to volunteer with the school. Anyone who is interested in participating as a volunteer must submit an application and register as a volunteer with the Campus Director. While the school encourages volunteerism, the safety of each student is vital. In accordance with state law and to ensure the safety of students, annual criminal history background checks for volunteers are required. “Volunteer” means any person who regularly provides services for or on behalf of the school, and includes a person volunteering for a single field-trip or event, on school premises or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses. All volunteers must clear the background check before they can begin volunteer work and must provide an official form of identification. Volunteers must adhere to any and all volunteer guidelines and directions given by the school.

Withdrawals

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. Less than three days’ notice may result in forms being mailed. A withdrawal form may be obtained from the school office.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature. In all cases, withdrawal forms must be appropriately completed and signed before withdrawal is complete.

The school may initiate withdrawal of a student for non-attendance if:

1. the student has been absent ten consecutive school days and repeated efforts by the school to locate the student have been unsuccessful, or
2. the student is 18 years of age or older has more than five unexcused absences in one semester.

SECTION II: HEALTH AND SAFETY INFORMATION

Student safety on campus and at school-related events is a high priority of the school. Although the school has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

1. avoid conduct that is likely to put the student or other students at risk;
2. follow the behavioral standards in this Handbook, including the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Campus Director, teachers, or school staff;
3. remain alert to and promptly report to school staff safety hazards, such as intruders on campus and threats made by any person toward a student or school staff;
4. know emergency evacuation routes and signals;
5. immediately follow the instructions of school staff who are overseeing the welfare of students; and
6. make anonymous reports about school safety concerns by contacting the Executive Director of Safety and Security, Steve Chaney, at (972) 316-3663 ext. 261; safety@responsiveed.com.

Asbestos Management Plan

The school has every facility inspected for asbestos before use by a licensed Asbestos Hazard Emergency Response Act (AHERA) inspector. An Asbestos Management Plan is created for the school in accordance with federal regulations by AHERA. Parents may view the Asbestos Management Plan by contacting the school office.

Bacterial Meningitis

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with

the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Students and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both students and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing and sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Using good health practices such as covering your mouth and nose when coughing or sneezing and washing your hands with soap and water can help stop the spread of the bacteria. Students should not share food, drinks, utensils, toothbrushes, or cigarettes. Students should limit the number of persons they kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90%) and can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

The Texas Department of State Health Services requires at least one meningococcal vaccine (MCV4) in Grade 7. One dose of quadrivalent meningococcal conjugate vaccine is required on or after the student's 11th birthday. If a student received the vaccine at ten years of age, this will satisfy the state's requirement.

What should students do if they think they or a friend might have bacterial meningitis?

Students should seek prompt medical attention.

Where can students get more information?

A family doctor and the staff at the local or regional health department office are excellent sources for information on all communicable diseases. Parents and students may also call the local health department or Regional Texas Department of Health office to ask about the meningococcal vaccine. Additional information may also be found at the following websites for the Centers for Disease Control and Prevention www.cdc.gov and the Texas Department of State Health Services www.dshs.state.tx.us.

Child Abuse and Other Maltreatment Reporting and Investigations

District Plan

The district has established a plan for addressing child abuse, sex trafficking, and other maltreatment of children,

which may be accessed at: responsiveed.com/child-abuse-and-other-maltreatment.

Reporting Procedures

A person who suspects that a child is neglected, being abused, or is a victim of sex trafficking has a legal responsibility under state law to report such suspected abuse to Child Protective Services at 1 (800) 252-5400 or the local police department at 911.

Students who believe they are the subjects of sexual abuse or other maltreatment should report the incident immediately to a teacher or the Campus Director.

If a parent has cause to believe that a student has been or may be abused or neglected at school, the parent shall immediately notify the Campus Director at the school and make an oral report to Child Protective Services at 1 (800) 252-5400 or the local police department at 911.

Counseling Services

Counseling services will be made available for students affected by sexual abuse or other maltreatment.

Additional Information

Additional information regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, may be found at the following Texas Education Agency website: <https://tea.texas.gov/texas-schools/health-safety-discipline/child-abuse-prevention/child-abuse-prevention-an-overview>.

Staff Training

All members of the school staff are trained annually in child abuse awareness, child sexual abuse, trafficking, neglect, and other maltreatment of children, including maltreatment of children with significant cognitive disabilities and reporting procedures.

Student Interviews at School

The school cooperates with official child abuse investigators as required by law. The school may not interfere with an investigation of a report of child abuse or

neglect conducted by the Texas Department of Family and Protective Services (DFPS). The school shall permit the investigator to conduct the required interview with the student at any reasonable time at the school. The school may not require the investigator to permit school staff to be present at a student interview conducted at school.

Notification of Parents

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parents if necessary.

Children of Military Families

Children of military families will be provided flexibility regarding certain school requirements, including:

1. immunization requirements;
2. grade level, course, or educational program placement;
3. eligibility requirements for participating in extracurricular activities; and
4. graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the school. The school will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Cold/Heat/Ozone Guidelines

Weather conditions can pose a risk to the health of students. The following guidelines are intended to assist when making decisions regarding outside activities during periods of high heat or heat index, when there is an ozone warning or when other atmospheric conditions pose a health risk to students. Activity results in the loss of body fluids. Excessive heat and/or humidity increase the

amount of fluid loss. The body needs a cool-down period to readjust itself to the cooler temperatures within the building. Efforts will be made to make sure that students consistently drink fluids so they do not dehydrate. If a student becomes thirsty, he or she is already under-hydrated. Fluids are especially important before any physical activity or before leaving an air-conditioned environment. Many medications prescribed for therapeutic purposes can potentially affect heat tolerance. Some students on medication have an impaired ability to dissipate heat from the body due to their medical conditions.

Parents should notify the school in writing if they do not want their children to go outside on days other than those mentioned above for recess or any other outside activity.

Hot Temperatures

When the temperature or heat index rises to 95 degrees or the ozone alert is orange, outdoor recess or activities should be limited to ten minutes.

When the temperature or heat index rises to 100 or the ozone alert is red or purple, no outside recess or activities should be allowed, except for normal dismissal procedures, but caution will be used during dismissal time to keep exposure to heat at a minimum.

Parents are encouraged to dress children in cotton material, loose fitting, lightweight, and light colored clothes. Parents are encouraged to provide a balanced diet including four to five servings of fruits and vegetables daily. These foods are not only natural sources of vitamins and electrolytes, but provide additional water to the body.

To the extent possible schedules will be rearranged so that outside activities can occur in the mornings, when the temperature is cooler. Discretion will be used to decrease outside activities when seasonal temperatures and humidity exceed those normal for this area. Vigilance in hydrating students before, during, and after outside activities will be used.

Efforts will be made to ensure that all staff members are aware of the signs, symptoms, and treatment procedures for heat-related illnesses. A cool-down period once the

students return to the building from outside activities will be encouraged.

Efforts will be made to ensure that students are aware that metal parts, including swing chains, metal slides, metal wheels, screws, and bolts will be hot and to avoid them as much as possible during this time.

During these times of heat, it is advised that students are to be kept inside the building while waiting for a bus, daycare van, or parent pick-up.

Cold Temperatures

During times of excessive cold weather, the following precautions should be taken:

When the temperature or wind chill is at or below 25 degrees, no outdoor recess or activities should be allowed. Parents are encouraged to dress children in appropriate cold weather clothing, including dressing in layers during the cold weather months.

If students do not have appropriate outerwear, they will be kept indoors.

Efforts will be made to ensure that all staff members are aware of the signs, symptoms, and treatment procedures for cold-related illnesses. During these times of cold, it is advised that students are to be kept inside the building while waiting for a bus, daycare van, or parent pick-up.

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If school staff suspects that a student may have a contagious disease based on signs or symptoms the student has, staff will exclude the student from attendance until all suspicious symptoms are gone or until the child's physician documents that the student may return to school. Parents of a student with a communicable or contagious disease should keep their child home and phone the school office so that other students who might have been exposed to the disease can be alerted.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas

Department of State Health Services (DSHS) or to our local/regional health authority. A list of notifiable conditions can be found on the DSHS website. The school office can also provide information from DSHS on the notifiable conditions.

ResponsiveEd will follow the county, state, and the Centers for Disease Control and Prevention guidance regarding epidemics and pandemics such as COVID-19, including the guidelines from the Texas Education Agency (TEA). See the ResponsiveEd website for additional information and updates regarding how a current epidemic or pandemic like COVID-19 impacts school operations.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than three consecutive days because of personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and if so, would be in violation of compulsory attendance laws.

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, school staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an "Emergency Care Consent Form," which includes information about their student's allergies to medications, etc. Parents should keep emergency care information current (e.g., name of doctor, emergency phone numbers, allergies, etc.). An updated "Student Health Form" will be required at the beginning of each school year. Please inform the school office of any changes that occur during the school year. The parent and/or guardian is responsible for all incurred costs related to the student's emergency medical treatment.

Fire, Lock-Down, and Disaster Drills

Fire drills are conducted for two purposes:

1. to train students to leave the building orderly and quickly in case of an emergency alarm, and
2. to teach self-control in times of emergency.

When the fire alarm is sounded, all students should immediately walk out of the room and proceed to the designated exit. They should walk in an orderly manner, with no talking or pushing. When the students reach the safety zone designated by the teacher, they should face the building but remain in line.

In addition to fire drills, lock-down or disaster drills will also be conducted. Refer to the Campus Handbook Supplement for specific procedures relating to fire and disaster drills.

Food Allergies

Immediate notification should be made when students have been diagnosed with an allergy that could result in dangerous or possible life-threatening reactions either by inhalation, ingestion, or skin contact with a particular food. It is important to disclose the food to which the student is allergic to, as well as the nature of the allergic reaction. Please contact the school office if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The parent of each student enrolled in the school must complete the school's "Food Allergy Form." The school may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 (FERPA).

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines

for the Care of Students with Food Allergies At-Risk for Anaphylaxis."

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/. For additional information regarding food allergy administrative procedures and guidelines, please contact the Director of Health Services, Sherrie Calvert, at 1301 Waters Ridge, Lewisville, TX 75057; (972) 316-3663 ext. 291; healthservices@responsived.com.

Head Lice

Head lice, although not an illness or a disease, are very common among children and are spread very easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, school staff will contact the student's parent or guardian to have them picked up. More information on head lice can be obtained from the DSHS website at www.dshs.state.tx.us/schoolhealth/lice.shtm.

When an elementary student has head lice, the school will also provide written notice to the student's parent and the parents of each child assigned to the same classroom as required by state law.

Healthcare Appointments

A student may be excused for a temporary absence resulting from a visit to healthcare professionals if that student begins classes or returns to school on the same day of the appointment. A note from the healthcare professional must be provided to the school office upon return of the student to school. Students whose absences are excused for these reasons may not be penalized for that absence and will be counted as if the student attended school for attendance purposes. The student will be allowed a reasonable time to make up the missed school work.

Health Screenings

Students in mandated grades are required under state law to be screened for vision and hearing deficiencies, spinal curvature, and Type 2 diabetes. For information on spinal screening by an outside professional, please contact campus level health services staff.

Exemption

A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent must submit to the school office on or before the day of the screening procedure an affidavit stating the objections to screening.

Homeless Students

Please inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

Children experiencing homelessness will be provided flexibility with respect to the following:

1. proof of residency requirements;
2. immunization requirements;
3. education program placement in some instances, such as inability to provide previous academic records;
4. award of partial credit;
5. eligibility requirements for participation in extracurricular activities; and
6. review of graduation requirements.

For more information on services for homeless students, contact the district's McKinney-Vento Homeless Liaison, Colleen Randazzo, at 1301 Waters Ridge, Lewisville, TX 75057; (972) 316-3663 ext. 291; McKinneyVento@responsived.com.

Illness during School Hours

A student who becomes ill during school hours is to report to the teacher, who will then send him or her to the

school office. No student is allowed to go home without the parent being notified. Students are not to call parents from school phones or cell phones asking to go home; such calls are to be made from the school office by school staff. A parent/guardian will not be called for each clinic visit. A parent/guardian will be notified by phone call or clinic information form of the following types of injuries or illnesses:

1. head injury – potential for delayed repercussions/possible concussions
2. vomiting, diarrhea, and/or fever greater than 100.0 degrees Fahrenheit – potential for a contagious condition/illness
3. ineffective medication regimen – such as, but not limited to, asthma inhaler; diabetes management, ADHD
4. life-threatening occurrences
5. orthopedic injuries that are not relieved with rest and ice
6. any injury/illness deemed necessary by the nurse

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. Students should stay home from school due to illness if any of the following are present:

1. fever of 100.0 degrees Fahrenheit or higher in the past 24 hours;
2. vomiting and/or diarrhea in the past 24 hours;
3. itchy, red eyes with discharge;
4. unknown rash;
5. ringworm (until treatment has been started);
6. live head lice; or
7. jaundice.

An updated list of conditions for which the school must exclude students for health reasons can be provided by the school office. To protect students at school, students assessed with any of the signs and symptoms listed above will be sent home.

Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reason of conscience, Responsive Education Solutions can honor only official forms issued by the Texas Department of State Health Services (DSHS) Immunization Branch. This form may be obtained by writing the DSHS Immunization Branch (MC1946), P.O. Box 149347, Austin, TX 78714-93447, or online at corequest.dshs.texas.gov.

The form must be notarized and submitted to the school office within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. These forms expire after two years.

Each student shall be fully immunized against diphtheria, tetanus, rubeola (measles), mumps, rubella, and poliomyelitis (polio). Students in Kindergarten through Grade 12 shall have the following additional vaccines according to the immunization schedules set forth in DSHS regulations: pertussis, hepatitis A, hepatitis B, and varicella (chickenpox). Students enrolling in Grade 7 through Grade 12 are required to have one dose of meningococcal (MCV4) vaccine on or after the student's 11th birthday. In accordance with state laws and regulations, additional vaccines may be required by DSHS and/or local health authorities in specific situations pursuant to a control order containing control measures.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chickenpox); and meningococcal (MCV4). The school staff can provide information on age-appropriate doses or an acceptable physician-validated history of illness required by the DSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student is not immunized for medical reasons, the student or parent must present a certificate signed by a

U.S. licensed physician stating that in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

Provisional Enrollment

A student can be enrolled provisionally for no more than 30 days from the first day of attendance if he/she:

1. is transferring from a Texas school to a Texas school and is awaiting the transfer of the immunization record; or
2. is a dependent of a parent who is Active Duty Military with a valid ID card and is awaiting the transfer of the immunization record.

A student who is homeless, as defined in the McKinney Vento Homeless Assistance Act or a student who is a child in foster care shall be enrolled temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to an appropriate health provider to obtain the required vaccinations.

Should on day 30 of the provisional enrollment an up-to-date compliant immunization record is not received, then the student will be excluded from school and marked absent until the record is provided.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate required vaccine. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. The school shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Immunization Records Reporting

The school's record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and the Texas Department of State Health Services and transferred to other schools associated with the transfer of the student to those schools.

Injuries/Accident Insurance

The school is not responsible for medical costs associated with a student's injury nor is the school responsible for medical costs associated with injuries to parents, visitors, or volunteers. At the beginning of each school year, the school does make available, however, an optional, low-cost student accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her student will be responsible for paying insurance premiums and submitting claims.

Investigations and Searches

Students shall not place, keep, or maintain any article or material prohibited by school policy or that would lead school officials to reasonably believe that it would cause a substantial disruption at school or at a school-sponsored or school-related function. Campus Directors and teachers have the right to question students regarding their conduct or the conduct of others.

In the interest of promoting student safety and attempting to ensure that the school is safe and drug free, school administrators may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

School staff may conduct searches of a student's outer clothing, pockets, personal property/belongings (backpack, etc.), and vehicles on school property and

property under school control in accordance with law and Board policy. Searches will be conducted based on (1) reasonable suspicion or (2) securing the student's voluntary consent. Consent obtained through threat of contacting parents or the police authorities is not considered to be voluntarily given. Unless an emergency or urgent circumstances exist, searches shall be conducted by the Campus Director or Assistant Campus Director, or his or her designee, and with another staff member present for the search.

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the school will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the school may contact law enforcement officials. The school may contact law enforcement even if permission to search is granted.

Lockers, desks/offices, school provided technology, and other school property is subject to search or inspection at any time without notice, and with or without the presence of the student. Students should have no expectation of privacy in school property. Students are responsible for any item found in school property that has been provided to the student that is prohibited by law, school policy, or the Code of Conduct.

Students are responsible for prohibited items found in their possession, including items in their personal belongings or vehicle. The parent will be notified if any prohibited items are found in the student's possession.

Random Drug Searches [M] [H]

In order to ensure a drug-free learning environment, the school conducts random drug searches of the school facilities. The school may use or contract for specially trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. Canine visits may be unannounced. The dogs shall not be asked to alert on students. At any time, trained dogs may be used around lockers and the areas around vehicles parked on campus. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in

a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

262.104 of the Texas Family Code relating to the student's physical health or safety.

Law Enforcement Agencies

Procedures for Law Enforcement Interviews

The following procedures shall be followed when law enforcement officers and other lawful authorities want to question or interview a student at the school:

1. The school shall verify and record the identity of the official and request an explanation of the need to question or interview the student at school.
2. The school shall make reasonable efforts to notify the student's parent.
3. Unless prohibited by law or when the student has been arrested or taken into police custody, a school staff member shall be present during the questioning or interview.

When the investigation involves allegations of child abuse, special rules apply (see "Child Abuse and Other Maltreatment Reporting and Investigations," p. 20).

Procedures for Assuming Custody of Student

The school shall permit a student to be taken into custody:

1. pursuant to an order of the juvenile court;
2. pursuant to the laws of arrest;
3. by a law enforcement officer if there is probable cause to believe the student has engaged in conduct that violates a penal law, delinquent conduct or conduct in need of supervision, or conduct that violates a condition of probation imposed by the juvenile court;
4. by a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court;
5. pursuant to a properly issued directive to apprehend; or
6. by an authorized representative of the Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in Section

Medication Policies

All Medication

Medicine At School – No Tolerance Policy

Responsive Education Solutions has a "no tolerance" policy for students in possession of medication of any kind, **including herbal supplements, vitamins, and all over-the-counter medications, including cough drops/lozenges.** All medications must be delivered and picked up by a parent or guardian. Students are not allowed to drop off or take home their medication(s) from the school clinic. All medications are to be stored in the first aid office with the exception of prescribed medications for the treatment of asthma, anaphylaxis, and diabetes. Please see the designated health person on your campus if your child has one of these conditions.

Students with asthma or anaphylaxis may carry prescribed inhalers or medications, provided written authorization from the parent or guardian is given to the campus, **as well as a written statement from the student's physician or licensed healthcare provider stating that the student has asthma or anaphylaxis and is capable of self-administering the prescribed medication.** The campus may provide you with a form if one is needed. The physician must also provide written information of the name and purpose of the medication and the prescribed dosage. All medications *must* be examined and approved by the designated health person and *must* also have the prescription label on the medication.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity.

All other medications must be stored in the campus clinic in the original container clearly labeled with the student's name. Failure to store medication in the campus clinic or follow the above mentioned procedure may result in serious disciplinary action.

Medication Guidelines:

1. All medication must be stored in the clinic except in special circumstances for a student with asthma, diabetes, or a life-threatening allergy.
2. All prescription medication **MUST** be in the original container with the pharmacy prescription label. No more than **two weeks' supply** of medication in a prescription labeled bottle shall be brought to the clinic at one time. **ALL** prescription medication will be counted and documented upon arrival to the campus.
3. Over-the-counter medication **MUST** be in the original container with the student's name on the container. Due to limited storage, no more than a **30-count container** shall be stored in the clinic. Over-the-counter medications may be left in the clinic during the entire school year with a parent's signature. We are unable to store any medication at the school during the summer and will dispose of all medication left in the clinic after the last day of school.
4. Over-the-counter medications will be given according to the label on the package unless otherwise directed by a physician.
5. Over-the-counter medications will not be given for more than five consecutive school days without a physician's signature.
6. Medication Administration Form must be complete with the parent's signature.
7. Medications are to be brought to the clinic by the parent or guardian. Only an adult may pick up medications from the clinic.
8. All prescription medication given over ten days will **require** a physician's signature.
9. No medication container may contain more than one type of medication.
10. Medications prescribed or requested to be given three times per day or less are not to be given at school unless it is determined that a special need exists.
11. A student **MAY NOT** share medication with another student. **Siblings MAY NOT share medication.**
12. Campus personnel do not administer dietary or herbal supplements unless required by the student's IEP or Section 504 plan for a student with disabilities.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs.

Prescription Medication

Prescription medication administered during school hours must be prescribed by a physician or advanced nurse practitioner (ANP) and filled by a pharmacist licensed in the state of Texas.

Prescription medication labels must include the student's name and instructions, and be clearly legible.

Written instructions from a physician or ANP are required and must include the following information:

1. name of the student,
2. name of the medication,
3. reason the medication is being given,
4. specific amount to be given,
5. time the medication is to be given, and
6. the method used to administer the medication.

Changes to daily medications require written instruction from the physician or ANP and written permission from the parent. Parents are responsible for advising the school office that a medication has been discontinued.

Asthma and Anaphylaxis Medication

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions may be allowed to possess and self-administer prescription medications for those conditions during the school day or at school-related events. Student possession and self-administration of asthma or anaphylaxis medication at

school require the student to demonstrate his or her ability to self-administer the medication for the physician or licensed healthcare provider and the Campus Director. Requirements also include written authorization from the student's parent and physician or other licensed healthcare provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. With these safeguards in place, the student may possess and self-administer his or her prescribed medication at his or her discretion during school hours or at school-related events.

Written authorizations to self-administer asthma or anaphylaxis medication should be updated annually unless otherwise indicated by the physician.

Medication in a student's possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

Diabetes Management

Students with diabetes may possess equipment and medication used in the treatment of diabetes during the school day and at school-related events given certain conditions. According to Texas Health and Safety Code Chapter 168, a diabetes management and treatment plan must be developed and implemented by the student's parent and the physician responsible for the student's diabetes treatment. This plan must evaluate the student's ability to manage diabetes and his or her level of understanding of diabetes and must be signed by the parent and physician responsible for the student's diabetes treatment. An individual health plan must be implemented by the school and must incorporate components of the student's diabetes management and treatment plan. In accordance with the student's individualized health plan, which incorporates the diabetes management and treatment plan signed by the parent and physician that indicates the student's ability to manage diabetes and his or her level of understanding of diabetes, a school shall permit a student to attend to the management and care of his or her diabetes, which may include:

1. performing blood glucose level checks;
2. administering insulin;
3. treating hypoglycemia and hyperglycemia;
4. possessing necessary monitoring and treatment equipment designed for diabetes care; and
5. attending to the management of his or her diabetes in the classroom, in any area of the school grounds, or at any school-related activity.

Mental Health Services

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following websites or contact the school for more information related to mental health services and to find mental health services available in your area:

- texassuicideprevention.org
- www.dshs.state.tx.us/mhservices-search

Pest Control Information

The school periodically applies pesticides inside school buildings and on school grounds. Except in an emergency, signs will be posted 24 hours before application. Parents who want to be notified prior to a pesticide application may contact the Campus Director or school office.

Physical Restraint

School staff may, within the scope of their duties, use and apply physical restraint to a student that they reasonably believe is necessary in order to:

1. protect a person, including the person using physical restraint, from physical injury;
2. obtain possession of a weapon or other dangerous object;
3. protect property from serious damage;
4. remove from a specific location a student refusing a lawful command of school staff, including a classroom or other school property, in order to restore order or impose disciplinary measures;

5. restrain an irrational student; or
6. prevent the student from fleeing when fleeing would put other students or others in danger.

Private Service Providers on Campus

Private service providers are not permitted to provide services to students on school campuses during the school day. A private service provider is a provider that is not providing services as part of a student IEP or IAP, but rather has been employed or contracted by a parent, at a parent's option and expense, to provide services to a student. The provider may be an agency representative or individual providing services on behalf of parents or an agency for a child or adult student. Such providers may include, but are not limited to, tutors, psychologists, counselors, occupational therapists, educational therapists, physical therapists, nurses, and speech therapists.

Any request or inquiry for providers to be permitted to be on campus during the school day, or for a student to be frequently removed during the school day for private provider services, should be submitted in writing and sent to the Executive Director of Special Education, Dyslexia, & Section 504 Services for review by the ARD/IEP or 504 Committee if the request is for a student with disabilities. For general education students, requests should be sent to the Regional Director for review.

If a parent or guardian removes a student during the school day, or authorizes an agency to remove a student during the day for private provider services, time away from school must be minimized and should be, to the extent possible, provided before and after school so the student does not miss instructional time.

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management plan and treatment plan to the school before the beginning of the school year or upon enrollment of the student, or as soon

as practicable following a diagnosis of a seizure disorder for the student.

The plan must be developed with the assistance of a physician and must identify the healthcare services the student may receive at school or while at a school activity; evaluate the student's ability to manage and level of understanding of the seizures; and be signed by the parent and the student's physician.

Service Animals

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the Campus Director at least ten business days before bringing the service animal on campus. The written request should contain the following information:

1. the name of the student handler;
2. the type of service animal (dog or other);
3. the name of the service animal;
4. a brief description of why the animal is required because of a disability; and
5. a brief description of the work or task the animal has been trained to perform.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school office. The school office can provide a list of community resources that may be of assistance to you. The Texas Department of State Health Services maintains information regarding children's mental health and substance abuse intervention services on its Mental Health and Substance Abuse website: www.dshs.texas.gov/transition/mhsa.aspx.

Surveillance Cameras/ Video Recordings

For safety purposes, including the maintenance of order and discipline, surveillance cameras may be used to monitor student behavior in classrooms, on school vehicles, and school common areas. Video recordings may be reviewed routinely to document student misconduct and used by school staff when investigating an incident. Audio and video recordings will not be available for parent viewing due to the Family Educational Rights and Privacy Act (FERPA).

Threat Assessment and Safe and Supportive School Team

The Campus Director will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action under the Code of Conduct.

SECTION III: ACADEMICS AND GRADING

Class Rank/Top Ten Percent [H]

Final class rank will be determined at the end of the spring semester (before graduation) each school year.

Students who are in the top ten percent of their graduating class, or the valedictorian of the student's high school graduating class in one of the two school years preceding the academic year for which the student is seeking admission, are eligible for automatic admission to most public universities in Texas under admissions policies.

To be eligible for automatic admission, a student must:

1. graduate in the top ten percent of his or her class;
2. graduate on the Recommended, Distinguished Achievement Plan, or the Foundation High School Program (HSP) with Distinguished Level of Achievement;
3. enroll in college no more than two years after graduating from high school; and
4. submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).

Students admitted through this route may still be required to provide American College Test (ACT) or Scholastic Aptitude Test (SAT) scores. Students may also have to take the Texas Success Initiative Assessment (TSIA 2.0) unless exempted from the test requirement. Check with the admissions office regarding the TSIA 2.0, SAT, and ACT requirements.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental course or intervention to prepare the student for success in college-level courses.

Admission to a university does not guarantee acceptance into a particular college of study or department. **Remember that students may not be admitted, even if they are eligible, if they do not meet the admission deadline.**

Grade Level Classification [H]

Grade level classification of students is composed of two requirements:

- units of credit for each grade
- sequence of courses for each grade and prerequisites for each course as described:

Class of 2018 and thereafter (incoming freshmen of 2014–2015) are classified based on these units of credit:

- Sophomore 7 units of credit
- Junior 13 units of credit
- Senior: 19 units of credit

Grade 9 (Freshman)

- ✓ English I
- ✓ Algebra I
- ✓ Biology *or* IPC
- ✓ World Geography
- ✓ Language Other Than English (LOTE) 1 *or* LOTE 2
- ✓ Physical Education (PE) (0.5 credit)
- ✓ Electives (1.5 credit)

Grade 10 (Sophomore) 7+ Credits

- ✓ English II
- ✓ Geometry *or* Math Models *or* Algebra II
- ✓ Biology *or* IPC *or* Chemistry
- ✓ World History
- ✓ LOTE 2
(must be in the same language as LOTE 1)
- ✓ Communications Applications—Speech (0.5 credit)
- ✓ PE (0.5 credit)
- ✓ Electives (1.5 or 2 credits)

Grade 11 (Junior) 13+ Credits

- ✓ English III
- ✓ Geometry *or* Math Models *or* Algebra II
- ✓ Chemistry *or* Physics *or* Astronomy *or* Aquatic Science *or* Environmental Systems

- ✓ U.S. History Since 1877
- ✓ Fine Arts (1 credit)
- ✓ College and Career Transitions Course (0.5 credit)
- ✓ Electives (1.5 credits)

Grade 12 (Senior) 19+ Credits

- ✓ English IV
- ✓ Algebra II *or* Pre-Calculus
- ✓ Physics *or* Astronomy *or* Aquatic Science
or Environmental Systems
- ✓ Government (0.5 credit)
- ✓ Economics (0.5 credit)
- ✓ College and Career Transitions Course (0.5 credit)
- ✓ Electives (0.5 credit)
- ✓ CPR requirements (CPR, Peace Officer
Interaction, FAFSA application requirements,
and any additional local credits)

Total of 26 credits.

Students cannot be enrolled in two courses in the same content area simultaneously without approval from the Vice President (VP) of Academic Systems.

Various ResponsiveEd school brands may offer additional courses and have more stringent graduation requirements than those listed above. Refer to the Campus Handbook Supplement for details.

College Days [H]

High school students who meet the following criteria will be allowed to have two excused days of absence for a college or Armed Forces visit during their junior year and two excused days of absence for a college or Armed Forces visit during their senior year:

1. The student must have passed the required parts of the State of Texas Assessments of Academic Readiness (STAAR®)/End-of-Course (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 course work.

5. The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

The student will be required to make up any work missed, but will not be charged with an absence if official documentation of the visit is received by the school office within one week. Official documentation will be:

1. a letter on the college official letterhead giving the student's name, date, and reason for visit; and
2. an official visitation form from the college dated with the student's name and signed by a college official.

If the college visit cannot be made on the date specified on the approved written request, a new request must be submitted for consideration.

College Requirements [H]

Most colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with school staff during their junior year to determine the appropriate exam to take, as entrance exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, most students may need to take an assessment test, such as the Texas Success Initiative Assessment (TSIA 2.0).

The ACT

The ACT is a three-hour, multiple-choice test measuring achievement in four areas: English, mathematics, reading, and science reasoning. The writing test, which is optional, measures skill in planning and writing an essay. Each sub-test yields a score of 1–36. Averaging the four sub-tests produces a composite score that also is reported on a scale of 1–36.

The SAT

The SAT (Reasoning Test) is a three-hour and forty-five minute test of critical reading, writing, and mathematical abilities administered by the College Board. Students will receive a combined score in the range of 400–1600. As of June 2021, the College Board will no longer offer the SAT subject test or optional essay.

The TSIA 2.0

The TSIA 2.0 is designed to measure college readiness skills in the areas of reading, writing, and math. Students planning to enroll in college level coursework may need to take the TSIA 2.0, which will be available in the majority of district high schools.

Texas high school students planning to enroll in college courses that count for both high school and college credit under their school's dual-credit or concurrent enrollment program are required to meet the program's requirements. These requirements may include passing the TSIA 2.0. Consult your Campus Director for the district's concurrent enrollment policies and with your college advisors for their admissions policies. Even students who wish to take dual-credit courses or to concurrently enroll in high school and college may need to have TSIA 2.0 scores prior to enrolling in college courses. TSIA 2.0 is not an admissions test. It will not limit students' access to college, but may determine that remedial coursework must be taken in college. Students may be exempt from the TSIA 2.0 if they score sufficiently high on the ACT, SAT, or EOC tests. Students must score at or above the following to be exempt from the TSIA 2.0:

- **ACT** – composite score of 23 with a minimum of 19 on both the English and math tests; or
- **SAT** – minimum math score of 530 and minimum EBRW (Evidence Based Reading and Writing) score of 480; or
- **STAAR®/EOC** – Check with college admissions office.

Students who complete courses and earn credits through dual-credit programs will have to take the appropriate state assessments.

Non-citizen, In-state Tuition at Public Post-Secondary Institutions in Texas

Effective since fall 2001, Texas Law HB 1403 enables immigrant students, including undocumented, to qualify as Texas residents and pay in-state tuition. This tuition is much lower than the tuition paid by international students. In August 2005, the state Congress approved a new law SB 1528 that expands the benefits of HB 1403. To qualify under SB 1528, students must meet the following four provisions:

- graduate from a public or private high school, or receive a GED, in Texas;
- reside in Texas for at least the three years leading up to high school graduation or receiving a GED;
- reside in Texas for the 12 consecutive months right before the semester he/she is enrolling in college; and
- provide the institution an affidavit stating that he/she will file an application to become a U.S. permanent resident as soon as he/she is eligible to do so.

Other restrictions may apply. Check with the counselor at your high school. The student must be eligible for state aid.

Contact your Campus Director for questions or more information, or visit www.collegeforalltexas.com.

Credit Recovery

A student who had previously taken a course—but did not receive credit for it—may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, a non-accredited public or private school, correspondence courses, or independent study supervised by a teacher. The Campus Director must approve the student's eligibility to take an exam. If approval is granted, the student must score at least 70 on the exam to receive credit for the course. Testing may be administered at any time throughout the school year and no district application is required.

Credit by Examination [H]

Without Prior Instruction (if a student has not taken the course)

A student may be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. A student will earn credit with a passing score of at least 80 on the exam. A student may not attempt to earn credit by examination for a specific high school course more than two times. If the student failed to earn the credit, the student must be enrolled in the class to complete the course. Additionally, students are limited to two credits by this process per academic year and they must take the appropriate STAAR®/EOC test. Tests are administered upon submission and approval of a district application.

Graduation Expenses [H]

Because students and parents will incur graduation expenses—such as the purchase of invitations, senior ring, cap and gown, senior pictures, etc.—both students and parents should monitor progress toward completion of all requirements for graduation.

Graduation Programs [H]

A more flexible graduation program that allows students to pursue their interests is in place for students who entered high school beginning in the 2014–2015 school year and thereafter. **[SEE ADDENDUM FOR SPECIFIC REQUIREMENTS FOR GRADUATION PLAN]**

The Foundation Graduation Program includes four parts:

1. A 22 credit Foundation program which is the core of the Texas high school diploma
2. Five endorsement options that allow students to focus on a related series of courses
3. A higher performance category called Distinguished Level of Achievement
4. Performance Acknowledgments that note outstanding achievement

All incoming 9th graders will be enrolled under the Distinguished Level of Achievement graduation plan and

must select an Endorsement. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can choose from five endorsement areas: Science, Technology, Engineering and Math (STEM); Business and Industry; Public Service; Arts and Humanities; or Multidisciplinary Studies. The availability of endorsements will vary by ResponsiveEd school brand and location.

A student may be permitted to take the basic Foundation Graduation Program without Endorsements and/or Distinguished Levels of Achievement only after:

1. The student has completed their sophomore year;
2. The student and student's parent(s) have been advised of the specific benefits of graduating with an endorsement, including but not restricting acknowledgement that graduating without an endorsement may not satisfy the admission requirements of many four-year universities or colleges; and
3. The student and student's parent(s) have submitted written acknowledgement to the Campus Director, signed by all parties, that the student should be permitted to take the basic Foundation Graduation Program.

After having satisfied the above criteria to move to the Foundation Graduation Program, a student has the right—and is encouraged—to pursue at any time course requirements necessary to satisfy an Endorsement and/or Distinguished Level of Achievement.

Foundation Graduation Program

The Foundation Graduation Program Distinguished Level of Achievement allows students to best prepare for the transition to post-high school education or quality workforce training. Students must choose a plan and courses that will prepare them for college access and success. Therefore, students entering Grade 9 during the 2014–2015 school year and thereafter shall be enrolled in the Foundation Distinguished Level of Achievement graduation program in order to be best prepared for college. It requires 26 credits to include a total of four credits in math, including Algebra II; a total

of four credits in science; and successful completion of an endorsement in an area of interest. Furthermore, it will also allow students to compete for the Top 10% automatic admissions eligibility at most Texas public universities.

Graduating under the Foundation Graduation Program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are awarded for outstanding performance in a dual-credit course; on an AP or IB exam; on the PSAT, ACT-Inspire, SAT, or ACT exam, which are national exams; or for earning a state, nationally or internationally recognized license or certificate. A personal graduation plan will be completed for each high school student to assist with endorsement choices towards a successful graduation.

The criteria for earning these performance acknowledgments are prescribed by state rules, and the schools can provide more information about these acknowledgments.

Students with Disabilities

Upon the recommendation of the Admission Review and Dismissal Committee (ARDC), a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

Participation in Graduation Ceremony

A student may participate in graduation ceremonies and activities only when he/she has satisfactorily completed all required coursework/credit. Students must be “course complete” three days prior to the last day of school as reflected on the school calendar or the graduation ceremony date, whichever comes first.

If a student lacks completion of the EOC testing requirement, they may return during the summer school session to complete this testing requirement.

If the student wishes to take additional courses in order to obtain a higher graduation plan, they may do so during the summer school session; however this work must be

completed during the current summer school session. Coursework must be completed to either a half or full credit by the end of that current summer session, otherwise the work will not carry over to the upcoming year.

Participation in the graduation ceremony does not constitute “graduation” and the receipt of a diploma. All coursework and EOC requirements must be met before a diploma will be issued. No additional attire or decoration can be added to the cap or gown during the graduation ceremony. Students that do not honor this request will not be allowed to participate in the graduation ceremony.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

Alumni Support

Upon completing the academic requirements to graduate, each student is considered to be a member of the ResponsiveEd Alumni Network. New graduates should visit the Alumni Network website at <https://responsiveed.com/alumni> to learn about the services and activities provided for each alumni member.

Assessment Graduation Requirements

A student who has failed the End-of-Course (EOC) assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an Individual Graduation Committee (IGC). A student may not graduate under an IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment. The IGC option is for EOC students only. Prior state assessments do not qualify for this option.

In order to be eligible for graduation through IGC, a student must have:

1. entered Grade 9 on or after 2011–2012 school year;
2. successfully completed the curriculum requirements for high school graduation applicable to the student when the student entered Grade 9; and
3. not performed satisfactorily on an assessment instrument or a part of an assessment instrument required for high school graduation, including an alternate assessment instrument offered under Section 39.025 (c-1).

Awarding of Credit [H]

A student must earn a minimum average grade that is the equivalent of 70 on a scale of 100 to pass a course and be awarded credit. Campuses that utilize the Precision Based Mastery Learning System require students to pass all Unit tests at 90% or higher for course credit.

The district typically awards credit for a full-credit high school course on a semester-by-semester basis. If a student passes one semester but fails the other semester, credit shall be awarded for the semester passed. However, the district reserves the right to average the two semesters of a full-year course and award credit for the entire course, with a passing grade, if and when deemed appropriate. The district's individualized program has curriculum modules composed of five KnowledgeUnits® for ½ credit when completed and passed, 1 credit when ten KnowledgeUnits have been completed and passed. Eligibility for End-Of-Course assessments is determined by the completion of nine KnowledgeUnits—90% of the course. A student may not earn more than 10 credits in one year without administrative approval.

A student may not earn more than 2 credits during the summer school session.

College and Career Transitions Course [H]

The district has made a commitment to all potential high school graduates and is working to ensure that each graduating student has the capacity and confirmation

that future opportunity is available through higher education. To further the end of postsecondary readiness, all graduating juniors (Grade 11) and seniors (Grade 12) will be required to complete one-half credit of the College and Career Transitions course ("CLTRGN") or some approved alternative equivalent as part of their elective requirements prior to being considered eligible for graduation.

Naviance Program

Students have access to Naviance Student. This online tool allows high school students to assess their interests and skills, access college and career information, communicate and apply to institutions of higher learning, and assemble a portfolio to be used in their path after high school. Regional Counselors provide support throughout the school year and continue to be available to students during their college years. Please contact your campus for more information.

100% College Acceptance [H]

Responsive Education Solutions seeks greater opportunities for students as they transition to adulthood. The ability to go beyond a high school diploma and onto college admission is an important consideration for any graduate. Each graduating student must have the capacity and confirmation that future opportunity is available through higher education. Therefore, each graduating student from a ResponsiveEd campus will apply to an institution of higher learning. The institute will be an authentic and established entity designed to award credits and offer courses of a scholarly nature, i.e., two-year or four-year colleges. Some ResponsiveEd school brands or locations may have a more stringent expectation for college acceptances.

The campus administration will provide resources and assistance to students during this process. No student is required to attend an institution of higher learning upon graduation from high school. However, all students must have on file in the school office a letter or official document of record that confirms the student has been

invited and has met all criteria to attend the institution. The documented proof of admission must originate from the college or university official admission or administration department. This documentation will be verified by the campus administration before final approval of eligibility for diploma.

www.applytexas.org

www.commonapp.org

Virtual Learning

A virtual learning program is available for students enrolled in Kindergarten through Grade 12. Please visit ResponsiveEd's website below to learn more about our Virtual Learning Program.

<https://responsived.com>

Physical and Health Education

Requirements PreK-8 [E] [M]

All students in grades PreK-5 must engage in at least 135 minutes of physical activity each week as part of the physical education curriculum. Students in grades 6-8 must engage in at least 225 minutes of physical activity every two weeks for at least four semesters during those grade levels as part of the school's physical education.

All students in grades K-8 must engage in instruction that focuses on obesity, nutrition, mental health/suicide, physical wellness, bullying, drug awareness, and first aid as outlined by House Bill 18, Texas Legislature. Instruction may be administered by the PE, health, homeroom, or classroom teacher.

Requirements 9-12 [H]

Students are required to complete one (1) credit in physical education (PE).

Physical Education Exemption

Short-term exemption from physical education is possible for students who have physical handicaps, illnesses, or other incapacities that a physician deems severe enough to warrant exemption or severe enough

to warrant modified activity in such classes. Each case is handled on an individual basis as follows:

1. Each request for exemption or for modified activity must be accompanied by a physician's certificate. Such certificates are honored, but must be renewed each year.
2. When the certificate will allow modified activities in class, the student should remain in physical education class. The teachers adjust the activities of the student to the disability.
3. An exempted student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.
4. The Foundation HSP allows a physically exempt student to substitute an academic elective in ELA, Math, Science, or Social Studies. The decision for this substitution is made by the student's ARD committee, 504 committee, or a district approved group if none of the above groups are applicable.

Physical Education Substitutions [M] [H]

Students who receive prior approval can earn a maximum of four state credits for physical education through substitution of appropriate private or commercially-sponsored physical activity, provided the program meets school criteria and is approved by the Campus Director. Questions regarding the process of yearly approval should be addressed to the Campus Director.

Physical Fitness Assessment

Except for students for whom, as a result of disability or other condition identified in law, assessment is inappropriate, the school will assess the physical fitness of students annually. Student results are available to parents upon request.

Promotion Requirements [E] [M]

To be promoted from one grade level to the next, students shall obtain an overall average of 70 or above in all four core subjects (Math, ELA, Science and History). **In addition**, students must receive a Met Standard score

or whatever terminology the state equates to the passing standard on the State Assessment for their grade level.

If both of these criteria are not met, a committee led by the Campus Director will determine if summer school and/or retention is required. Decisions of the committee are final.

Requirements for Middle School, Grades 6–8

Requirements for Grade Advancement:

The following criteria will be used to determine if a student may be considered for grade advancement. MAP and state assessment scores, demonstration of academic proficiency in all core subjects, as well as social readiness and student maturity will be factors used for consideration. Some type of credit for each core course must be earned by the student with either mastery of tests and/or completion of KnowledgeUnits. Other assessments may be required but will be determined on an individual basis. The final decision for a student to bypass a grade will be made by a committee consisting of the parent, teachers, and school administration.

Diagnostic Reading Assessment:

A student in Grade 7 who does not have a score for the statewide reading assessment from Grade 6, or received a failing grade on the Grade 6 state reading assessment will be administered a reading diagnostic exam during the first six weeks of school. Additional reading instruction and intervention will be given to each student in Grade 7 who did not meet the passing standard on the Grade 6 state assessment in reading. This intervention may take place before, after, or during the school day.

Criteria for Pre-AP or Honor Level Courses

For schools offering an accelerated course track in math and/or reading, the following criteria for placement will be used for students completing Grade 6. A committee led by the Campus Director will

use previous MAP scores (High/High Average), teacher recommendations, and STAAR® results (Master) to recommend students for advanced courses. Students must meet some or all of the criteria in order to be reviewed by the committee. Specific criteria may vary by school brand. Parents will be contacted with committee recommendations.

Report Cards

Parents must be kept informed about their student's grades, overall performance, and absences. Therefore, report cards will be sent or made available electronically to parents at intervals corresponding with the grading period length used at any given school, typically ranging from six-week to nine-week intervals. Parents are requested to schedule a conference with their student's teacher if he or she is not making adequate progress. Grades issued by a classroom teacher are final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school policy applicable to the grade, as determined by the Board of Trustees.

Bilingual/ESL Services

ResponsiveEd offers an English as a Second Language (ESL) program to students who meet the qualifications in accordance with the Texas Education Agency statute.

Students enrolling in a Texas public school for the first time with an initial home language survey indicating a language other than English for the student and/or home language are administered the LAS Links assessment to determine eligibility for ESL services.

Students transferring from a Texas public school who were previously identified as English learners, received ESL services, and were not reclassified by a previous LPAC Committee will be placed in the ESL program by the LPAC Committee. Students transferring from a Texas public school who were reclassified by a previous LPAC Committee will be monitored but will not receive ESL services. All decisions about ESL services for students will be made by the LPAC Committee.

Parents have the right to accept or deny ESL Services. In the state of Texas, any student identified as an English Learner is required to take the state language assessments included in TELPAS. Students whose parents deny ESL services are required to take the TELPAS assessments.

The purpose of the ESL program is to address the affective, linguistic, and cognitive needs of English Learners. The ESL program shall enable English Learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods across the content area.

Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a Multi-Tiered System of Support (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee

of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent’s Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

Contact your Campus Director regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services.

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district’s or charter school’s Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

Contact your Campus Director regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services.

Dyslexia and Related Disorders

The district/charter school follows the State’s Dyslexia Handbook regarding the screening, identification, and treatment of students with dyslexia and other related disorders. Evaluation for dyslexia and other related disorders may be requested by parents or school staff. Contact the campus administrator for more information.

Additional Information

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>

- Partners Resource Network
<https://prntexas.org/>
- Special Education Information Center
<https://www.spedtex.org/>
- Texas Project First
<https://www.texasprojectfirst.org/>
- Texas Dyslexia Handbook
<https://tea.texas.gov/academics/dyslexia/>
- Texas State Library and Archives Commission (TSLAC) Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities
<https://www.tsl.texas.gov/tbp/index.html>

Services for Title I Participants

The Parent Involvement Coordinator who works with parents of students participating in Title I programs is the Campus Director and may be contacted at the school.

Student Success Team

The Student Success Team is a campus-level committee comprised of the Director and other key personnel on each campus. Committee members evaluate student academic progress based on various diagnostic data. Recommendations for individual accommodations and/or to initiate the RTI process are then made. All requests for special education screening/testing begin with this committee.

State Assessments (STAAR®)

Grades 3–8 [E] [M]

Students in grades 3 through 8 will take state-mandated tests as well as routine testing and other measures of achievement:

1. Mathematics, annually in Grades 3–8 ;
2. Reading, annually in Grades 3–8;
3. Writing, including spelling and grammar, in Grades 4 and 7;
4. Social Studies in Grade 8;
5. Science in Grades 5 and 8

Certain eligible students—some with disabilities and some with Limited English Proficiency—may be eligible for designated support during the STAAR® test.

The Student Success Initiative (SSI) grade advancement requirements apply to grades 5 and 8 students who take the STAAR® reading and mathematics tests. State law requires a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee.

Grades 9–12 [H]

EOC®

Students entering Grade 9 beginning with the 2011–2012 school year will be required to take five (5) End-of-Course (EOC) assessments during high school. These students will take the following EOC exams as they are completing the coursework (no student should test if only half of the course credit has been completed):

1. English I
2. English II
3. Algebra I
4. Biology
5. U.S. History

Certain eligible students—some with disabilities and some with Limited English Proficiency—may be eligible for an accommodated version of the STAAR® test.

EXIT LEVEL TAKS

Students in Grades 11 and 12 who were classified as Grade 9 prior to the 2011–2012 school year will no longer take the Texas Assessment of Knowledge and Skills (TAKS) Exit Level tests. Beginning with the 2017–2018 school year, the Texas Assessment of Knowledge and Skills (TAKS) assessments will no longer be administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, may pursue the following options to receive a Texas high school diploma.

1. Achieve satisfactory performance on an alternate assessment. The alternate assessments allowed for TAKS are SAT, ACT, TSIA 2.0, and STAAR®. Former TAKS, TAAS, and TEAMS examinees should take only the appropriate part of the alternative assessment he or she needs to fulfill testing graduation requirements. More information is available in the Texas Administrative Code § 101.4003.
2. Request a district decision from the Local Graduation Committee (expires 9/1/2023).

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

- **Grades K–1:** TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- **Grades 2–12:** TELPAS includes multiple-choice online reading assessment, listening and speaking assessment, and holistically rated student writing collections.

Accelerated Instruction

Any student who does not perform satisfactorily on a STAAR® assessment will be provided accelerated instruction in the applicable subject. Each time a student fails to perform satisfactorily on an assessment instrument, the school shall provide the student with accelerated instruction in the applicable subject. A student failing to perform satisfactorily on an end-of-course assessment must be provided the appropriate accelerated instruction before the next administration of the applicable assessment.

Dual-Credit Program

Students may earn dual credit, i.e., credit toward high school and college simultaneously, through either partnerships with neighboring colleges or through virtual courses. Students who earn credit through these options via a district-approved college partner will still have to take the appropriate STAAR®/EOC test. Students should contact their Campus Director for more information on these options.

Transcripts [H]

The high school transcript is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC § 28.025(e)).

The school maintains as complete a set of records as possible to assist in student guidance. The academic achievement record (transcript) for each student enrolled lists complete personal student data and gives complete scholastic grades.

Every student who graduates is entitled to two free transcripts. For additional transcripts, please contact the Campus Administrative Assistant.

Tutorials

Students are encouraged and may be required to see teachers for tutoring schedules, including mandatory tutoring after school or on Saturday.

Private tutoring is the responsibility of the parent. Teachers are not permitted to tutor their students privately for pay.

Mandatory Tutorials

Each campus will implement the assigned and prescribed tutorial program. Students identified for mandatory tutoring, either during the school week or on Saturdays, must attend. Failure to participate appropriately in the tutoring system may be grounds for disciplinary action up to and including dismissal from the school.

Honor Graduate Certificate [H]

The Texas Education Agency allows each public and accredited non-public high school in Texas one "Honor Graduate Certificate." This certificate shall be presented to the highest-ranking graduate in the senior class. Under no circumstances should a student ranked lower than "highest" be awarded this honor. The highest-ranking graduate should receive a certificate and a declaration document authorizing the president of any state-supported college or university to provide a waiver for tuition as specified in the law (TEC § 54.301). Some non-state-supported colleges and universities may also recognize this award and provide the tuition waiver. Students should present the declaration document to the college or university upon admission and retain the certificate for personal use.

The recipient of this honor must:

1. be enrolled in a minimum of three consecutive calendar semesters prior to graduation and meet state and school attendance requirements;
2. be graduating under the Recommended, the Distinguished Achievement Plan, or the Foundation HSP, Distinguished Level of Achievement;
3. be the highest-ranking graduate with the highest grade point average (GPA) of all students meeting the aforementioned criteria (In determining grade point average, under no condition will the GPA be rounded up.); and
4. have taken and passed all state End-of-Course (EOC) assessments.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school calendar year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted.

Valedictorian/Salutatorian [H]

The following is the selection method to determine the valedictorian and salutatorian for the school:

1. The student who is selected as the highest-ranking graduate eligible to receive the Honor Graduate Certificate will serve as

valedictorian, with the second highest-ranking graduate serving as salutatorian.

2. Both the valedictorian and salutatorian must have been enrolled in the ResponsiveEd school for no less than three consecutive calendar semesters with no breaks in enrollment or all semesters the school has been opened, if fewer than three consecutive calendar semesters. In addition, an administrative committee will review, on a case by case basis, situations that may arise relating to the enrollment criteria. A typical committee would consist of the district graduation specialist, the VP of Academics, District Data representative, Brand Superintendent and/or Regional Director. All committee decisions will be final.
3. By the date of graduation, both the valedictorian and salutatorian must have met all Texas State Graduation requirements, including the passing of all state assessment requirements. A student qualified to graduate via an Individualized Graduation Committee (IGC) shall not be eligible for valedictorian/salutatorian honors. In addition, students seeking to be considered for this honor cannot utilize the LOTE substitution unless deemed necessary by the student's 504 or ARD committee.
4. The student with the highest cumulative grade point average (GPA) graduating under the Recommended, Distinguished Achievement Plan, or the Foundation HSP, Distinguished Level of Achievement will be selected as valedictorian,

with the second-ranking student serving as salutatorian. Under no circumstance will a student with a higher GPA who is graduating under the Minimum Graduation Program or the Foundation HSP with no endorsement rank higher than a student graduating under the Recommended, Distinguished Achievement Plan, or the Foundation HSP Distinguished Level of Achievement.

5. In the case where no students are graduating under the Recommended, Distinguished Achievement Plan, or the Foundation HSP with Endorsement, Distinguished Level of Achievement, the student with the highest cumulative GPA out of all graduating seniors will be selected valedictorian, and the student with the next highest GPA will serve as salutatorian. If no qualifying student has a 3.0 or higher GPA, no honor graduate will be awarded. Valedictorians and salutatorians graduating outside of these plans will not receive an honor graduate certificate.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. Any student wanting to be considered for this honor must have completed all coursework two weeks prior to the graduation ceremony. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted. Grade point average will be calculated in accordance with the existing policy adopted by the Board of Trustees.

ADDENDUM

Students Entering High School in 2014–2015 and Thereafter Foundation Graduation Program, Endorsements, and Distinguished Level of Achievement

| Curriculum Areas | Foundation Graduation Program ⁵ | Foundation Graduation Program Endorsement(s) ^{1,5} | Foundation Graduation with Distinguished Level of Achievement ^{2, 5} |
|--|--|---|---|
| English/Language Arts | 4 | 4 | 4 |
| Mathematics | 3 | 4 | 4 (including Algebra II) |
| Science | 3 | 4 | 4 |
| Social Studies, including Economics | 3 | 4 | 4 |
| Physical Education ³ | 1 | 1 | 1 |
| Speech | 0.5 or Demonstrated proficiency | 0.5 or Demonstrated proficiency | 0.5 or Demonstrated proficiency |
| College Transitions | 0.5 | 0.5 | 0.5 |
| Languages other than English (LOTE) ⁴ | 2 | 2 | 2 |
| Fine Arts | 1 | 1 | 1 |
| Electives | 4 | 5 | 5 |
| TOTAL | 22 | 26 | 26 |

1 Available Endorsements:

- Science, Technology, Engineering, and Math (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

A student must specify upon entering Grade 9 the endorsement he or she wishes to pursue.

2 In order to obtain the Distinguished Level of Achievement under the Foundation Graduation Program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

3 A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

4 Students are required to earn two credits in the same language other than English to graduate. A student may use computer programming languages for this requirement. In limited circumstances, a student may be able to substitute this requirement with other courses as determined by a district committee authorized by law to make these decisions for the student. Students who successfully complete Level I of a foreign language in Grade 8 will be awarded one state graduation credit that may be counted toward the required foreign language courses. This graduation credit will count toward the total credits needed for graduation.

5 Additional Graduation Requirements:

- CPR Instruction
- Peace Officer Interaction Instruction
- Beginning with students enrolled in Grade 12 during the 2021–2022 school year, each student must do one of the following in order to graduate:
 - Complete and submit a Free Application for Federal Student Aid (FAFSA)
 - Complete and submit a Texas Application for State Financial Aid (TASFA)
 - Submit a signed opt-out form

SECTION IV: STUDENT CODE OF CONDUCT

Preface

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others.

However, no school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The school has both the responsibility and authority to enforce the Student Code of Conduct, question students, counsel them, and assign discipline when deemed appropriate.

Students live and function, as do adults, in the general community. As citizens, students are entitled to our society's benefits; but as citizens, they are also subject to its national, state, and local laws and rules governing various aspects of their conduct. Not all laws are easy to follow, nor need one necessarily agree with each and every law or rule. Often a law or a rule seems unjust or inappropriate, but the law or rule must be obeyed.

In much the same manner, students live and function in a second community as well—namely, the school community. Education confers its own benefits, but it, too, requires acceptance of individual responsibilities. It must at the same time have an orderly and manageable framework within which to operate.

The rules and standards set forth in this Handbook apply to conduct:

1. on school premises or on school vehicles or involving school property,
2. off school premises which directly affects other students or the school, and
3. at school functions of any kind.

This Handbook does not define all types and aspects of student behavior; however, the Board of Trustees has the responsibility to set forth policies, rules, and regulations to help each student conduct himself or herself in a proper manner as a good citizen of the school community. If changes in state law become effective after the printing of this Handbook, the state law will supersede the local policy.

The Board of Trustees and the Superintendent may establish written policies, rules, and regulations of general application governing student conduct in all schools. In addition, each Campus Director, within his or her school, may establish certain rules and regulations not inconsistent with those established by the Board and the Superintendent.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, or well-being or the rights of other students is prohibited.

A teacher may send a student to the Campus Director's office to maintain effective discipline in the classroom. In addition, a teacher may remove from class a student:

1. who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
2. whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

The Board of Trustees has authorized detention, in-school and out-of-school suspension, and expulsion as methods of disciplining students. The Board of Trustees has also given authority to the Superintendent or designee to use any other disciplinary actions which, in his or her judgment, is appropriate for the violation.

Responsibilities of Staff, Parents, and Students

Each member of the school community must fulfill certain responsibilities if a positive learning environment is to be achieved. A cooperative relationship among staff, parent, and student requires that:

School Staff

1. maintain an atmosphere conducive to good behavior;
2. are in regular attendance and on time, and are prepared to perform their duties with appropriate working materials;
3. exhibit an attitude of respect toward individuals and property and conduct themselves in a responsible manner;
4. plan a flexible curriculum to meet the needs of all students;
5. promote effective training and discipline based upon fair and impartial treatment of all students;
6. encourage parents to keep in regular communication with the school and encourage parental participation in school affairs;
7. develop a cooperative working relationship among staff and students; and
8. obey school policies and regulations.

Parents

1. ensure their student's compliance with school attendance requirements and promptly report and explain absences and tardies to the school;
2. assist their child in being properly attired;
3. take an active interest in the overall school program;
4. communicate regularly with the school concerning their student's conduct and progress;
5. discuss report cards and work assignments with their student;
6. bring to the attention of school authorities any problem or condition that affects their student;
7. maintain up-to-date home, work, and emergency telephone numbers at the school;
8. cooperate with the Campus Director and teachers in their efforts to achieve and maintain a quality school system; and

9. provide transportation for their student to and from mandatory tutorials and Saturday school.

Students

1. attend all classes daily and on time;
2. prepare for each class, taking appropriate materials and assignments to class;
3. meet school standards of grooming and dress;
4. exhibit an attitude of respect and courtesy toward individuals and property, and conduct themselves in a responsible manner, always exercising self-discipline;
5. refrain from making profane, insulting, threatening, or inflammatory remarks;
6. refrain from engaging in disruptive conduct or cheating;
7. obey all school and classroom rules;
8. seek changes in school policies and regulations in an orderly and responsible manner through approved channels;
9. respect the rights and privileges of students, teachers, and other staff and volunteers;
10. cooperate with and assist the school staff in maintaining safety, order, and discipline; and
11. adhere to the requirements of the Student Code of Conduct.

Jurisdiction

The school may discipline a student for any violation of the Student Code of Conduct committed while a student is:

1. on school property;
2. within 300 feet of school property as measured from any point on the real property boundary line;
3. during the regular school day, including lunch periods, no matter when or where it takes place;
4. attending any school-related or school-sponsored activity, no matter when or where it takes place, including while the student is in transit to and from the activity;
5. on the property of another school;
6. attending another school's school-sponsored or school-related activity;

7. when a student engages in cyberbullying, as provided in state law; or
8. off school property, if
 - a) the violation causes a material and/or substantial disruption at school, or
 - b) it is reasonably foreseeable to school officials that the violation will cause a material and/or substantial disruption at school.

The school may also discipline a student for any offense listed in Sections 37.006(a) or 37.007(a), (b), and (d) of the TEC, no matter when or where the offense takes place.

Code of Conduct Violations

Abuse

Actions or threats of actions which constitute verbal or physical abuse of any employee or volunteer of the school by a student or any other individual will not be tolerated. Appropriate measures necessary to correct these situations shall be taken by the school, including expulsion.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student; plagiarism; possessing, viewing, or distributing pictures, text messages, or e-mails of test content or answer keys; and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

Alcoholic Beverages

Alcoholic beverages are prohibited on school property at all times and at all school-sanctioned activities occurring on or off school property. Any student found

to have sold, given, delivered, been in possession of, or been under the influence of any alcoholic beverage while in school or while a participant in or spectator of a school-sponsored event, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. An “alcoholic beverage” means any beverage containing alcohol, including wine or beer. A student is considered “in possession” if he or she has contact with the alcohol regardless of the amount of time it is in the student’s possession. If a student becomes in possession of alcohol, he or she needs to immediately inform an adult on campus. The smell of alcohol detectable on one’s breath is sufficient evidence to indicate being “under the influence.”

Bomb Threats

Any threat of this type will not be tolerated. A student making a bomb or terroristic threat will be subject to expulsion and dealt with to the full extent of the law. The school will notify the parent of each student at the campus if the school receives a bomb threat or terroristic threat relating to a campus or other school facility at which students are present.

Conduct While Riding in School Vehicles

The Campus Director shall take steps to maintain acceptable student conduct while riding a school vehicle. Students who fail to follow the behavioral standards described in this Handbook (see “Transportation,” p. 17) may be denied the privilege of school transportation. Parental involvement will be sought before a student is excluded from riding a school vehicle, except in situations involving a flagrant violation. Flagrant violations include fighting, gross insubordination, and other acts that may cause a safety hazard. It should be understood by all that the driver has the responsibility for maintaining order in his or her school vehicle. It is the duty of the Campus Director—not the driver—to exclude a student from riding a school vehicle. However, the driver is not prohibited from exercising reasonable judgment in order to protect other passengers from bodily harm.

Discrimination, Harassment, and Retaliation

Students learn best, and their welfare is best served, in a school-environment that is free of discrimination, dating violence, harassment, and retaliation. Students must not engage in harassing behavior directed toward another student. Students are expected to treat other students and school staff with courtesy and respect, to avoid any offensive behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

ResponsiveEd has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors, including those that are based on a person's race, color, religion, sex, national origin, disability, age, or any other basis prohibited by law. A copy of the ResponsiveEd policy is available in the Campus Director's/Headmaster's office and on the ResponsiveEd website. [See Policy PG-4.2.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent relationships. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited. Consequently, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a ResponsiveEd investigation, however, may be subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, Campus Director/Headmaster, or other ResponsiveEd employee. The report may be made by the student's parent. The student may also report the alleged acts to one of the ResponsiveEd Compliance Coordinators below:

1. Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX Coordinator. The name, office address, telephone number, and e-mail of the Title IX Coordinator is Rosalinda Gonzalez at 1301 Waters Ridge, Lewisville, TX 75057; (972) 316-3663 ext. 238; and TitleIX@responsived.com.
2. Reports of discrimination based on disability may also be directed to the Executive Director of Special Education, Dyslexia, & 504 Services, Suzan Brown, at 1301 Waters Ridge, Lewisville, TX 75057; (972) 316-3663 ext. 359; specialeducation@responsived.com.

Upon receiving a report, ResponsiveEd will determine whether the allegations, if proven, constitute prohibited conduct as defined by ResponsiveEd policy. If not, ResponsiveEd will refer to ResponsiveEd policy to determine whether the allegations, if proven, constitute bullying, as defined by law and ResponsiveEd policy. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted.

ResponsiveEd will promptly notify the parent of any student alleged to have experienced prohibited

conduct involving an employee or adult associated with ResponsiveEd. In the event alleged prohibited conduct involves another student, ResponsiveEd will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by ResponsiveEd policy.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, ResponsiveEd will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies ResponsiveEd that it is investigating the matter and requests that ResponsiveEd delay its investigation, ResponsiveEd will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, ResponsiveEd will take interim action to address the alleged prohibited conduct.

If the investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. ResponsiveEd may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with ResponsiveEd policy.

Disruptive Activity

In order to protect student safety and sustain an educational program free from disruption, state law permits the school to take action against any person—student or non-student—who:

1. interferes with the movement of people in an exit, an entrance, or a hallway of a school building without authorization from the Campus Director;
2. interferes with an authorized activity by seizing control of all or part of a building;
3. uses force, violence, or threats in an attempt to prevent participation in an authorized assembly;
4. uses force, violence, or threats to cause disruption during an assembly;
5. interferes with the movement of people at an exit or an entrance to school property;
6. uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from the Campus Director;
7. disrupts the conduct of classes or other school activities while on school property or on public property that is within 500 feet of school property (disruption includes making loud noises; enticing, attempting to entice, preventing, or attempting to prevent a student from attending a required class or school activity; entering a classroom without the consent of either the Campus Director or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupting class activities); or
8. interferes with the transportation of students in school vehicles.

Drug-Free School Notice

ResponsiveEd believes that student use of illicit drugs is both wrong and harmful. Consequently, the school prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. The school also prohibits the use, sale, possession, or distribution of look-alike substances and/or synthetic substances designed to imitate the look and/or effects of illicit drugs, and the possession, use, sale, or distribution of any paraphernalia related to any prohibited substance. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Electronic Equipment in the Classroom

Students may only use audio visual or electronic equipment in the classroom with permission of the teacher. These items include, but are not limited to, audio or video recording equipment. The school is not responsible for the damage, loss, or theft of these items.

Exposure

Inappropriate exposure of body parts, even without any sexual intent, is a serious offense and will be subject to disciplinary action.

Freedom from Bullying and Cyberbullying

Bullying, as well as retaliation against anyone involved in the complaint process, is prohibited. Bullying is defined as a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, including through electronic means or physical conduct, that in the judgment of the Campus Director:

1. is sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for the student;
2. has the effect or will have the effect of physically harming a student, damaging a student's property, or places a student in reasonable harm to their person or of damage to the student's property;
3. materially and substantially disrupts the educational process, the orderly operation of a classroom or school; or
4. infringes on the rights of the victim at school.

Bullying also includes cyberbullying, which means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, e-mail, instant messaging, social media applications, text messaging, and internet-based communication tools and internet websites.

The school's bullying policy applies to:

1. bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school, or a school-sponsored or school-related activity; and
3. cyberbullying that occurs off school property or outside a school-sponsored or school-related event, if the conduct interferes with a student's educational opportunities or substantially disrupts the operations of a school, classroom, or school-related activity.

Reporting

If a student believes that he or she has experienced any form of bullying or believes that another student has experienced bullying, he or she should immediately report the alleged acts to a teacher, school office staff, the Campus Director, or another district employee as soon as possible to obtain assistance and intervention. A report can be made verbally, online, or in writing, and can be submitted anonymously. Any school employee who receives notice that a student has or may have experienced bullying shall immediately notify the Campus Director. The Campus Director or designee will provide notice of the alleged incident to the parent of the victim and of the student who is alleged to have engaged in the bullying. Available counseling options will be provided to the individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Investigation of Report

The Campus Director or designee will investigate any allegations of bullying or other related misconduct. The Campus Director or designee shall determine whether the allegations in the report, if proven, constitute harassment and, if so, proceed under that policy instead. The Campus Director or designee shall conduct an appropriate investigation based on the allegations in the report and shall take prompt interim action calculated to prevent bullying during the course

of investigation, if appropriate. The Campus Director or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred.

If the results of an investigation indicate that bullying has occurred, the Campus Director will take appropriate action, including disciplinary or corrective action reasonably calculated to address the conduct and in accordance with the Student Code of Conduct. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. A student who receives special education services will be subject to disciplinary action for conduct meeting the definition of bullying or cyberbullying within applicable requirements under state and federal law, including the IDEA. A student will not be subject to disciplinary action if the results of the investigation indicate that a student involved in a bullying incident engaged in reasonable self-defense in response to bullying. To the greatest extent possible, the school will respect the privacy of the students involved in the report, including witnesses. Limited disclosures may be necessary to conduct the investigation.

Appeal

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with Board Policy.

Gambling

Students are forbidden to gamble in a school building or on school property.

Gang-Free Zones/Gang Activity

Any student found to have engaged in organized criminal activity, gang-related, and other criminal acts will be subject to appropriate disciplinary action. Student behavior considered to be “gang related” will not be tolerated at school or at any school activity regardless of the location of the activity. This includes, but is not limited to, articles of clothing, hand signs, graffiti, and any other behaviors considered by the administration to interfere with the educational program of the school.

Harmful Drugs

The use of “Harmful Drugs” poses a serious threat to the physical, psychological, and emotional health of individuals, their families, and their communities. In recognition of this fact, the school enforces this policy.

The term “Harmful Drugs” includes, but is not limited to, all those substances considered to be marijuana, dangerous drugs, narcotics, depressants, stimulant substances, controlled substances, and simulated controlled substances listed in the state and federal codes covering the possession, sale, and use of such controlled substances, drugs, and narcotics. The term also includes all forms and species of the plant substance known as marijuana as well as any abusable chemical substance used for inhalation such as glue, aerosol paint, thinners, etc. A Harmful Drug includes an over-the-counter drug or prescription drug if the student is misusing or abusing the drug or medication and it causes impairment of the physical or mental faculties.

Any student found to have had a Harmful Drug in his or her possession, or found to have been under the influence thereof while in school or while a participant in or spectator at a school-sponsored event, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. A student is considered “in possession” if he or she has contact with a Harmful Drug regardless of the amount of time it is in the student’s possession. If a student becomes in possession of a Harmful Drug, he or she needs to immediately inform an adult on campus. Those students involved in selling or distributing a Harmful Drug while in school or while a participant in or spectator at a school-sponsored event will be subject to disciplinary penalties in accordance with the Student Code of Conduct. Other sanctions may include completion of a drug rehabilitation program or referral for prosecution.

A student may not keep in his or her possession any medication, even medication for which he or she has a prescription (see “Medication Policies,” p. 27). Failure to comply may result in Level II discipline. The only exception to this policy is doctor-prescribed asthma medication (see “Asthma and Anaphylaxis Medication,” p. 28).

Hazing

Texas laws prohibit students from engaging in, encouraging, aiding, or assisting in hazing. Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization, including:

1. any type of physical brutality;
2. an activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. any activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the school. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the Campus Director.

Inappropriate Sexual Conduct

Inappropriate sexual conduct encompasses any inappropriate, indecent, or offensive act that implies, suggests, or involves contact of a sexual nature. Inappropriate sexual conduct is prohibited and is subject to disciplinary action under the Student Code of Conduct.

Interference with School Activities or Discipline

Any student whose conduct, whether in class or out, materially and substantially interferes with school activities, school-sponsored functions (whether on public or private property), or school discipline, or invades the

rights of school staff or other students, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

"Conduct" includes, but is not limited to, the following activities:

1. preparing, circulating, or presenting petitions;
2. displaying on or about his or her person, books, materials, locker or vehicle, symbols, arm bands, flags, pennants, signs, or other decorations; and
3. preparation, printing, publishing, or distributing any unauthorized publication, periodical, paper, pamphlet, magazine, or book.

Lockers: Security and Search

Lockers, if provided by the school, are purchased, furnished, and maintained by the school and remain the property of the school. The decision to assign lockers rests with the Campus Director. No charges are made for their use. Items of non-school nature should not be placed or kept in lockers as they are subject to inspection at any time without prior notice to or permission from students. A student has full responsibility for the security of the locker and is responsible for making certain that it is locked and that the combination is not available to others. Searches of lockers may be conducted at any time, whether or not the student is present.

Any student who shall place, keep, or maintain any article or material in a school-owned locker that is prohibited by the school or of a non-school nature, shall be subject to discipline.

Report to Law Enforcement for Conduct Constituting Assault or Harassment

A Campus Director may make a report to local law enforcement, if, after an investigation is completed, the Campus Director has reasonable grounds to believe that a student has engaged in conduct that constitutes an offense under Section 22.01 (assault) or 42.07(a)(7) (harassment, including harassment via electronic communications), of the Penal Code.

Reports to Law Enforcement of Criminal Conduct

Under state law, a Campus Director is required to notify local law enforcement if the Campus Director has reasonable grounds to believe that activities have occurred at school, on school property, or a school-sponsored or school-related activity on or off school property that constitutes deadly conduct as defined under the Penal Code; a terroristic threat as defined under the Penal Code; conduct that may be an offense subject to mandatory supervision; the use, sale, or possession of a controlled substance, drug paraphernalia, or marijuana, the possession of any weapon or device under 46.01 (1)-(14) or (16) of the Penal Code; conduct that may constitute a criminal offense under 71.02 of the Penal Code; or conduct that may constitute a criminal offense for which a student may be expelled under Texas Education Code 37.007(a), (d), or (e).

Respect for Others

Inappropriate verbal or physical behavior that is motivated due to race, ethnicity, culture, sex, or disabilities will not be tolerated and is subject to disciplinary action under the Student Code of Conduct.

School Property

A good citizen, among other things, takes pride in the care of school property, realizing that the appearance of the building and campus is a credit or discredit to him or herself, as well as to the student body in general.

Any student found to have intentionally, knowingly, or recklessly damaged or destroyed school property shall be subject to disciplinary measures. In addition, the school may seek restitution from the parent for damage to school property to the fullest extent permitted by state law.

Self-Defense

The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

1. the student provokes, invites, or encourages the use of physical force by another person;

2. the student has an opportunity to avoid physical force or to inform school staff of the threatened use of force;
3. the student uses physical force after the other party abandons or attempts to abandon a fight or confrontation;
4. the student does not attempt to walk away from a confrontation; or
5. the student does not attempt to get help from school staff.

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with Board Policy.

Social Media

Responsive Education Solutions' social media sites are intended to serve as informational outlets for the community. Inaccurate, threatening and/or inappropriate posts including comments involving ResponsiveEd social media accounts or involving any social media account that is not an authorized account (including a social media account that appears to be related to ResponsiveEd or a school by using or referencing the ResponsiveEd name, any school name, references any school-sponsored activity or uses any ResponsiveEd or school mark, logo, or image) may be reported to the relevant social media provider and law enforcement authorities. ResponsiveEd students involved in such behavior are subject to disciplinary action.

Telecommunications or Other Electronic Devices

Students are prohibited from using any telecommunication devices, including cell phones or other electronic devices (unless otherwise issued by the school for the purpose of instruction), within a school building before or during school hours or on a school campus during school hours. Devices are to remain off during the school day, including during all testing. Devices that are on and/or cause a disruption during the school day will be confiscated. Any student refusing to give the device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. The campus is not responsible for damage that may occur to

a confiscated device before it is picked up by a student or parent. Once a device has been taken up, the following procedure will be used to return the device.

1. **First Confiscation:** The device may be picked up by the student or parent no earlier than the end of the school day. An administrative fee of \$5 will be charged before the device can be returned.
2. **Second Confiscation:** The device may be picked up by the student or parent no earlier than the end of the school day. An administrative fee of \$10 will be charged before the device can be returned.
3. **Third and Subsequent Confiscations:** The device may be picked up by the student or parent no earlier than the end of the school day. An administrative fee of \$15 will be charged per occurrence before the device can be returned.

Campus Directors shall use discretion to determine the appropriate use of phones for students participating in extracurricular activities while on school property or while attending school-sponsored or school-related activities on or off school property. Any disciplinary action will be in accordance with the Student Code of Conduct. Additionally, students are not permitted to possess electronic devices (e.g., electronic games, iPods, mp3 players, pagers, radios, cameras, etc.) at school, unless prior permission has been obtained from the Campus Director. Without such permission, teachers will collect the items and turn them in to the Campus Director's office. The Campus Director will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Sending, sharing, viewing, or possessing pictures, text messages, e-mails, or other material of a sexual nature in electronic or any other form on a cell phone or other electronic device is prohibited and dealt with to the full extent of the law and the Student Code of Conduct.

Audio/Video Recording or Photographing without Consent

Any audio/video recording or photographing of students or staff without those persons' expressed permission is prohibited and subject to disciplinary action under the Student Code of Conduct.

Threats

Oral or written threats to cause harm or bodily injury to another student, an employee, or school property, including threats made using the internet or other electronic resources at school, will not be tolerated and is subject to disciplinary action under the Student Code of Conduct.

Tobacco

Matches, lighters, etc., are not permitted at school or at school-related functions. A student is considered "in possession" if he or she has contact with tobacco or tobacco products, regardless of the amount of time it is in the student's possession. If a student becomes in possession of tobacco or a tobacco product, he or she needs to immediately inform an adult on campus.

Smoking and using smokeless tobacco, e-cigarettes, electronic vapor devices, or tobacco products are not permitted in school buildings, vehicles, or on school property, 300 feet from school property, or at school-related or school-sanctioned events off school property. Students who act in violation of this prohibition shall be subject to disciplinary action under the Student Code of Conduct.

Weapons

A student shall not possess, exhibit, use, or threaten to exhibit or use any firearm, explosive weapon, knife, or materials that could be used as a weapon to inflict physical harm or damage to persons or property on school property or at any school-related function, whether on or off school property. A student is considered "in possession" if he or she has contact with a weapon regardless of the amount of time it is in the student's possession. If a student becomes in possession of a weapon, he or she needs to immediately inform an adult on campus. Weapons include, but are not limited to:

1. Firearms, which are any devices designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use;

2. Knives, which are blades or hand instruments designed to cut or stab another by being thrown, such as a daggers, bowie knives, swords, or spears;
3. Clubs, which are instruments that are specifically designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument;
4. Explosive weapons;
5. Firearm silencers;
6. Knuckles (i.e., brass knuckles);
7. Chemical dispensing devices (such as mace or pepper spray);
8. Zip guns;
9. Any object used in a way that threatens to inflict bodily injury on another person;
10. Firearm ammunition;
11. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
12. Chains;
13. Razors (including box cutters);
14. Pellet guns;
15. BB guns;
16. Stun guns;
17. Air guns; and
18. Toys that imitate weapons (“look-alikes”).
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Parking infraction
15. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days)
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping or not attending class, detention, tutorial sessions, Saturday school, or extended day
19. Using a skateboard, scooter, and/ or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours
21. Vehicle operation infraction

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Cooling-off time or “time-out”
5. Counseling by teachers or Campus Director
6. Demerits
7. Detention
8. Fee for the return of telecommunications device that has been confiscated
9. In-school suspension up to 30 days
10. Parent contracts to restrict home privileges
11. Parent observations in student’s classes
12. Parent conference with teacher or Campus Director
13. Peer mediation
14. Placement in another appropriate classroom
15. Restitution/restoration, if applicable
16. Saturday school
17. Seating changes within the classroom

Offenses and Consequences

Level I: Major Offenses

Examples (not inclusive list):

1. Being in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with school dress code policies
6. Failure to comply with directives of school staff (insubordination)
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students

18. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
19. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

Disciplinary actions may be used individually or in combination for any offense.

No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list):

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang, as defined in TEC 37.121
3. Bypassing of internet blocks on school computers or networks to enter unapproved sites
4. Causing an individual to act through the use of or threat of force (coercion)
5. Engaging in conduct on campus that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
6. Engaging in conduct that constitutes sexual harassment (verbal and/or physical)
7. Engaging in offensive conduct of a sexual nature (verbal or physical)
8. Extortion/blackmail
9. Failure to comply with conditions of in-school suspension placement
10. Failure to comply with school medication policies
11. False accusation of conduct that would constitute a misdemeanor or felony
12. Falsification of school records
13. Fighting/mutual combat
14. Gambling
15. Gang activity (nonviolent)
16. Hazing, harassment, or bullying of students (physical)
17. Inappropriate behavior (e.g., violent; threat of being violent; threat of self-harm; racially, ethnically, or culturally motivated actions)
18. Interference with school activities or discipline
19. Leaving classroom, school property, or school-sponsored events without permission
20. Making an obscene gesture
21. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
22. Possessing ammunition
23. Possessing paraphernalia related to any prohibited substance
24. Possessing or using fireworks or other explosive devices
25. Possessing tobacco or tobacco products or items such as e-cigarettes or electronic vaporizing devices
26. Possessing or abusing over-the-counter drugs in violation of school policy
27. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual or inappropriate nature in any media format, including but not limited to cell phones
28. Posting inappropriate or disparaging remarks, pictures, videos, or links to any ResponsiveEd-managed social media site
29. Any unauthorized recording, taping, or photographing students or staff
30. Refusing to allow student search
31. Sexual harassment/sexual abuse not defined as a Level III or IV offense
32. Theft
33. Threats (nonviolent/verbal or written), including those initiated through social media, or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus

34. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
35. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
36. Use of profanity or vulgar/offensive language (orally or in writing)
37. Using the internet or other electronic communications to threaten students or employees, or cause disruption to the school program
38. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.)
39. Willful destruction of school or personal property and/or vandalism
40. Self-harm, including but not limited to severe scratching, branding, cutting, self-hitting, burning, and biting
41. Making false accusations or perpetrating hoaxes regarding school or student safety
42. Refusing to allow lawful student search
8. Inappropriate exposure of body parts
9. Inappropriate sexual conduct
10. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
11. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
12. Possessing a knife, razor, box cutter, or chain
13. Possessing any object used in a way that threatens or inflicts bodily injury to another person
14. Possessing a look-alike weapon, including without limitation, BB guns, CO₂ guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
15. Possessing a stun gun, mace, or pepper spray
16. Possessing, selling, distributing, or under the influence of a Harmful Drug (see "Harmful Drugs," p. 53)
17. Posting any vulgar, grossly inappropriate or illegal remarks, pictures, videos, or links on any ResponsiveEd-managed social media site
18. Setting or attempting to set a fire on a school property (not arson)
19. Targeting someone for bodily harm
20. Threats (violent/verbal or written)
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide; incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or a student who is 18 years or older without the student's consent
22. Possessing, selling, distributing or under the influence of alcohol (see "Alcoholic Beverages," p. 49)
23. Threats (violent/verbal or written), including those initiated through social media or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus or toward another student
24. Selling paraphernalia related to any prohibited substance
25. Possessing or selling "look-alike" drugs or attempting to pass items off as drugs or prohibited items
26. Using, selling, or giving to another student any form of tobacco or tobacco products or items such as

Appropriate Disciplinary Actions:

1. Level I disciplinary techniques
2. Out-of-school suspension for up to three days

Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list):

1. Any offense listed in Sections 37.006(a) or 37.007(b) of the TEC, no matter when or where the offense takes place
2. Burglary of a motor vehicle on campus
3. Conduct punishable as a felony not defined as a Level IV offense
4. Criminal mischief against school, student, or school staff
5. Deliberate destruction of or tampering with school computer data or networks
6. Disruptive activity (see "Disruptive Activity," p. 51)
7. Gang activity (violent)

e-cigarettes or electronic vaporizing devices, and smokeless tobacco, including chewing tobacco

27. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug

Appropriate Disciplinary Actions:

1. Out-of-school suspension for up to three days
2. Expulsion

Level IV: Mandatory Expulsion

Examples (not inclusive list):

1. Any offense listed in Section 37.007(a) and (d) of the TEC, no matter when or where the offense takes place
2. Required to register as a sex offender

Appropriate Disciplinary Actions:

1. Expulsion

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Suspension Process

In addition to the above list of Student Code of Conduct violations, the Campus Director has the authority to suspend a student for up to five days for any of the following additional reasons:

1. the need to further investigate an incident,
2. a recommendation to expel the student, or
3. an emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Campus Director must attempt to hold an informal conference with the student to:

1. notify the student of the accusations against him or her;
2. allow the student to relate his or her version of the incident, and

3. determine whether the student's conduct warrants suspension.

Notification to Parents

If the Campus Director determines the student's conduct warrants suspension during the school day, the Campus Director will make reasonable effort to notify the student's parents that the student has been suspended before the student is sent home. The Campus Director will notify a suspended student's parents of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Campus Director.

Credit during Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Expulsion Process

Hearing

Students alleged to have committed an expellable offense will receive a hearing before a Hearing Officer within a reasonable time following the alleged misconduct. The Hearing Officer shall be a Regional Director or his or her designee. Prior to the hearing, the school will send a written notice to the student and the student's parents, including:

1. the basis for the proposed expulsion;
2. the date, time, and location of the hearing; and
3. the right of the student, at the hearing, to:
 - a) be present;
 - b) be accompanied by his or her parents;
 - c) be represented by any adult representative, including legal counsel;
 - d) present evidence, call witnesses, and testify; and
 - e) be informed of the school's evidence.

After making a good faith effort to inform the student and the student's parents of the time and place of the hearing, the school shall hold the hearing regardless of

whether the student, the student's parents, or another adult representing the student attends. The Campus Director shall audio record the hearing.

Expulsion Order

Within seven days following the hearing on expulsion, the Hearing Officer or his or her designee will notify the student and the student's parents in writing of his or her decision. If the outcome of the expulsion hearing is that the student will be expelled, the Hearing Officer or his or her designee will enter an expulsion order and provide a copy to the student and the student's parents specifying:

1. the length of the expulsion;
2. the procedures for re-admittance at the end of the expulsion period, if applicable; and
3. the right to appeal the Hearing Officer's decision.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeals

The student or a parent may appeal the decision of the Campus Director in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 72).

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion.

Effect of Student Withdrawal

If a student withdraws from the school before the expulsion hearing is conducted or an expulsion order is entered, the school may continue with the proceedings

and enter an order. If the school fails to enter an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Removal

If a Campus Director reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director may order immediate removal of the student. Immediate suspension may be imposed by a Campus Director or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

Surveys and Activities

Students will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

1. political affiliations or beliefs of the student or the student’s parent;
2. mental or psychological problems of the student or the student’s family;
3. sexual behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of individuals with whom the student has a close family relationship;
6. relationships privileged under law, such as relationships with lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

“Opting Out” of Surveys and Activities

Parents have a right to receive notice of and deny permission for their student’s participation in:

1. any survey concerning the private information listed above, regardless of funding;
2. school activities involving the collection, disclosure, or use of personal information gathered from their student for the purpose of marketing or selling that information;
3. any non-emergency, invasive physical examination, or screening required as a condition of attendance,

administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law).

Excusing a Student from Reciting a Portion of the Declaration of Independence

Parents may request that their student be excused from recitation of a portion of the Declaration of Independence. State law requires that students in social studies classes in Grades 3–12 recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless:

1. the parent provides a written statement requesting that the student be excused,
2. the school determines that the student has a conscientious objection to the recitation, or
3. the parent is a representative of a foreign government to whom the United States government extends diplomatic immunity.

Requesting Professional Qualifications of Teachers and Staff

Parents may request information regarding the professional qualifications of their student’s teachers, including:

1. whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and
3. undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree.

Parents also have the right to request information about the qualifications of any paraprofessional who may provide services to their student.

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

The Right to Inspect and Review

Parents or eligible students have the right to inspect and review the student’s educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Campus Director a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student’s educational records, the school shall provide the parent or eligible student with a copy of the records requested or make arrangements for the parent or eligible student to inspect and review the requested records.

The school shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The school may charge a fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records. The school will not charge a fee to search for or to retrieve the student’s educational records.

If the student’s educational records contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student’s Educational Records

Parents or eligible students may ask the school to amend a record that they believe is inaccurate, misleading, or in violation of the student’s privacy rights. Parents or eligible students should submit to the Campus Director a written request that clearly identifies the part of the record they want changed, and specifies why it is inaccurate, misleading, or in violation of the student’s privacy rights. The school will decide whether to amend the record as requested within a reasonable time after the school receives the request. 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 to challenge the content of the student’s education records on the grounds that the information contained in the educational records is inaccurate, misleading, or in violation of the student’s privacy rights.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the student’s privacy rights, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing. If, as a result of the hearing, the school decides that the information in the educational record is not inaccurate, misleading, or in violation of the student’s privacy rights, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If the school places an amended statement in the student’s educational records, the school is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents or eligible students have the right to consent to disclosures of personally identifiable information (PII) contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

Disclosure without Consent

Officials with Legitimate Educational Interests

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to school officials with legitimate educational interests. A school official is:

1. a person employed by the school as a Campus Director, teacher, teacher aide/ paraprofessional, or support staff member (including health or medical staff and law enforcement unit personnel);
2. a person serving on the Board of Trustees;
3. a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (e.g., attorney, auditor, medical consultant, therapist, etc.);
4. a parent or student serving on an official committee (e.g., disciplinary committee, grievance committee, etc.); or
5. a parent, student, or other volunteer 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 educational record in order to fulfill his or her professional responsibility.

Officials of Another School

The school may disclose—and does so upon request—PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already

enrolled, if the disclosure is for purposes related to the student's enrollment or transfer.

Federal and State Program Purposes

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to authorized representatives of:

1. the U.S. Comptroller General,
2. the U.S. Attorney General,
3. the U.S. Secretary of Education, or
4. state and local educational authorities.

Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

Financial Aid

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

State and Local Officials

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.

Certain Studies

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to organizations conducting studies for, or on behalf of, the school, in order to:

1. develop, validate, or administer predictive tests;
2. administer student aid programs; or
3. improve instruction.

Accrediting Organizations

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to accrediting organizations to carry out their accrediting functions.

Tax Purposes

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to parents of an eligible student, if the student is a dependent for IRS tax purposes.

Judicial Order or Subpoena

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to comply with a judicial order or lawfully issued subpoena.

Health and Safety Emergency

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to appropriate officials in connection with a health or safety emergency.

Directory Information

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the school has designated the information as "directory information."

The school has designated the following categories of information as directory information for the purpose

of disclosure relating to school-sponsored/school-affiliated purposes:

1. student's name;
2. address;
3. telephone listing;
4. electronic mail address;
5. photographs (including video images);
6. date and place of birth;
7. major field of study;
8. dates of attendance;
9. grade level;
10. participation in officially recognized activities and sports;
11. weight and height of members of athletic teams;
12. degrees, honors, and awards received;
13. the most recent educational agency or institution attended; and
14. student identification (ID) number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. A student's social security number, in whole or in part, cannot be used for this purpose.

School-sponsored/school-affiliated purposes are those events/activities which the school conducts and/or sponsors to support the school's educational mission. Examples include, but are not limited to:

1. extracurricular programs or events (e.g., plays, sporting events, graduation ceremony, etc.),
2. publications (e.g., newsletters, yearbook, etc.),
3. honor roll and other recognition lists, and
4. marketing (e.g., videos, print media, website, newspaper, etc.).

The school has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. student's name,
2. address, and
3. telephone listing.

The school shall not release directory information except for the purpose indicated above, namely:

1. disclosure relating to school-sponsored/ school-affiliated purposes; and
2. disclosure to military recruiters and institutions of higher education, but only for secondary students.

A parent or eligible student may opt out of the release of directory information for either or both of these purposes by submitting a written objection to the school office within 15 school days after receiving this “Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice).”

Records

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA requires the school to record the disclosure. Parents or eligible students have a right to inspect and review the record of disclosures.

The Right to File a Complaint

Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education (“Office”) concerning alleged failures by the school to comply with the requirements of FERPA. The name, address, and phone number of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202
Phone: 1 (800) 872-5327

A complaint must contain specific allegations of fact giving reasonable cause to believe that a FERPA violation has occurred. A complaint does not have to allege that a violation is based on the school’s policy or practice.

The Office investigates a timely complaint filed by a parent or eligible student, or conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether

the school has failed to comply with FERPA. If the Office determines that the school has failed to comply with FERPA, it may also determine whether the failure to comply is based on the school’s policy or practice.

A timely complaint is defined as an allegation of a FERPA violation that is submitted to the Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation. The Office may extend the time limit for good cause shown.

Access to Medical Records

Parents are entitled to access their student’s medical records.

Computer Resources, Web Learning Tools, and Network Services

Acceptable Use Guidelines

Computer Resources

As ResponsiveEd understands that technology is a critical tool in the pursuit of a student’s education, the school has made a substantial investment in computer technology for instructional purposes. Use of those resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students with access to school computers and their parents agree to follow the following user agreement regarding use of these resources. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action. Electronic communications such as e-mail using school computers or school-issued e-mail accounts are not private and may be monitored by school staff.

Technology Mission Statement

The school is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the school is dedicated to providing an integrated

technological curriculum for all students and staff. Students will have access to the technology necessary to produce, manage, communicate, and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the school will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resource

The school is proud to bring network and internet access to school staff and students. The school believes the internet offers many diverse and unique resources to both students and staff. The school's goal in providing this service to staff and students is to promote educational excellence by facilitating resource sharing, innovative teaching, and communication skills.

The internet is a global electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Services available to our school internet users include:

1. educational opportunities and electronic field trips,
2. public domain software and shareware,
3. access to university libraries and various museums,
4. online encyclopedias,
5. access to research databases,
6. access to hundreds of reference sources,
7. online subscriptions to educational journals,
8. virtual classrooms and laboratory simulations, and
9. information and news from NASA and other research institutions.

Through the school, students and staff have access to numerous research-oriented and instructional resources via the internet. Online encyclopedias, professional journals, and databases filled with timely information on thousands of topics are just a few of the resources provided. Computers at the school have the technology necessary to support student research and to promote academic achievement.

Student Safety

The school is aware that resources which are inappropriate or not designed for use in the educational setting may be accessed on the internet. To protect students and staff from such inappropriate material, the school's internet access is filtered with one of the highest rated internet filtering systems available. However, users must recognize that it is impossible for the school to restrict access to all controversial material and individuals must be responsible for their own actions in navigating the network.

Consent to Use Technology Resources

Parent consent is required before your child can use technology resources, such as websites, e-mail, and other internet-based services required to provide instruction. Please be advised that some educational software tools may collect personal information about your child, consisting of items similar to, or inclusive of: (i) first name; (ii) last name; (iii) school assigned e-mail address; (iv) unique student identifier; and; (v) date of birth. Under the federal law entitled, "Children's Online Privacy Protection Rule (COPPA)," some websites must provide parental notification and obtain verifiable parental consent before collecting personal information from children. However, the law permits the school to obtain this consent, thereby eliminating the need for each website operator to request parental consent.

In addition, while every reasonable effort is made by the school to prevent student exposure to inappropriate online content when using technology resources, it is not possible to completely eliminate the risk of such exposure.

By signing the "Acknowledgment Form and Agreement to Abide by the Parent/Student Handbook," you acknowledge the requirements to use, and the associated risks of, these technology resources and are providing parental consent for your child to access and utilize all necessary technology resources.

Purpose

The purpose of this policy is to ensure school-level compliance with all procedures and regulations regarding the local area network and internet usage. All students,

parents, teachers, administrators, and school staff who obtain their internet access through the school are expected to use these services appropriately.

User Responsibilities

1. The school is providing internet resources for educational purposes only. Student/staff use of internet resources must be related to an expressed educational and/or administrative goal or objective.
2. The use of the school internet and computer network must be in support of educational goals, research, and class assignments and be consistent with the educational objectives of the school.
3. Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
4. Individual accounts may be used only by the owner of the account except where specifically authorized by school administrators. In the case of class accounts, all use must be under the supervision of the sponsoring teacher/supervisor.
5. The user is responsible for safeguarding the computer account. Users are expected to protect access to accounts by periodically changing the password and keeping it confidential. They must respect the privacy of others by not tampering with their files, passwords, or accounts.
6. The care of electronic devices provided by ResponsiveEd is the responsibility of the student. An electronic device needs to remain in the same working and physical condition as it was when provided to the student. Devices that are damaged, lost, or stolen should be reported to the school immediately. **The parent/student will be responsible for charges associated with repairing or replacing the device.**

Policy Terms and Conditions

Acceptable Use

Users are to properly use school network resources for educational and/or administrative purposes. Respectful and responsible network etiquette and behavior should be in keeping with the school's mission statement. Students and staff are expressly

prohibited from accessing obscene, profane, vulgar, or pornographic sites or materials.

Privileges

The use of the internet is a privilege. Abusive conduct will lead to the privilege being revoked.

Warranty

The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for loss of data resulting from delays, non-deliveries, missed deliveries, viruses, or service interruptions caused by its own negligence or user errors or omissions. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the school. The school specifically denies any responsibility for the accuracy or quality of information obtained through the school network services.

Disclaimer of Liability

The school shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The school shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information available on the internet.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and staff shall not be considered confidential and may be monitored at any time by designated school staff to ensure appropriate use for educational or administrative purposes. Forgery or attempted forgery of electronic mail messages is prohibited. Only authorized school personnel designated by the Vice President, Information Services, may read, delete, copy, or modify the electronic mail of other system users. Deliberate interference with the ability of other system users to send/receive electronic mail, or the use of another person's user ID and/or password is prohibited. Forgery or attempted forgery will result in

the cancellation of system privileges, as well as other appropriate consequences.

Vandalism

Vandalism is prohibited and will result in cancellation of privileges. It is subject to disciplinary action under the Student Code of Conduct. "Vandalism" is defined as any malicious attempt to harm, disrupt, or destroy data of another user of the school's network, or any of the agencies or other networks that are connected to the internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of school policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users. Users will not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user unless explicitly authorized to do so by that user. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt, or bypass system security are violations of school policy and administrative regulations and may constitute criminal activity under applicable state and federal laws.

The school will, in accordance with school policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of the school's network.

Network Etiquette

The user is expected to exhibit the following behavior:

1. Be polite (e.g., an all caps message implies shouting);
2. Use appropriate language;
3. Maintain confidentiality of the user, colleagues, and students;
4. Respect copyright laws; and
5. Be respectful in all aspects of network use.

Consequences

Students found to have violated school policies and procedures concerning use of school computers or

networks shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

Vandalism Prohibited

Any malicious attempt to harm or destroy school equipment or data or data of another user of the school's system, or any of the agencies or other networks that are connected to the internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of school policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses. Vandalism as defined above will result in the suspension of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences as allowed by school policy and state and federal law.

Violations of law may result in criminal prosecution as well as disciplinary action by the school.

Electronic Communication Device Commitment Policy

Electronic communications at school and at school-related functions are subject to regulation by the school.

This Electronic Communication Device Commitment policy grants authority and permission to the school to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school-related functions and events. Such communication devices include, but are not limited to, cell phones, tablets, iPads, and gaming devices. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies, and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices, which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities, together with their parent, agree to the following:

1. The possession and use of cell phones, tablets, iPads, gaming devices, and other electronic communication devices by a student on school property or at school-related events is a privilege and not a right.
2. In consideration for the privilege to possess and use such devices on school property and at school-related events, the school is authorized and has the student's full consent to confiscate, power on or off, manipulate and do all things necessary to search his or her device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy, or school regulation.
3. An electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy, or school regulation is subject to confiscation and may cause the loss of the privilege to possess and use such devices on school property and at school-related events for an indefinite period of time.

Student or Parent Complaints and Concerns

The purpose of this policy is to secure, at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints and/or concerns. Usually, student or parent complaints can be resolved simply by an informal phone call or conference with the teacher or Campus Director who is the subject of the complaint. Generally, should the complaint involve a problem with a teacher, the student or parent is expected to discuss the matter with the teacher before requesting a conference with the Campus Director. For those complaints that cannot be handled informally, the school has adopted the following grievance policy.

Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process.

Definitions

For the purposes of this policy, "days" shall mean regular school days.

For the purposes of this policy, "parent" shall mean a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.003(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

Level One

A student or parent who has a complaint that could not be resolved informally shall request a conference with the Campus Director by filing the complaint in writing on a form provided by the school. The form must be filed with the school office within seven days of the time the student or parent knew, or should have known, of the event or series of events about which the student or parent is complaining. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the student or parent did not know the documents existed before the Level One conference. A complaint form that is incomplete in any material way may be dismissed, but may be re-filed with all the requested information if the re-filing is within the designated time for filing a complaint.

The Campus Director shall hold a conference with the student or parent within seven days of the request. The seven-day timeframe for holding the Level One conference may be extended if mutually agreed to by both the student or parent and the Campus Director. An adult may represent a student at this and any level of the complaint.

The Campus Director shall have seven days following the Level One conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Should the complaint involve a problem with the Campus Director, then the Level One complaint form should be submitted to the Regional Director at the following address:

Responsive Education Solutions
Complaint: Level One
Attn: Human Resources Department
P.O. Box 292730
Lewisville, TX 75029

Level Two

If the outcome of the Level One conference with the Campus Director is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level One decision to the Regional Director by filing the appeal notice in writing on a form provided by the school.

Note: In the event that the Level One conference was held by the Regional Director or designee, the Level Two conference shall be held by another Regional Director or designee.

The appeal notice must include a copy of the Level One complaint, a copy of the Level One decision being appealed (if applicable), and a copy of any documents presented at the Level One conference.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Two
Attn: Human Resources Department
P.O. Box 292730
Lewisville, TX 75029

The Regional Director or designee shall hold a conference with the student or parent within seven days of the appeal notice. The seven-day timeframe for holding the Level Two conference may be extended if mutually

agreed to by both the student or parent and the Regional Director or designee.

The Regional Director or designee shall have seven days following the Level Two conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level Three

If the outcome of the Level Two conference with the Regional Director or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Two decision to the Superintendent by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint, a copy of the Level Two appeal notice, a copy of the Level One and Level Two decisions being appealed (if applicable), and a copy of any documents presented at the Level One and Level Two conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Three
Attn: Human Resources Department
P.O. Box 292730
Lewisville, TX 75029

The Superintendent or designee shall hold a conference with the student or parent within 14 days of the appeal notice. The 14-day timeframe for holding the Level Three conference may be extended if mutually agreed to by both the student or parent and the Superintendent or designee. The Level Three conference may be held via telephone or video conference at the discretion of the Superintendent.

The Superintendent or designee shall have seven days following the Level Three conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level Four

If the outcome of the Level Three conference with the Superintendent or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Three decision to the Board of Trustees by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint; a copy of the Level Two and Level Three appeal notices; a copy of the Level One, Level Two, and Level Three decisions being appealed (if applicable); and a copy of any documents presented at the Level One, Level Two, and Level Three conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Four
Attn: Human Resources Department
P.O. Box 292730
Lewisville, TX 75029

The appeal will then be placed on the agenda of a future Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

The Board is not required to consider documentation not previously submitted or issues not previously presented. The Board may accept written testimony from the complainant and may request a written response

from the school. The Board will consider the grievance and may, at its discretion, require the appearance of the complainant and administration.

The Board shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If for any reason the Board of Trustees fails to reach a decision regarding the complaint by the end of the next regularly scheduled Board meeting, the lack of a response by the Board of Trustees upholds the decision at Level Three.

If the complaint involves concerns or charges regarding an employee or if the complaint regards personally identifiable information of a student, the Board shall review the complaint in a closed session unless the employee to whom the complaint pertains requests that the Board consider the complaint in open session.

Consolidation of Complaints

When the school determines, in its sole discretion, that two or more individual complaints are sufficiently similar in nature and remedy to permit their resolution through one proceeding, the complaints may be consolidated.

Modification of Procedures

The Superintendent may, at his or her sole discretion, modify this complaint process or require an alternative process, so long as the Board of Trustees retains final authority to hear and decide complaints and concerns brought hereunder.

RESPONSIVE EDUCATION SOLUTIONS®

2021-2022 PARENT/STUDENT HANDBOOK

Acknowledgment Form and Agreement to Abide by the Parent/Student Handbook

Dear Parent/Guardian:

Research tells us that a safe, orderly, school is essential to student learning. The importance of that kind of an environment has been a long-standing value of this school. That environment promotes a positive school climate and high expectations for both behavior and learning.

This Handbook is published to outline those expectations. We want to assure and protect the rights of all students to a safe, orderly, and educationally efficient environment. If we can free the school from disruptions that result from inappropriate behavior and appearance, we seek to do so. We solicit your support and cooperation in a partnership which provides the best possible learning environment for your student.

This Handbook, including the Student Code of Conduct, has been developed through the cooperative efforts of our school community. It is extremely important that all students are aware of the expectations that the school has for them and that each parent encourages their student to accept and follow the behavioral standards outlined in this Handbook.

Your signature is requested to acknowledge your receipt of this Handbook and your commitment to abide by the provisions contained herein.

My signature indicates that I have received and agree to abide by the Parent/Student Handbook, including, *but not limited to*, the following provisions thereof:

- 1. Student Code of Conduct (pp. 47-61);**
- 2. Computer Resources, Web Learning Tools, and Network Services Acceptable Use Guidelines (pp. 68-71); and**
- 3. Electronic Communication Device Commitment Policy (pp. 71-72).**

My signature further indicates that I understand that any Campus Handbook Supplement I may receive is designed to be in harmony with the provisions of this Parent/Student Handbook. As such, I understand that, in the event of a conflict between this Parent/Student Handbook and any provision of any Campus Handbook Supplement, this Parent/Student Handbook will be followed.

Student Name

School

Grade Level

Student Signature

Parent Signature

Date

Parent E-mail Address

Please remove/print this page, sign it, and keep it for your records.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

PARENT/STUDENT COPY

RESPONSIVE EDUCATION SOLUTIONS®

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Student Name

School

Grade Level

Student Signature

Parent Signature

Date

Parent E-mail Address

Please remove/print this page, sign it, and return it to the school office.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

SCHOOL COPY

ResponsiveEd[®] Schools



OUR MISSION

is to Provide **Hope** for Students Through Educational Options that Promote a **Free Society** and Cultivate **Moral** and **Academic** Excellence.

ATTACHMENT C

Offenses and Consequences

Level I: Major Offenses

Examples (not inclusive list):

1. Being in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with school dress code policies
6. Failure to comply with directives of school staff (insubordination)
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Parking infraction
15. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days)
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping or not attending class, detention, tutorial sessions, Saturday school, or extended day
19. Using a skateboard, scooter, and/ or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours
21. Vehicle operation infraction

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Cooling-off time or "time-out"
5. Counseling by teachers or Campus Director
6. Demerits
7. Detention
8. Fee for the return of telecommunications device that has been confiscated
9. In-school suspension up to 30 days
10. Parent contracts to restrict home privileges
11. Parent observations in student's classes
12. Parent conference with teacher or Campus Director
13. Peer mediation
14. Placement in another appropriate classroom
15. Restitution/restoration, if applicable
16. Saturday school
17. Seating changes within the classroom
18. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
19. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

Disciplinary actions may be used individually or in combination for any offense.

No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list):

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang, as defined in TEC 37.121
3. Bypassing of internet blocks on school computers or networks to enter unapproved sites

4. Causing an individual to act through the use of or threat of force (coercion)
5. Engaging in conduct on campus that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
6. Engaging in conduct that constitutes sexual harassment (verbal and/or physical)
7. Engaging in offensive conduct of a sexual nature (verbal or physical)
8. Extortion/blackmail
9. Failure to comply with conditions of in-school suspension placement
10. Failure to comply with school medication policies
11. False accusation of conduct that would constitute a misdemeanor or felony
12. Falsification of school records
13. Fighting/mutual combat
14. Gambling
15. Gang activity (nonviolent)
16. Hazing, harassment, or bullying of students (physical)
17. Inappropriate behavior (e.g., violent; threat of being violent; threat of self-harm; racially, ethnically, or culturally motivated actions)
18. Interference with school activities or discipline
19. Leaving classroom, school property, or school-sponsored events without permission
20. Making an obscene gesture
21. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
22. Possessing ammunition
23. Possessing paraphernalia related to any prohibited substance
24. Possessing or using fireworks or other explosive devices
25. Possessing tobacco or tobacco products or items such as e-cigarettes or electronic vaporizing devices
26. Possessing or abusing over-the-counter drugs in violation of school policy
27. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual or inappropriate nature in any media format, including but not limited to cell phones
28. Posting inappropriate or disparaging remarks, pictures, videos, or links to any ResponsiveEd-managed social media site
29. Any unauthorized recording, taping, or photographing students or staff
30. Refusing to allow student search

31. Sexual harassment/sexual abuse not defined as a Level III or IV offense
32. Theft
33. Threats (nonviolent/verbal or written), including those initiated through social media, or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus
34. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
35. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
36. Use of profanity or vulgar/offensive language (orally or in writing)
37. Using the internet or other electronic communications to threaten students or employees, or cause disruption to the school program
38. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.)
39. Willful destruction of school or personal property and/or vandalism
40. Self-harm, including but not limited to severe scratching, branding, cutting, self-hitting, burning, and biting
41. Making false accusations or perpetrating hoaxes regarding school or student safety
42. Refusing to allow lawful student search

Appropriate Disciplinary Actions:

1. Level I disciplinary techniques
2. Out-of-school suspension for up to three days

Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list):

1. Any offense listed in Sections 37.006(a) or 37.007(b) of the TEC, no matter when or where the offense takes place
2. Burglary of a motor vehicle on campus
3. Conduct punishable as a felony not defined as a Level IV offense
4. Criminal mischief against school, student, or school staff

5. Deliberate destruction of or tampering with school computer data or networks
6. Disruptive activity (see “Disruptive Activity,” p. 51)
7. Gang activity (violent)
8. Inappropriate exposure of body parts
9. Inappropriate sexual conduct
10. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
11. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
12. Possessing a knife, razor, box cutter, or chain
13. Possessing any object used in a way that threatens or inflicts bodily injury to another person
14. Possessing a look-alike weapon, including without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
15. Possessing a stun gun, mace, or pepper spray
16. Possessing, selling, distributing, or under the influence of a Harmful Drug (see “Harmful Drugs,” p. 53)
17. Posting any vulgar, grossly inappropriate or illegal remarks, pictures, videos, or links on any ResponsiveEd-managed social media site
18. Setting or attempting to set a fire on a school property (not arson)
19. Targeting someone for bodily harm
20. Threats (violent/verbal or written)
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide; incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or a student who is 18 years or older without the student’s consent
22. Possessing, selling, distributing or under the influence of alcohol (see “Alcoholic Beverages,” p. 49)
23. Threats (violent/verbal or written), including those initiated through social media or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus or toward another student
24. Selling paraphernalia related to any prohibited substance
25. Possessing or selling “look-alike” drugs or attempting to pass items off as drugs or prohibited items
26. Using, selling, or giving to another student any form of tobacco or tobacco products or items such as e-cigarettes or electronic vaporizing devices, and smokeless tobacco, including chewing tobacco
27. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug

Appropriate Disciplinary Actions:

1. Out-of-school suspension for up to three days
2. Expulsion

Level IV: Mandatory Expulsion

Examples (not inclusive list):

1. Any offense listed in Section 37.007(a) and (d) of the TEC, no matter when or where the offense takes place
2. Required to register as a sex offender

Appropriate Disciplinary Actions:

1. Expulsion

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/ or appeals of disciplinary matters as provided by state and federal law and school policy.

Suspension Process

In addition to the above list of Student Code of Conduct violations, the Campus Director has the authority to suspend a student for up to five days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Campus Director must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him or her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents

If the Campus Director determines the student's conduct warrants suspension during the school day, the Campus Director will make reasonable effort to notify the student's parents that the student has been suspended before the student is sent home. The Campus Director will notify a suspended student's parents of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Campus Director.

Credit during Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Expulsion Process

Hearing

Students alleged to have committed an expellable offense will receive a hearing before a Hearing Officer within a reasonable time following the alleged misconduct. The Hearing Officer shall be a Regional Director or his or her designee. Prior to the hearing, the school will send a written notice to the student and the student's parents, including:

1. The basis for the proposed expulsion;
2. The date, time, and location of the hearing; and
3. The right of the student, at the hearing, to:
 - a) Be present;
 - b) Be accompanied by his or her parents;
 - c) Be represented by any adult representative, including legal counsel;
 - d) Present evidence, call witnesses, and testify; and
 - e) Be informed of the school's evidence.

After making a good faith effort to inform the student and the student's parents of the time and place of the hearing, the school shall hold the hearing regardless of whether the student, the student's parents, or another adult representing the student attends. The Campus Director shall audio record the hearing.

Expulsion Order

Within seven days following the hearing on expulsion, the Hearing Officer or his or her designee will notify the student and the student's parents in writing of his or her decision. If the outcome of the expulsion hearing is that the student will be expelled, the Hearing Officer or his or her designee will enter an expulsion order and provide a copy to the student and the student's parents specifying:

1. The length of the expulsion;
2. The procedures for re-admittance at the end of the expulsion period, if applicable; and
3. The right to appeal the Hearing Officer's decision. The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeals

The student or a parent may appeal the decision of the Campus Director in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 72).

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion.

Effect of Student Withdrawal

If a student withdraws from the school before the expulsion hearing is conducted or an expulsion order is entered, the school may continue with the proceedings and enter an order. If the school fails to enter an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Removal

If a Campus Director reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director may order immediate removal of the student. Immediate suspension may be imposed by a Campus Director or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

ATTACHMENT D

Enrollment of New Students

Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school's charter, e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school's charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school—i.e., the close of the “open-enrollment period.”

Lottery

If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have applied during the designated open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/ grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position in the lottery. Parents should call or e-mail the school immediately upon receipt of the notice in order to preserve their student's position in the lottery.

If a vacancy arises before the commencement of the school year, the individual on the waiting list for the current year with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions

Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff, regardless of whether the children of the charter's founders, teachers, or staff reside in the geographic area served by the school.

Residency Information

To be eligible for continued enrollment in the school, the parent must show proof of residency at the time of enrollment. Failure to comply with this requirement will result in the immediate initiation of procedures to exclude students from enrollment.

Residency may be verified through observation, documentation, and other means, including, but not limited to:

1. a recently paid rent receipt,
2. a current lease agreement,
3. the most recent tax receipt indicating home ownership,
4. a current utility bill indicating the address and name of the residence occupiers,

5. mailing addresses of the residence occupiers,
6. visual inspection of the residence,
7. interviews with persons with relevant information, or
8. building permits issued to a parent on or before September 1 of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Falsification of residence on an enrollment form is a criminal offense.

Disciplinary History

As provided in the school's charter, the school may exclude a student from admission who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems. The school shall exclude a student from admission who has a documented history of a criminal offense. As such, if it is later discovered that the student failed to disclose a documented history of a criminal offense, juvenile court adjudication, or disqualifying discipline problems, the school will immediately initiate procedures to exclude the student from admission.

Student Information

Any student admitted to the school must have records such as a report card and/or transcript from the previous school attended to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in the school for the first time must present documentation of immunizations as required by the Tennessee Department of Health.

No later than 30 days after enrolling in the school, the parent and school district in which the student was previously enrolled shall furnish records which verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

The school forwards a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's consent.

Providing False Information

A person who knowingly falsifies information on a form required for enrollment of a student in the school may be guilty of an offense under Tennessee law.

Non-Discrimination

It is the policy of the school to prohibit discrimination in student admission on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the student would otherwise attend.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils,

paper, pens, erasers, notebooks, calculators, headsets, etc., and may be required to pay certain other fees or deposits, including payment of:

1. a fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. a security deposit for the return of materials, supplies, or equipment;

ATTACHMENT E

See examples of parental support, sensitive information redacted.

| Williamson County Founders Parent Information Meeting | | | | | | |
|---|--------|---------------|-----------------------------|--------------------------------------|-----------------|--|
| Name (Please Print) | Email | Your Zip Code | # of Children (School-Aged) | Grade(s) for the '23-'24 School Year | Signature | |
| Edina Kishonthy | edi | 37067 | 1 | 8th | Edina Kishonthy | |
| ALISA STRUHS | alis | 37027 | 4 | 1, 7, 7, 10 | Alisa Struhs | |
| Sandra Burton | sand | 37027 | | | Sandra Burton | |
| Zach Swanson | ZRS | 3725 | 9 | 4th/5th | Zach Swanson | |
| Tonya Homme | tony | 37027 | 1 | 11 | Tonya Homme | |
| Cary Vaupel | cary | 37027 | 2 | 1, 5th | Cary Vaupel | |
| Diane Falcone | dfal | 37179 | 4 | 4, 6, 8, 9 | Diane Falcone | |
| Sapronie Gaudin | GAP | 37179 | 3 | 3rd/1st | Sapronie Gaudin | |
| Grant Astler | Log | 37064 | 1 | K | Grant Astler | |
| Bryson Bryan | bryson | 37014 | 2 | 5th 1st | Bryson Bryan | |
| LAURA BRUGNONI | laur | 37064 | 1 | K | Laura Brugnani | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

May 2022

Dear Williamson County School Board Members:

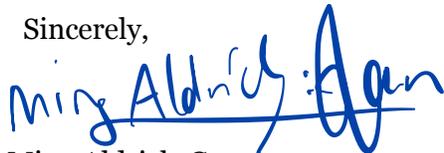
We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

With great excitement, we officially express our intent for Matilda, Michael and Maximilian Charles to attend Founders Classical Academy in August of 2023.

Sincerely,



Ming Aldrich-Gan

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

May 23, 2022

Dear Williamson County School Board Members:

We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

With great excitement, we officially express our intent for our children to attend Founders Classical Academy in August of 2023.

Sincerely,

Eddie & Jessica Bell

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

May 23, 2022

Dear Williamson County School Board Members:

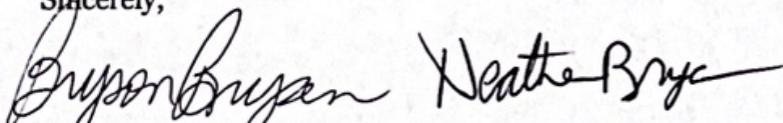
We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

We respectfully request your approval of this charter application as we officially express our intent for our daughter, Ashlyn Bryan to attend Founders Classical Academy in August of 2023.

Sincerely,


Bryson and Heather Bryan

Dear WCS Board,

May 2022

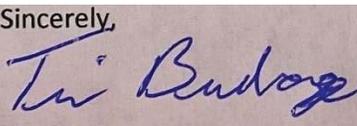
I'm writing to you to express my support, and great desire that you'll approve the charter application for the Founders Classical Academy.

My wife and I have nine children, the oldest two of which were educated for a number of years at a classical academy in another part of the state. We saw firsthand the positive effects that the curriculum had on them, both as a student and as a person.

I could sing to you the praises of the subjects individually, but it's likely that you're already aware of the benefits of those subjects. Rather than do that, I'll share with you two effects that the classical curriculum had on my children that we did not expect. First, as the kids progressed through the curriculum, they began to "learn how to learn". This ability to understand how to dive into a new subject and navigate the learning process quickly is extraordinarily useful to them in college now! Secondly, they became steeped in the development of western civilization, and especially the principles that were critical to the founding of our country. This understanding and appreciation of the foundation of western civilization, and our country in particular, has resulted in their becoming very solid young citizens with a sense of their civic responsibilities! We have a great crisis in our country these days, and if there's anything that we could use more of, it is strong young citizens that understand what "citizenship" actually demands of us.

I understand that Founders Classical Academy is planning on leveraging ResponsiveEd's K-12 curriculum for classical education.

Should you approve this charter, I'm certain that we'll be enrolling all of our eligible children in the school.

Sincerely,

Tim Burbage



May 2022

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

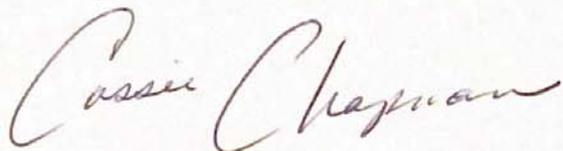
Dear Board Members:

I am writing this letter in support of a new charter school that is proposed in Williamson County. I am a mother of a second grader with special needs that is currently in the Williamson County school system. I love her school and all the staff who have given her all the support, love and encouragement she needs. With that being said, there are some key things missing from her actual education. This new charter school will absolutely fill those missing pieces.

Founders Classical Academy is wanting to give their students an education to prepare them for real life. They will be focused on what makes a person a good, hard working citizen centered around the principles that our Country was founded upon. They are focused on teaching children how to think, not what to think. In a world where we have lost the ability to see truth through the propaganda, it's time to buckle down and learn how to critically think again. My daughter is struggling with simple math, because she doesn't understand why she needs fifty different ways to breakdown $2+2$. The list goes on in almost every single subject. I know this curriculum works for typical kids, but it does not work for my autistic daughter. I'm tired of seeing her defeated, especially, when I know she is a brilliant young lady that needs a different way of learning.

I have attended several meetings and I love everything about Founders Classical Academy. The liberal arts curriculum will help my daughter thrive and she will graduate with the tools she will need to carry on as an adult.

Sincerely,

A handwritten signature in cursive script that reads "Cassie Chapman". The signature is written in dark ink and is positioned below the word "Sincerely,".

Williamson County Board of Education 1320 W. Main Street
Franklin, TN 37064

May 23, 2022

Dear Williamson County School Board Members:

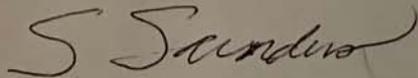
We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

With great excitement, we officially express our intent for our children to attend Founders Classical Academy in August of 2023.

Sincerely,

A handwritten signature in cursive script that reads "Shannon Saunders".

Shannon Saunders

May 2022

Dear WCS Board Members,

I am a parent in the Williamson County School district with two elementary school-aged daughters.

I am writing this on behalf of my husband and I to offer our complete support of bringing Founders Classical Academy to Williamson County. There is no other tuition-free charter school option that brings a classical curriculum to students in the Williamson County area. It is a unique and exciting opportunity to provide our eligible students with this exceptional way of learning. Their focus on liberal arts and sciences, moral character, and civic virtue is what is so attractive to us and we believe offering this type of curriculum in our area is providing Williamson County students and families a true gift.

We believe the mission and values of Founders Classical Academy to develop independent thinkers who support freedom and personal accountability is just what our young students need to flourish as adults, especially in today's volatile society. This type of education will give them the confidence and tools they need to excel and thrive throughout their life. We fully believe this is the type of education that creates scholars and highly successful individuals that will greatly contribute to society.

We are incredibly grateful to have this opportunity offered in Williamson County and are excited for our two eligible daughters to attend this school starting in the 2023-24 school year.

Sincerely,

A handwritten signature in cursive script that reads "Jessica Cordova".

Jessica Cordova

Williamson County Board of Education

1320 W.Main Street

Franklin, TN 37064

May 2022

Dear Williamson County School Board Members:

We are so excited about the prospect of Founders Classical Academy opening in Williamson County! We have 3 school age children that would attend, as we have already had them in a Classical setting before, and we loved it. Classical offers a rigorous education ranging from English Literature to Latin and Civics. It is amazing!

As parents, we strive to have children that will grow up and be a contribution to our community. This style of education has consistently produced well rounded and well-educated members of society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of our school district.

We are excited about an education focusing not only on contemporary themes, but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important. Programs like Founders Classical Academy are a vital supplement to top districts like ours.

With utter excitement and hope, we officially express our intent for our children to attend Founders Classical Academy in August of 2023.

Sincerely,

Kate and Blake Cortner

The image shows two handwritten signatures in blue ink. The top signature is 'Kate Cortner' and the bottom signature is 'Blake Cortner'. Both are written in a cursive, flowing style.

Dear WCS Board Member,

It is with much excitement that I write this letter of support for Founders Classical Academy. As a mother of two, I believe that education plays a monumental role in the shaping of my children. With Founders Classical Academy, I feel that my children will be given a unique experience that they could not receive anywhere else in Williamson County.

I've met with the board members of this proposed charter school and was extremely impressed by the curriculum. My husband and I love the idea of the educational opportunities Founders Classical Academy will offer that we cannot find in the current WCS schools my children attend.

It is without a doubt that we plan on sending our eligible children to Founders Classical Academy when it opens in 2023. It would be a welcome addition to Williamson County, and I believe it will become the standard of what education should be in Middle Tennessee.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Fox".

Jennifer Fox

Lori and Kevin Friedheim
153 Harold Ct.
Franklin, TN 37064
(818) 270-8697

May 24, 2022

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

Dear Board of Education Member,

We ask for your support for Founders Classical Academy—an alternative school choice for the families of Williamson County. Speaking as a parent, resident, and tax-payer, having school options that compete for excellence would benefit the children and future of our communities as a whole. At this time, alternative options, such as private school, are unaffordable or costly, and homeschooling is difficult, if not impossible, for busy parents. Therefore, families, including our own, who are looking for schools with alternative content and pedagogy, do not have a choice other than the current monopoly that exists on tuition-free education.

Fortunately, a new option—Founders Classical Academy—is being proposed. This charter school is an excellent solution to the dilemma that we are personally facing. We fully support its launch and intend to apply for admission when it's established because of its strong academics, philosophy, and alternative content.

After a thorough review of its academic plans, we are confident that our child would receive an excellent education at Founders Classical because it will utilize a classical language-learning approach—an instructional method, backed by research, in which cognitive skills will be developed and learning will be achieved through written and spoken words.

Since the administrators and teachers would carefully follow the progress of each individual child, and identify and remediate the skills of those who are struggling, we trust that our child would achieve mastery of foundational skills at earlier grade levels before progressing to more advanced levels.

Most importantly, as parents, this school would offer us some peace of mind as we would find comfort in knowing that our child would be exposed to age-appropriate classical literature—works that are rich in vocabulary and have withstood the test of time. Founders Classical Academy offers curricula that is different from what is currently offered in public school, and thus, provides alternatives for students who are opting out of Wit & Wisdom. We also appreciate the opportunity for our child to learn Latin, a language that is scarcely taught at other educational institutions.

There is a strong demand for an alternative tuition-free school in Williamson County. We hope we can have your support for Founders Classical Academy. We appreciate your time and consideration.

Sincerely,

Lori Friedheim



Kevin Friedheim



May 2022

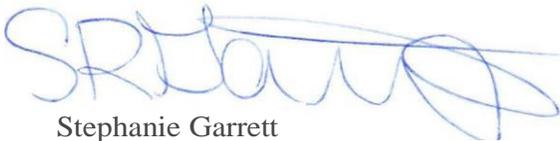
Dear Board Members:

It is with much excitement that I write this letter of support for the Founders Classical Academy. As a mother of four, I believe that education plays a monumental role in the shaping of my children. With Founders Classical Academy I feel that my children would be given a unique experience that they could not receive anywhere else in Williamson County.

The board members of this proposed charter school met with my husband and I. We were extremely impressed by the curriculum. We love the idea of our kids learning Latin and how that will open them up to a better understanding of English and many other languages. What a gift. The Korean Mathematics was very impressive. What I am most excited for is the classical literature my children would read at this school.

It is without a doubt that we plan on sending our three eligible children to USA Academy when it opens in 2023. It will be a welcome addition to Williamson County and I believe will become the standard of what education should be in Middle Tennessee.

Sincerely,



Stephanie Garrett



Ryan Garrett

May 2022

Dear WCS Board Member:

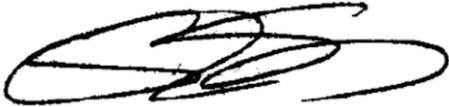
It is with much excitement that I write this letter of support for the Founders Classical Academy. As a mother of one, I believe that education plays a monumental role in the shaping of my child.

With Founders Classical Academy I feel that my child will be given a unique experience that they could not receive anywhere else in Williamson County.

The board members of this proposed charter school met with my husband and I. We were extremely impressed by the curriculum. We love the idea of our kids learning Latin and how that will open them up to a better understanding of English and many other languages. What a gift. The Singapore Mathematics was very impressive. What I am most excited for is the classical literature my children would read at this school. Oh, how their vocabulary will grow!

It is without a doubt that we plan on sending our one eligible child to Founders Classical Academy when it opens in 2023. We are fortunate that our little girl will be entering Kindergarten in 2023. It will be a welcome addition to Williamson County, and I believe will become the standard of what education should be in Middle Tennessee.

Sincerely,

A handwritten signature in black ink, appearing to read 'SHANNON HARFORD', written in a cursive style with a large, sweeping initial 'S'.

Shannon Harford
Williamson County Parent

Nicole Hargrove

2814 Iroquois Dr
Thompsons Station, TN 37179
615-516-2622

Williamson County School Board
1320 West Main St
Franklin, TN 37064

24 May 2022

Dear Williamson County School Board Member,

It is with much anticipation that I write this letter in support for the Founders Classical Academy. I encourage you to read through the application and approve the charter. I am a Williamson County resident, taxpayer, and most importantly, parent of 2 young children. I currently have a kindergartener at Thompsons Station Elementary, and a 3-year-old who will likely be a student in WCS in a few years. As a mother, I believe that education plays a monumental role in the shaping of my children for their futures. With Founders Classical Academy, I feel that my children will have a rigorous and rewarding educational experience that they could not receive anywhere else in Williamson County.

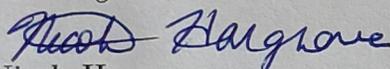
I was a student in Williamson County Schools from 4th grade through high school graduation, attending Trinity Elementary, Kenrose Elementary, Woodland Middle, and graduating from Ravenwood High. I received an excellent education in Williamson County Schools, and I remember my parents strategically planning where to buy a home when we moved back to Tennessee from Georgia when I was in elementary school (both of my parents are native middle Tennesseans as well – my roots here run deep). Because of the great education I received and Williamson County's reputation, I insisted that we buy in Williamson when my husband and I moved back here as well.

However, I am finding that the curriculum that is currently in our schools is not as challenging or educationally valuable as that with which I grew up. I understand that just tossing out the current Wit & Wisdom curriculum for the entire county and replacing it immediately may not be financially feasible. I would love to see another option for parents than opting our children out of multiple books and having them sent to the library to sit alone for weeks at a time doing an "independent study". That's not a valuable education experience, especially for elementary schoolers.

I have attended informational meetings, and I have been extremely impressed by the curriculum provided. I love the idea of our kids learning Latin earlier than I had the opportunity (high school) and how that will open them up to a better understanding of English and many other languages. What I am most excited for is the classical, age-appropriate literature my children would read and discuss at this school.

We absolutely plan on sending our two children to Founders Classical Academy when it opens in 2023, as they will be entering kindergarten and second grade. This school will be a welcomed addition to Williamson County, and I strongly believe it will become the standard of what education should be in Middle Tennessee.

Warm Regards,


Nicole Hargrove

Nikki.hargrove712@gmail.com

May 2022

Dear WCS Board Member,

I would like to write a letter in support of the Founders Classical Academy. I am a physician and have lived in Middle Tennessee for my entire life. I am Williamson County resident and moved to Williamson County in 2016. I am the father of two children. My wife and I know how important education is and, after meeting with representatives from the Founders Classical Academy, we are excited about what this school will offer.

We are excited about the opportunity for our children to learn Latin which will expand their mastery of English as well as other languages. Their science, history, and math curriculum is impressive as well. We are also encouraged by the amount of classical literature that they will be exposed to in the curriculum. This will no doubt help to expand their knowledge and vocabulary.

I will be applying for both of my children to attend the Founders Classical Academy when it opens in 2023. I personally met with board members of the school and am encouraged by their vision for the future of this school. I think the Founders Classical Academy could become the epitome of what a school should be in Williamson County.

Sincerely,

DocuSigned by:

A handwritten signature in black ink, appearing to read "Miles Hartsfield", enclosed within a blue DocuSign signature box.

AF96234523F2401
Miles Hartsfield

Jonathan & Ashley Jeans
1848 Burland Cres
Brentwood, TN 37027

May 2022

Williamson County School Board
1320 W. Main Street
Franklin, TN 37064

Dear Williamson County School Board :

We are writing to express our intent to enroll our daughter in Kindergarten in the proposed charter school, Founders Classical Academy in 2023. Although the rankings of schools in Williamson County are always in the top percentile, we desire an approach to education where learning is emphasized more than training students how to take a standardized test. Moral character and civic virtue are other items that will be empathized at this school, and not programs such as Wit and Wisdom. We believe this school will be an excellent addition to our county and look forward to the impact it makes on the children of Williamson County.

Sincerely,


Jonathan Jeans

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

May 2022

Dear Williamson County School Board Members:

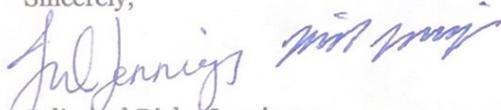
We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

With great excitement, we officially express our intent for our children to attend Founders Classical Academy in August of 2023.

Sincerely,


Julie and Ricky Jennings

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

May 2022

Dear Williamson County School Board Members:

We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

With great excitement, we officially express our intent for our daughter, Evelyn Nelson, to attend Founders Classical Academy in August of 2023.

Sincerely,

Edina Kishonthy
Edina Kishonthy

May 2022

Dear WCS Board Member,

I am very excited to write this letter as I strongly believe in the morals of Founders Classical Academy. I am a teacher and a mother of two who highly values education. I believe that families should have a choice where they send their children.

Founders Classical Academy is offering that to Williamson County. This school will have traditional values that will be unique to Williamson County.

As a teacher in a traditional education setting, I am very pleased with the proposed curriculum for Founders Classical Academy. Singapore Math is a highly rated curriculum and I believe in children learning with classical literature. We plan to send our two children to Founders Classical Academy for the 2023- 2024 school year. Their grade levels for that school year will be, kindergarten and third grade. This county is long overdue for a school like this and we are very excited for its arrival.

Sincerely,

Megan Licano

A handwritten signature in cursive script that reads "Megan Licano".

Dear WCS Board Member,

I'm writing to you today to show our family's support for the Founders Classical Academy. As a family with three kids, we believe that education plays a monumental role in shaping our children. With Founders Classical we feel that our children will be given a unique classical learning experience that they could not receive anywhere else in Williamson County.

In meeting with the board members of this proposed charter school, we were extremely impressed by the curriculum. We love the idea of our kids learning Latin. The foundation that etymology through Latin context will give our kids will be an invaluable tool. I know this because I was privileged enough to receive this in my elementary education. We're also equally impressed with the planned implementation of Singapore Mathematics and classical literature our children would read at this school.

It is without a doubt that we plan on sending our three eligible children to Founders Academy when it opens in 2023. All children learn differently. As parents, seeing first-hand how our children learn best, we feel that the learning environment at Founders Academy will be ideal for our kids. It will be a welcomed addition to education in Williamson County.

Sincerely,

A handwritten signature in black ink, appearing to read "Jacob & Hannah Matthews". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jacob & Hannah Matthews

Williamson County Board of Education
1320 W. Main Street
Franklin, TN 37064

May 2022

Dear Williamson County School Board Members:

We are thrilled about the prospect of Founders Classical Academy opening in Williamson County. Classical education offers a rigorous environment with classes ranging from English Literature to Latin to Civics.

As parents, we likely all strive to have children that will contribute to our community, and this style of education has consistently produced well rounded and well-educated members of our society. Our family feels that the addition of Founders Classical Academy will continue to enrich our already high performing county and continue to draw families from all over to be a part of such a robust school district.

We are excited about an education focusing on not only contemporary themes but also the chance to read and dissect classic novels, study multiple languages from a young age, study comprehensive civics detailing the founding documents, and study math in a way that has produced students that are excelling across the world. During the last couple of years, it has become abundantly clear why this type of education is necessary and important.

With great excitement, we officially express our intent for our child to attend Founders Classical Academy in August of 2023.

Sincerely,


Cortney Nordyke

May 2022

Dear WCS Board:

It is with much excitement that I write this letter of support for the Founders Classical Academy. As a mother of two, I believe that education plays a monumental role in the shaping of my children. With Founders Classical Academy I feel that my children will be given a unique experience that they could not receive anywhere else in Williamson County.

The board members of this proposed charter school met with my husband and I. We were extremely impressed by the curriculum. We love the idea of our kids learning Latin and how that will open them up to a better understanding of English and many other languages. What a gift. The Singapore Mathematics was very impressive. What I am most excited for is the classical literature my children would read at this school. Oh, how their vocabulary will grow!

It is without a doubt that we plan on sending our two eligible children to Founders Classical Academy when it opens in 2023. It will be a welcome addition to Williamson County, and I believe will become the standard of what education should be in Middle Tennessee.

Sincerely,

Rebecca & Michael O'Neal

A handwritten signature in black ink, appearing to be a stylized 'R' followed by a horizontal line.

May 23, 2022

Dear WCS Board Members:

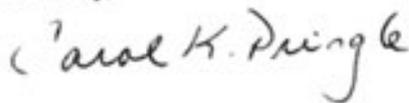
I am writing this letter of support for Founders Classical Academy. My husband and I reside and are homeowners in Williamson County. We are the grandparents of two young boys that are just beginning their academic years. We have been discussing the opportunities that Founders Classical Academy will be offering with my son and Daughter-in-law for the boys and they are in agreement that they would love to be able for their children to attend when it opens.

We know that education plays the foundational role in the development of children into moral, productive citizens. We have had close knowledge of Charter School programs and have seen very good experiences and outcomes. With Founders Classical Academy we believe that our grandchildren will be given a special and excellent school experience in Williamson County.

We are very impressed by the curriculum. Classical education has a proven record for success and we believe that the focus on liberal arts, science, moral character and civic virtue will blend well with our family's values, while teaching the children what they need to be successful in life.

My son and daughter-in-law plan on sending their then 1st grader to Founders Classical Academy when it opens in 2023, and their second son the following year for kindergarten. We are excited about this wonderful opportunity for Williamson County school children and hope this this model will be expanded in the future.

Sincerely,

A handwritten signature in cursive script that reads "Carol K. Pringle". The signature is written in black ink and is positioned below the word "Sincerely,".

Carol Pringle

May 23, 2022

Dear WCS Board Member:

It is a great honor to write this letter in support of the Founders Classical Academy. I have been a supporter of Hillsdale College and the classical education model for many years. I am so pleased to have the opportunity to send my children to a school of this quality in Williamson County. Coming from several generations of educators, I value education and the core principles that will be taught at the USA Classical Academy and seem to have been lost in the current public school system.

After meeting with the board members and reviewing their curriculum, I am even more excited for this school to come to Tennessee. I look forward to having my children learn phonics, Latin, and classical literature that will cultivate a love for learning while reinforcing their American and Christian values. I am excited for the history, science, and liberal arts subjects that will enhance their understanding of the world. Their focus on the development of virtue is critically needed in our community and our country right now. The skills and ideas that will come from the Founders Classical Academy will change the future of our country for the better.

I will be enrolling my children at the Founders Classical Academy for its opening 2023 school year. I believe it will be a great asset to the Williamson County School District and offer unparalleled academic excellence to many of our county's future leaders.

Sincerely,

A handwritten signature in black ink, appearing to read "Alisa Struhs". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Alisa Struhs

ATTACHMENT F

F1: Articles of Incorporation

| CHARTER NONPROFIT CORPORATION (ss-4418) | | Page 1 of 2 |
|---|--|----------------------------|
|  | Business Services Division Tre Hargett, Secretary of State State of Tennessee 312 Rosa L. Parks AVE, 6th Fl. Nashville, TN 37243-1102 (615) 741-2286 Filing Fee: \$100.00 | <i>For Office Use Only</i> |
| 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: <u>Del Rey Education Inc</u> | | |
| 2. Name Consent: (Written Consent for Use of Indistinguishable Name) <input type="checkbox"/> This entity name already exists in Tennessee and has received name consent from the existing entity. | | |
| 3. This company has the additional designation of: _____ | | |
| 4. The name and complete address of the initial registered agent and office located in the state of Tennessee is: Name: <u>Brian Haas</u> Address: <u>100 Powell Place Ste 1136</u> City: <u>Nashville</u> State: <u>TN</u> Zip Code: <u>37204</u> County: <u>Davidson</u> | | |
| 5. Fiscal Year Close Month: <u>June</u> Period of Duration: <input checked="" type="checkbox"/> Perpetual <input type="checkbox"/> Other _____ <small>Month Day Year</small> | | |
| 6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is: (Not to exceed 90 days) Effective Date: _____ Time: _____ <small>Month Day Year</small> | | |
| 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 <input checked="" type="checkbox"/> public benefit corporation / <input type="checkbox"/> mutual benefit corporation. This corporation is a <input type="checkbox"/> religious corporation / <input checked="" type="checkbox"/> not a religious corporation. This corporation will <input type="checkbox"/> have members / <input checked="" type="checkbox"/> not have members. | | |
| 9. The complete address of its principal executive office is: Address: <u>100 Powell Place Ste 1136</u> City: <u>Nashville</u> State: <u>TN</u> Zip Code: <u>37204</u> County: <u>Davidson</u> | | |
| *Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record. | | |

Submitter Information: Name: Brian Haas Phone #: (512) 333-1520

**CHARTER
NONPROFIT CORPORATION** (SS-4418)

Page 2 of 2



Business Services Division
Tre Hargett, Secretary 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

The name of the corporation is: Del Rey Education Inc

10. The complete mailing address of the entity (if different from the principal office) is:
 Address: 100 Powell Place Ste 1136
 City: Nashville State: TN Zip Code: 37204

11. List the name and complete address of each incorporator:

| Name | Business Address | City, State, Zip |
|------------|------------------------|---------------------|
| Brian Haas | 100 Powell Pl Ste 1136 | Nashville, TN 37204 |
| | | |
| | | |

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 §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:
 Upon the dissolution of this organization, assets shall be distributed for exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed for a public purpose.

14. Other Provisions:
 The organization is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

***Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.**

8/21/2021
 Signature Date

Incorporator's Signature

Brian Haas
 Incorporator's Name (printed or typed)

F2: Non-Profit Status



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

DEL REY EDUCATION INC
C/O BRIAN HAAS
100 POWELL PL STE 1136
NASHVILLE, TN 37204

Date:
05/11/2022
Employer ID number:
87-2285208
Person to contact:
Name: Peter Orlett
ID number: 31436
Telephone: (877) 829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
August 21, 2021
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053747009701

Dear Applicant:

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

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

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

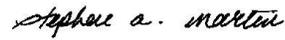
If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive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

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

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

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

Sincerely,



Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

F3: Bylaws

BYLAWS OF DEL REY EDUCATION, INC.

ARTICLE I. General

Section 1. Name.

The name of the corporation is DEL REY EDUCATION, INC. It is hereinafter referred to as “the Corporation.”

Section 2. Address.

The Corporation’s mailing address and principal place of business shall be as set forth in the Articles of Incorporation or as otherwise established by the Board of Directors from time to time.

Section 3. Purposes.

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities that it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities that would jeopardize the Corporation’s tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the “Code”) and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

The specific purposes for which the Corporation is formed are to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

Section 4. Dedication of Assets and Dissolution.

The Corporation’s assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to one or more nonprofit funds, foundations, or corporations that are organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code or to a state or local government, for a public purpose, as selected by the Board.

Section 5. Non-discrimination.

The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the charter school or in its admission policies for students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and so long as the Corporation is in a charter contract, regulations applicable to the operation of public charter schools in the State of Tennessee.

ARTICLE II. Members

The Corporation shall not have any members.

ARTICLE III. Directors

Section 1. Powers and duties.

The Corporation shall be governed by its Directors; as a body the Directors constitute the Board of Directors (hereafter referred to as "Board"). The business, affairs, and property of the Corporation shall be managed by a chief executive officer who shall be employed by the Board at its pleasure and accountable to it as a collective. The Board shall provide oversight of the chief executive officer and may reserve to itself final authority for decisions concerning any of the following:

- a. Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- b. To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the Schools and their affairs, and of their employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the Schools, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the Schools' purpose or mission;
- c. To enter into agreements and contracts with individuals, groups of individuals, Corporations or governments for any lawful purpose;
- d. To hire, oversee and direct, as a collective, an individual who will be responsible for the day-to-day operations of the Schools;
- e. To approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- f. To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- g. To cause an annual inspection or audit of the accounts of the Schools, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition;
- h. To ensure that the schools' money and assets are reasonably safeguarded against fraud, waste, and abuse and that school's financial transactions are managed according to Generally Accepted Accounting Principles and any other applicable standards;
- i. To ensure that the schools' financial position and performance meet all required performance framework metrics;
- j. To set a proper tone regarding ethical conduct in all matters concerning the Corporation;
- k. To ensure ongoing evaluation of the Schools and provide public accountability;
- l. To uphold and enforce all laws related to charter School operations;
- m. To ensure adequate funding for operation;
- n. To provide appropriate assistance as to the solicitation of funds, receiving of grants, and overall fundraising needs of the Schools;
- o. To delegate the management of the activities of the Schools to others, so long as the affairs of the Schools are managed, and its powers are exercised, under the Board's ultimate oversight and jurisdiction.

Section 2. Number.

The Board of Directors shall consist of a minimum of three (3) persons and no greater than twelve (12) persons unless changed by amendment of these Bylaws.

Section 3. Qualifications.

Each Director must be an individual person who is twenty-five years of age or older. Qualifications for Board Directorship shall include but not be limited to: (a) enthusiasm for the Schools and conviction in their purpose; (b) willingness to submit to a extended criminal record background check; (c) agreement to abide by the board's code of conduct; (d) commitment to professional development and the completion of any state requirements for training or development; (e) special skills to address specific management and needs of the Schools; (f) willingness to accept and support Board decisions; and (g) ability to represent the Schools to the community. Board members do not need to reside in the County in which the Corporation's principal office is located. So long as the Corporation's contract(s) for operation of a public charter school(s) is in effect, all Board members must meet the requirements in said contract, the approved Charter Application(s) and provisions of Tennessee Codes and regulations pertaining to governing boards of charter schools ("Charter School Rules"). A Board member who previously qualified to serve under the Charter School Rules but who ceases to be so qualified shall be considered to have resigned effective upon the date of the event or circumstance that causes him/her to lose qualification to serve on the Board.

Section 4. Term.

Board members shall be elected for three-year terms, except as otherwise provided for the initial Board members. Beginning in the first fiscal year the Corporation operates as a charter school, the initial Board members shall establish classes of Board members ("Board Classes") by resolution to provide for Board terms to be staggered so that no more than approximately 1/3 of the Board shall be up for election in any year, unless a vacancy or vacancies need to be filled. The starting date and length of the terms of the initial Board members shall be as set forth in the Board Classes resolution. Newly elected directors shall assume office, and terms of directors that are expiring shall expire, as of the date immediately following the date of the annual meeting of the Board of Directors or at any other time as designated by the Board. Board membership shall be limited to three consecutive three-year terms. Previous Board members shall be re-eligible for membership after a lapse of one year. The three consecutive term limit may be extended by one three-year term by a vote of the Board. An initial appointment as a director to serve the remainder of an unexpired term shall not count toward the three consecutive term limit.

Section 5. Election.

The names of the initial Board members are set forth in the Certificate of Incorporation. All successor Board members shall be elected by the Board of Directors at an election held each year at the annual meeting. The positions of those Board members whose terms will expire shall be voted upon, nominations for such positions shall made by the Board members, and the positions will be filled by vote of those Board members eligible to vote. In the event of a tie vote for a position, a second ballot will be cast for that position only. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person the first initial of the first name of whom is earliest in the alphabet calling a coin side first. Newly elected Board members shall assume office at the first Board of Directors meeting following their election.

Section 6. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the Board Chair. A Board member may be removed with or without cause at a meeting of Board members by an affirmative vote of two-thirds of the full membership of the remaining Board of Directors. All Board members, including the Board member(s) being considered for removal shall receive at least 10 days' notice of such proposed action and the Board member(s) being considered for removal shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 7. Vacancies.

A vacancy shall be declared in any seat on the Board of Directors upon the death, resignation, or removal of the occupant thereof, or upon the disability of any occupant rendering him or her permanently incapable of participating in the management and affairs of the Corporation. If a vacancy should occur in the Board of Directors, Board members shall receive at least 10 days written notice of individuals proposed to be nominated to fill the vacancy. A new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors. The new member shall be elected to serve for the remainder of the vacating director's term as set forth in the Board Classes.

Section 8. Compensation.

Board members receive no payment for their services. With Board approval, Board members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the Board member only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to reimbursement of any such expenditure to the Board meeting. Each year, at the Annual Meeting, the Board of Directors may set a schedule of allowable charges for meals, lodging, and mileage expended on Board business, and in such event, reimbursements shall not exceed these limitations.

Section 9. Parent Representative.

So long as the Corporation's charter contract(s) remains in effect, the Board must appoint a parent representative to facilitate parental involvement and resolve disputes. The parent representative must reside in the county in which the charter school is located and may be a member of the Board, charter school employee or individual contracted to represent the Board. If the Board oversees more than one (1) school in the school district, then a separate parent representative must be appointed for each school. The parent representative must attend meetings of the Corporation in person.

ARTICLE IV. Meetings and Committees

Section 1. Annual Meeting.

An annual meeting of the Board of Directors for the election of Board members and such other business as may come before the meeting shall be held in May of each year or such other month in the year as designated by the Board. Prior written notice shall be given not less than ten (10) days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice.

Section 2. Regular Meetings.

Regular meetings of the Board of Directors shall be held at least once per year. For purposes of this Section, the Annual Meeting shall be considered a Regular Meeting. Timely notice of all such regular meetings shall be provided. So long as the Corporation is in a charter contract, at least two meetings of the Corporation shall be held each year in the school district in which the charter school is located, and notices will be posted and provided as set forth in said charter contract and Tennessee law.

Section 3. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by any member of the Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, facsimile, or electronic communication media technology. Such notice shall specify the time and place of the meeting. So long as the Corporation is in a charter contract, such notice will also be posted and provided as set forth in said charter contract and Tennessee law. Emergency meetings may be called by the Board Chair and held upon notice as required by law.

Section 4. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Quorum may be established by in-person attendance or by attendance through communications media technology in accordance with the requirements of the Tennessee Code § 48-58-201 (2018), TN Code § 8-44-108 (2015), and the Tennessee Open Meetings Act, compiled in Title 8, Chapter 44, Part 1 of the Tennessee Code, as amended, or any successor thereto. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by a charter contract, or by these Bylaws. Every act of a majority of the Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 5. Meeting Attendance.

Board members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Board member after such Board member's three unexcused, consecutive absences or four unexcused absences within twelve months to ascertain the Board member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 6. Open Meetings.

So long as the Corporation's charter contract(s) remains in effect, to the extent required by such laws, rules and regulations as govern the operation of such public charter school; all meetings of the Board of Directors will be open and accessible to the public, noticed and conducted in accordance with the Tennessee Public Records Act, compiled in Title 10, Chapter 7, Part 5 of the Tennessee Code, and the Tennessee Open Meetings Act, compiled in Title 8, Chapter 44, Part 1 of the Tennessee Code. Meetings of the Board shall not be closed to the public except as specifically permitted by the Tennessee Open Meetings Act and with prior consultation with legal counsel. The Corporation will establish a policy governing public comment and input in accordance with Tennessee law.

Section 7. Voting by Unanimous Written Consent and by Proxy.

Voting by any written consent or proxy is prohibited so long as the Corporation is in a charter contract.

Section 8. Committee Establishment; Membership; Terms.

The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. However, no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing the Bylaws or Articles of Incorporation; electing, appointing, or removing any member of any committee or subcommittee or any Director or Officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or consolidation with another corporation; authorizing the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings thereof; adopting a plan for the distribution of the assets of the Corporation; or amending, altering, or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. Committees may be made up of Board members and non-Board members. The Board shall appoint a chair for each committee unless otherwise provided in these Bylaws. The Board of Directors shall have the power at any time to change the number and members of any such committee, to fill vacancies, to remove a committee member and to discharge any such committee. So long as the Corporation's contract for operation of a public charter school remains in effect, any Standing or Ad Hoc Committees subject to the Tennessee Public Records Act, compiled in Title 10, Chapter 7, Part 5 of the Tennessee Code, and the Tennessee Open Meetings Act, compiled in Title 8, Chapter 44, Part 1 of the Tennessee Code, will be noticed and conducted in accordance with such Act.

Section 9. Audit Committee.

The Board of Directors shall appoint an Audit Committee that will be chaired by the Treasurer. The Audit Committee will be considered a standing committee. It will assist the whole Board with financial management oversight but will not participate in the financial management of the Corporation. The Audit Committee shall recommend to the Board the selection of the independent auditing firm and will perform such other duties as identified by the Board.

ARTICLE V. Officers

Section 1. Titles.

The Officers of the Corporation shall be Board Chair, Vice Chair, Secretary, and Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. Officers may hold more than one position at the same time, except that the Secretary and the Treasurer may not serve concurrently as the President.

Section 2. Election.

The Officers shall be elected from among the Board of Directors at each annual meeting of the Board members and shall serve for one year and until their successors are elected and qualified. New offices may be created and filled at any meeting of the full Board.

Section 3. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The Board Chair shall be responsible, along with his/her fellow Board members, for the oversight of the Corporation's business and affairs. He/she shall preside at all meetings of the Board. The Board Chair shall have full and equal vote as accorded to all Board members. The Board Chair may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The Board Chair may delegate, as needed, to any other officer any or all of the duties of the office of Board Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Board Chair. The Vice Chair shall have full and equal vote as accorded to all Board members. In the absence of the Board Chair, the Vice Chair shall perform all the duties of the Board Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Board Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the current meeting. The Secretary shall ensure the integrity of the Board's documents. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall assist the whole board with oversight of the Corporation's financial management. The Treasurer assists the Board in the development of financial policies and helps ensure that performance aligns favorably with policy. The Treasurer shall chair the Board's Audit Committee. As such, the Treasurer shall not be a signer on any account nor shall have any authority to approve or authorize transactions. The Treasurer has no disproportionate responsibility for the financial performance of the school. The Treasurer shall ensure that regular books of account are kept for the Corporation that set out business transactions of the Corporation and reports and filing made, all in compliance with applicable Tennessee law, and that such books are at all times open to inspection at the Corporation's place of keeping to any Board member or as otherwise required by law or charter contract.

Section 4. Resignation and Removal; Vacancy.

An officer may resign by submitting his or her resignation in writing to the Board Chair. Any officer may be removed from office, with or without cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least ten (10) days' written notice of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting. A vacancy occurring in any office of the Corporation by death, resignation, removal or otherwise shall be filled by the Board of Directors.

Section 5. Compensation.

Directors who serve as officers shall not receive any compensation for their services.

ARTICLE VI. Fiscal Year and Check Signing

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing; Deposits.

The Board Chair is authorized to sign checks for the Corporation. The Corporation may authorize other persons to sign checks by written resolution adopted by a majority of a quorum of the Board. The Board of Directors shall establish a policy setting the amount above which checks must have two signatures. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

ARTICLE VII. Amendments to Bylaws

The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the Corporation, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Board members not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the Board assuming no vacancies.

ARTICLE VIII. Additional Provisions

Section 1. Indemnification of Officers and Board Members.

The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Tennessee Code § 48-58-507 (2016), as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Tennessee Code § 48-58-507 (2016), as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. A Board member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Board member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Insurance.

The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3. Audit.

At the close of the first fiscal year of charter school operation, the accounts of the Corporation shall be audited by an independent auditor, who meets the requirements set forth in Tennessee law for auditors of charter schools and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be selected in accordance with the procedures required by law. The audit shall be done in compliance with the Tennessee Code governing charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with legal requirements.

Section 4. Private Foundations and Other Limitations.

In no case shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such person under chapter 42 of the Code. Furthermore, (a) if at any time the Corporation is a private foundation within the meaning of Section 509(a) of the Code, then during such time no payment shall be made under this Article if such payment would constitute an act of self-dealing or taxable expenditure as defined in Section 4941(d) or Section 4945(d), respectively, of the Code and (b) if at any time the Corporation is not a private foundation within the meaning of Section 509 of the Code, then during such time no payment shall be made under this Article if such payment would constitute an excess benefit transaction as defined in Section 4958 of the Code.

Section 5. Contracts.

The Board of Directors may authorize any Officer or Officers, agent or agents of the Corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, provided that such contract or instrument is not in violation of the Articles of Incorporation, these Bylaws or applicable law. Such authority may be general or confined to specific instances.

Section 6. Books and Records.

The Corporation shall keep correct and complete books and records of account, shall keep minutes of the proceedings of its Board of Directors and committees having any authority of the Board of Directors.

ARTICLE IX. CONFLICT OF INTEREST

The Corporation shall adopt a conflict of interest policy and will adhere to the provisions of that policy. The purpose of this conflict of interest policy is to protect the tax-exempt Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible self-dealing or excess benefit transaction. This policy is intended to supplement but not replace any applicable Tennessee and federal laws governing conflict of interest applicable to nonprofit and charitable corporations and is not intended as an exclusive statement of responsibilities.

These Bylaws were adopted by a 2/3 majority of the Board of Directors, at a duly noticed meeting, at which a quorum was present, on December 9, 2021.

F4: Code of Conduct

DEL REY EDUCATION, INC. CODE OF ETHICS

Del Rey Education, Inc. adopts the following Principles of Professional Conduct for the Education Profession for our Code of Ethics, applicable to both employees and the governing board.

1. Del Rey Education educators shall be guided by the following ethical principles:
 - a. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
 - b. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
 - c. The educator is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.
2. Del Rey Education educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
 - a. Obligation to the student requires that the individual:
 1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 3. Shall not unreasonably deny a student access to diverse points of view.
 4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 6. Shall not intentionally violate or deny a student's legal rights.
 7. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 8. Shall not exploit a relationship with a student for personal gain or advantage.
 9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- b. Obligation to the public requires that the individual:
1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 3. Shall not use institutional privileges for personal gain or advantage.
 4. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 5. Shall offer no gratuity, gift, or favor to obtain special advantages.
- c. Obligation to the profession of education requires that the individual:
1. Shall maintain honesty in all professional dealings.
 2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

5. Shall not make malicious or intentionally false statements about a colleague.
6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
7. Shall not misrepresent one's own professional qualifications.
8. Shall not submit fraudulent information on any document in connection with professional activities.
9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
11. Shall provide upon the request of the certified individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Tennessee and other applicable Tennessee Statutes and State Board of Education Rules.
13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment.
14. Shall report to appropriate authorities any known allegation of a violation of the Tennessee Education Code or State Board of Education Rules.
15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Tennessee Education Code or State Board of Education Rules.
16. Shall comply with the conditions of an order of the Department of Education imposing probation, imposing a fine, or restricting the authorized scope of practice.
17. Shall, as the supervising administrator, cooperate with the Department of Education in monitoring the probation of a subordinate.

F5: Conflict of Interest Policy

DEL REY EDUCATION, INC. CONFLICT OF INTEREST AND COMPENSATION POLICY

Section 1: Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2: Definitions

a. Interested Person

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

b. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

Section 3. Procedures

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

b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

c. Procedures for Addressing the Conflict of Interest

- i. An interested person may make a presentation at the governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- ii. The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- iii. After exercising due diligence, the governing Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

d. Violations of the Conflicts of Interest Policy

- i. 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.
- ii. 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.

Section 4. Records of Proceedings

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5. Compensation

- a. A voting member of the governing Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- d. Members who receive compensation from the Corporation, whether directly or indirectly or as employees or independent contractors, are precluded from membership on any committee whose jurisdiction includes compensation matters.

Section 6. Annual Statements

Each director, principal officer and member of a committee with governing Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8. Use of Outside Experts

When conducting the periodic reviews as provided for in Article IX, Section 7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

F6: Board Member Bios



Cassie Chapman

President

A Parkersburg, WV native, Cassie Chapman moved to Nashville from Louisville, KY in 2007. The following year, she married her TV host husband, Gary Chapman.

Cassie starred in the docudrama “Private Lives of Nashville Wives” in 2013. In front of the cameras and the world, she and her husband adopted their beautiful, baby daughter Eva Rose on the show. That process caused her to become an advocate for independent, open adoption.

Cassie is involved with many charity organizations and loves philanthropic work. She was co-chair for Agape Animal Rescue, where she hosted “Glitter and Glam” and “Animal Ball,” the two largest monetary events the organization has had to date. She has also served on the board for Women In Numbers, a nonpartisan organization that supports women running for local office.

Currently, Cassie is working on the launch of a new TV cooking show. In her free time, she loves to ride horses, cook, research, sing, and spend time outdoors with her daughter. Grateful for the amazing support system in her life as she navigates through her daughter’s diagnosis of Autism, Cassie wants to “pay it forward” by helping other families who find themselves in the same situation.



Brian Haas
Vice President

Driven by a passion for providing top quality educational opportunities specific to the unique needs of the individual, Brian has served in a variety of diverse capacities throughout his career.

Beginning in the concert production industry, Mr. Haas has toured with some of the highest grossing concert tours of their day, for such artists as Paul McCartney, Phil Collins, Prince, and many others. Subsequently, Brian has spent a number of years as an executive in the technology industry, insurance/risk management, and commercial real estate. In addition, he has served in a number of civic and governance roles, including as board member of one of Florida's largest senior services organizations.

This broad assortment of occupations has taught Mr. Haas a tremendous skillset, from ethical corporate and nonprofit governance, to contract negotiation and review, to marketing and community outreach, to entrepreneurship and effective business operations, to community service. Mr. Haas currently holds real estate licenses in two states, and has been involved in expanding the footprint of classical education across 4 states.



Carma DiCianni

Treasurer

Carma DiCianni is currently the Director of Student Operations & Marketing for Nashville's prestigious Blackbird Academy. Carma is responsible for strategically building, executing, and maintaining student and alumni programs, oversees the creation/implementation of communication and marketing materials for John and Martina McBride's Blackbird Academy, and has financial responsibility for the Academy. Carma also oversees the management and operations of recruitment, admissions, enrollment and orientation services at the school.

Carma has been in the education and music industries for over 20 years. In the music industry, she has worked in recording studios, tour management, and as a professional event/concert photographer. Carma has worked with artists/bands including Bon Jovi, Stone Temple Pilots, Ted Nugent, Alice Cooper, Marty Stuart, Travis Tritt, and many more. Carma has taught at the high school, university, and corporate levels and has degrees in Education, Audio Engineering, and Entertainment Business.



Austin Tallant

Secretary

Austin is an Account Executive with the esteemed Ramsey Solutions in Franklin, TN. Austin works with middle schools and high schools across the US to provide them with life-changing personal finance curriculum.

Prior to that, Austin's career history involved roles with student fundraising giant, Booster Enterprises. There, his responsibilities included market analysis and growth strategy and program and team leadership. Austin was responsible for launching the Southern California market, where he led 14 school programs to raise funds and develop character and morale for students.

Austin graduated from Chowan University (Murfreesboro, NC) where he was a member of the football team. In 2012, Austin was Special Teams Player of the Year and Presidential Athletic Excellence Award recipient. In 2013, Austin was Presidential Athletic Excellence Award recipient, Faith in Your Future Award recipient, Excellence in Leadership Officer Award recipient and Allstate AFCA Good Works Team Member at the 2013 Sugar Bowl in New Orleans.

Austin currently lives just outside of Nashville in Nolensville, TN and is actively involved with Rolling Hills Community Church with his wife Caelen and daughter Reagan, with one more on the way!



Mitch Emoff

Board Member

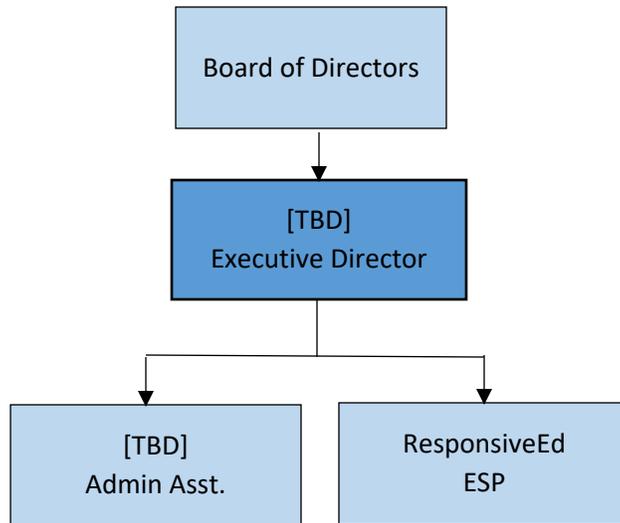
Passionate about building organizations, Mitch is Executive Vice President of the marketing and advertisement firm, Goldner Associates. In addition to developing systems and processes, Mitch enjoys watching people rise to challenges and grow individually through teamwork.

A graduate of Indiana University with a Bachelor's in Small Business and Entrepreneurship, Mitch also served as the President and Board Chair for Nashville Filmmakers, a group of more than 1,000 producers, directors, writers, actors, and production personnel.

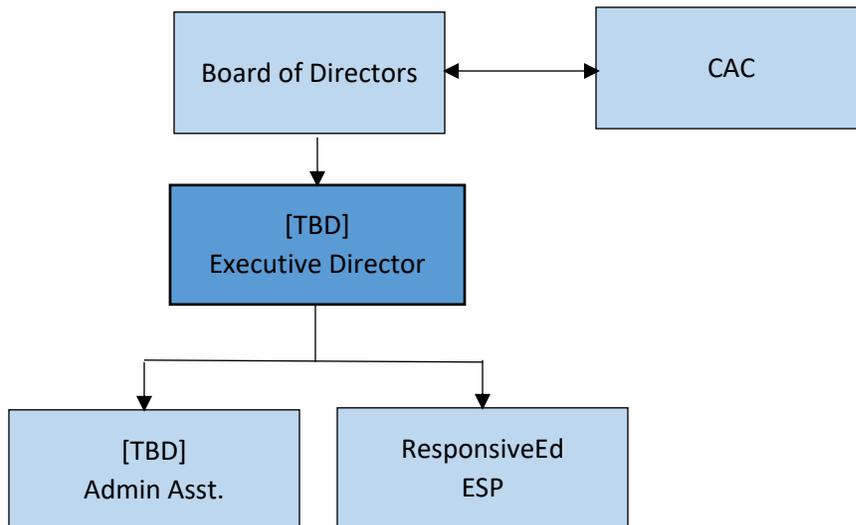
Mitch has also served in a number of leadership positions with associations serving the product distribution industry, including The PeerNet Group and TASA, the Tri-State Advertising Specialty Association. In 2021, Mitch was the founding board chair for USA Classical Academy classical charter school, and has subsequently merged efforts with Del Rey Education.

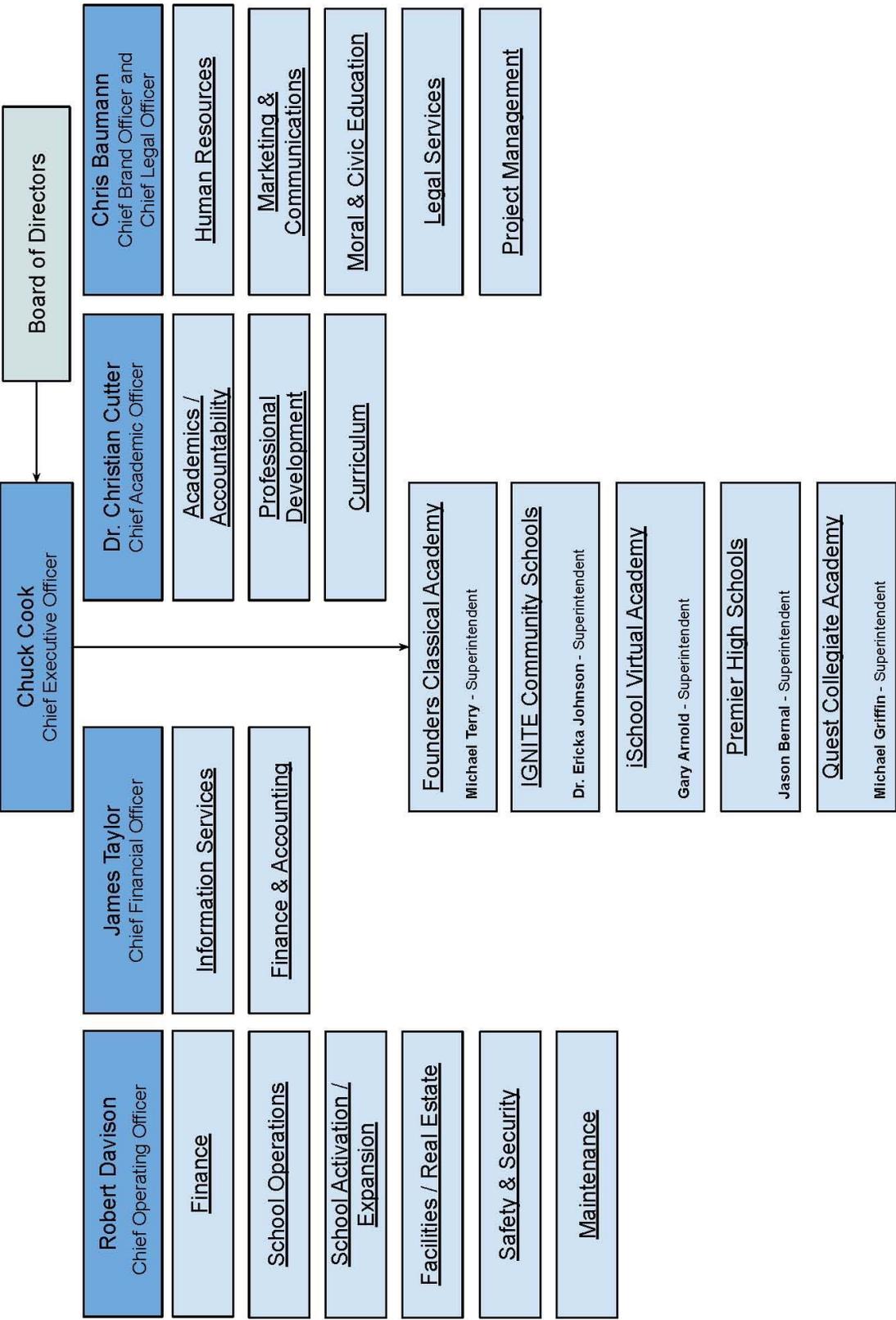
ATTACHMENT G

Organizational Chart First Operational Year



Organizational Chart Third – Fifth Years





ATTACHMENT H

As a new organization, student achievement for Del Rey Education is not available.

ATTACHMENT I

Comprehensive personnel policies are in use by ResponsiveEd for their more than 3,000 employees. Due to the complexity and length of this documentation, it has not been included with this application. However, a copy can be provided, if desired.

ATTACHMENT J



HOME AUTO LIFE HEALTH BUSINESS BONDS DISABILITY EMPLOYEE BENEFITS ID THEFT

May 23, 2022

To Whom It May Concern,

Our insured will be securing the following coverage and limits:

Del Rey Education
100 Powell Pl, #1136
Nashville, TN 37204

General Liability \$1,000,000
Professional Liability \$1,000,000
Sexual Abuse/Molestation \$1,000,000
Work Comp/Employer's Liability \$1,000,000
Umbrella Liability \$5,000,000
Surety Bonds

10 Days-Notice of Cancellation applies for TDOE.

A handwritten signature in cursive script that reads "Tammie Richmond".

Tammie Richmond
Vice President Commercial Lines Sales

FAMILY/EMPLOYEE OWNED

6213 CHARLOTTE PIKE | NASHVILLE, TN 37209 | ZANDERINSURANCE.COM
800.356.4282 615.352.2850

ZANDER INSURANCE GROUP IS A COLLECTIVE ENTITY OF JEFFREY J. ZANDER, JJZ INSURANCE AGENCY INC, JJZ INSURANCE AGENCY A TGP AND ZANDER INSURANCE AGENCY INC.

ATTACHMENT K

RESPONSIVEED/DEL REY EDUCATION REPLICATION MEMORANDUM OF UNDERSTANDING

This nonbinding ResponsiveEd/Del Rey Education Replication Memorandum of Understanding (“MOU”) is dated effective as of December 9, 2021, (the “Effective Date”), between the Del Rey Education, Inc. (“Del Rey”), a Tennessee not-for-profit corporation, and ResponsiveEd USA. (“ResponsiveEd”), a Texas not-for-profit corporation. Del Rey and ResponsiveEd are referred to herein collectively as the “Parties,” and each individually as a “Party.”

RECITALS

- A. **WHEREAS** Del Rey is dedicated to facilitating Tennessee charter school launches and governance of charter contracts;
- B. **WHEREAS** Del Rey has and established board with knowledge and influence in the areas of Tennessee education law, academic accountability, and charter application processes;
- C. **WHEREAS** ResponsiveEd is knowledgeable and experienced in operating high-quality charter schools;
- D. **WHEREAS** a representative of Del Rey has vetted ResponsiveEd, having reviewed ResponsiveEd’s academic and financial performance, visited several ResponsiveEd schools, visited ResponsiveEd’s central administrative offices, met with ResponsiveEd’s executive leadership, spoken with members of ResponsiveEd’s senior management;
- E. **WHEREAS** Del Rey and ResponsiveEd are mutually committed to enabling families and students who have otherwise had limited school choice options to develop the skills, character, and knowledge needed to succeed in top-quality high schools, universities, and in the competitive world beyond;
- F. **WHEREAS** Del Rey desires to engage ResponsiveEd to replicate classical and credit-recovery schools, build out donor networks, and establish in due time ResponsiveEd Tennessee;

NOW THEREFORE, in consideration of the foregoing premises, the Parties agree to enter into one or more separate written agreements to effectuate the following:

AGREEMENT

SECTION 1. JOINT VENTURE

Del Rey agrees to establish a joint venture with ResponsiveEd to plan the expansions of ResponsiveEd brands (initially Founders Classical Academies) in growth markets in Tennessee.

SECTION 2. DEL REY EDUCATION SERVICES

- A. Del Rey hereby agrees to coordinate with ResponsiveEd to deliver various support "Services" to assist ResponsiveEd with replicating the Founders Classical Academies and Premier High School models in Tennessee. While the scope of Services shall vary according to the specific needs of each charter, such Services may include one or more of the following non-exclusive list of activities:
1. strategic planning;
 2. local board facilitation;
 3. charter application and ongoing governance;
 4. hold and manage charters for all schools related to the agreement;
 5. site identification and facilities funding services;
 6. school launch collaboration;
 7. community engagement/district relations;
 8. board development;
 9. public relations;
 10. advocacy;
 11. fundraising; and
 12. special projects.
- B. The scope of Del Rey's services for each school, and the consideration for such Services, shall be described in one or more separate written agreements between the Parties.

SECTION 3. RESPONSIVEED SERVICES

Subject to the limitations set forth herein; each School's charter; all applicable federal, state, or local statutes, ordinances, and regulations; any amendments to or recodification of the aforementioned laws; implementing regulations of such laws; executive orders; common law; and other guidelines, policy statements, and rulings applicable to public charter schools (collectively referred to herein as "Applicable Law"), ResponsiveEd hereby agrees to use its best efforts to operate each School. Without limiting the foregoing, ResponsiveEd agrees to:

1. implement an educational program for each School that is designed to assist students in developing the following "Core Competencies": (a) building a broad foundation of knowledge grounded in the intellectual, moral and philosophical traditions of Western Civilization through a Classical direct instructional model, (b) developing virtue as an essential aspect of human formation, (c) fostering an orientation toward liberty and free societies, (d) training future leaders, and (e) preparation for college and life beyond;
2. provide credit rating and financial services necessary to launch new schools;
3. provide construction services/oversight of new school buildings through ResponsiveEd's real estate trust;
4. collect and maintain data on the academic achievement level of each School's students sufficient to allow the State of Tennessee to evaluate the progress of these students and the effectiveness of each School's educational program for the purpose of research conducted by member-schools;
5. coordinate with Del Rey on Tennessee-based fundraising and advocacy initiatives..

SECTION 4. PUBLICITY/PRESS RELEASE

ResponsiveEd may use Del Rey's name and School references in a listing of new, representative, or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. Del Rey may use ResponsiveEd's name and School references in a listing of new, representative, or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both ResponsiveEd and Del Rey.

[The remainder of this page is intentionally left blank.]

IN WITNESS WHEREOF, the Parties have duly executed and delivered this MOU as of the Effective Date.

Del Rey Education:



Brian Haas
President
Del Rey Education, Inc.
100 Powell Pl. #1136
Nashville, TN 37204

ResponsiveEd:

Mr. Chuck Cook
Chief Executive Officer
ResponsiveEd USA, Inc.
1301 Waters Ridge Drive
Lewisville, Texas 75057

Approved as to Form:

Mr. Chris Baumann
General Counsel
ResponsiveEd USA, Inc.
1301 Waters Ridge Drive
Lewisville, Texas 75057

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SERVICE AGREEMENT

This Service Agreement (the "**Agreement**") is made and entered into as of the 3rd day of March 2022, by and between **ResponsiveEd USA, Inc.**, a Texas non-profit corporation (the "**Service Provider**"), and **Del Rey Education, Inc.**, a Tennessee non-profit corporation ("**School**") (individually "**Party**" and collectively, "**Parties**").

RECITALS

- A. School will submit a Charter Application to the Williamson County School District (the "**Sponsor**") to operate a charter School pursuant to a Charter School Contract ("**Charter Contract**") in accordance with the Tennessee Code Section 49-13-101 *et. seq.* and all other laws, rules or regulations promulgated by any governmental or quasi-governmental authority applicable to Tennessee charter Schools or any other laws related to the performance of the Services (as defined herein) ("**Applicable Laws**") in Williamson County, Tennessee, under the name of "Founders Classical Academy of Brentwood" ("**Charter School**"). Service Provider will contact the Williamson County School District ("**Charter School Sponsor**"). The Charter Contract incorporates the approved charter application for the Charter School ("**Charter Application**").
- B. After conducting all appropriate due diligence, including review of the experience of Service Provider's staff, verification that the Fee for Services (as defined herein) is reasonable and consistent with the market rate for such services, and review of the need for the Services at the Charter School, School agrees that it is in the best interest of the Charter School for School to enter into this Agreement with Service Provider.
- C. Service Provider is a nonprofit organization formed for the purpose of supporting public charter Schools such as the Charter School, with the mission to provide services which will allow instructional personnel, including the Principal, maximum time and resources to meet the needs of students.
- D. Service Provider desires to establish certain best practices and procedures for charter Schools within its network in order to qualify for system accreditation with AdvancEd, and School has determined it is in the Charter School's best interest to join such network to attain such accreditation.
- E. In order to facilitate the organization and opening of the Charter School, including acquisition, equipping and construction of a Charter School facility ("**Facility**"), and to implement an exceptional educational program at the Charter School, the Parties desire to establish this arrangement with Service Provider to act in the role similar to an Executive Director of the School, overseeing the instructional and operational aspects of the Charter School, as further set forth in Article III of this Agreement (collectively, the "**Services**").

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

- A. **Recitals.** The foregoing recitals are true and correct and incorporated herein by reference.
- B. **Authority and Compliance with Charter Contract and Applicable Laws.** Parties each represent that they are authorized by law to enter into this Agreement. Service Provider represents and warrants it is authorized by all Applicable Laws to provide the Services. The Parties acknowledge that all Services must be provided in accordance with the Charter Contract and all Applicable Laws. In the event the Sponsor expresses concerns regarding any of the provisions in this Agreement, the Parties agree to work together in good faith and with the Sponsor to resolve such concerns.
- C. **Agreement.** Service Provider's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out by the Charter School which are not Services under this Agreement shall remain the sole responsibility of the Charter School's governing board ("**Board**"). Notwithstanding the foregoing, Service Provider acknowledges that it has been engaged by the Board to perform the Services on the basis of the knowledge and expertise of the Service Provider. Service Provider represents and warrants that it has disclosed all matters relevant to providing the Services to School.
- D. **Designation of Agents.** The Board designates the employees of Service Provider as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("**FERPA**") and other Applicable Laws. The Board hereby authorizes Service Provider to communicate with and negotiate on the Board's behalf with all federal, state and local government agencies and the Sponsor to the extent reasonably necessary to perform the Services unless specifically instructed otherwise by the Board.
- E. **Background Screening.** Service Provider agrees that each of its owners, board members, officers, employees, and agents who will be accessing Charter School grounds when students may be present or who may have direct contact with students, will (i) undergo and meet Level 2 screening and fingerprint requirements as described in Tennessee Code Sections 49-5-413 and (ii) meet all similar requirements of the Charter School, Sponsor and Applicable Laws. Service Provider also agrees that any of its agents, employees or contractors handling funds or finances of the Charter School will be subjected to the background, screening and fingerprinting requirements required by Applicable Laws for such positions.
- F. **Status of the Parties.**
- a. Service Provider is a nonprofit Texas corporation and is not a division or a part of the Charter School. School is authorized (or is seeking to be authorized) by the Charter Contract and Sponsor to operate the Charter School, and is not a division or part of Service Provider. The Parties intend that the relationship created by this Agreement is that of an independent contractor and not employer and employee. As an independent contractor to School, Service Provider will be solely

responsible for all federal, local, provincial and state employment (including self-employment), income, social security and other similar levies and taxes payable by Service Provider on or with respect to Service Provider's receipt of the Fee for Services pursuant to this Agreement.

- b. Except as expressly provided in this Agreement or by specific action of the Board, no agent or employee of Service Provider shall be deemed to be the agent or employee of the Charter School. Service Provider shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Service Provider and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between the Parties.

G. No Related Parties or Common Control. Service Provider will not have any role or relationship with the Charter School that, in effect, substantially limits School's ability to exercise any rights with respect to the operation of the Charter School, including termination rights under this Agreement or appointment of Board members. School and Service Provider will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the Internal Revenue Code of 1986, as amended from time to time (collectively, the "**1986 Applicable Laws**"), or related persons, as defined in Section 144(a)(3) of the 1986 Applicable Laws. No members of the Board or their spouses will be employees of Service Provider.

H. No Disparagement. The Parties agree that a good working relationship involves mutual respect and decorum. During the Term of this Agreement, neither Party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other Party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such Party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

I. Confidentiality. In connection with their performance and activities under this Agreement, the Service Provider may become privy to, have access and be exposed to certain information that is confidential or exempt pursuant to Tennessee's Public Records Code (collectively, "**Confidential Information**"). Service Provider will maintain the Charter School's Confidential Information in accordance with the Applicable Laws and not use it for any purpose other than in connection with the performance of Services under this Agreement and as otherwise required by the Applicable Laws.

J. Intellectual Property Rights.

- a. Except as otherwise required by Service Provider pursuant to any agreement between it and the Charter School, the School will own all proprietary rights to materials that (i) are both directly developed and paid for by the School; or (ii) were developed by Service Provider at the direction of the Board with School funds dedicated for the specific purpose of developing such materials (the "**School Materials**"). Service Provider shall own all proprietary rights to, and the School's proprietary interest shall not include, materials that are or were

developed or copyrighted or similarly protected by Service Provider. Service Provider shall also own all intellectual property rights, including, without limitation, any copyright rights in and to any non-curriculum materials created or provided by Service Provider, including all corrections, modifications and derivatives thereof (collectively all of the foregoing shall be referred to as the “**Service Provider Materials**”). The parties acknowledge that to the extent the School’s Materials are derivative of Service Provider Materials, the School’s intellectual property ownership rights extend only to the new, original aspects of such works and not to any underlying or pre-existing material.

- b. Service Provider hereby grants to the School the non-exclusive, non-transferable license to use the Service Provider Materials for the Charter School during the term of this Agreement or any renewal thereof, including without limitation, the right to reproduce, publicly display, distribute, and create derivatives of same, in hard copy format, or electronically via the Charter School’s intranet. To the extent any part of the School Materials may be derivative of Service Provider Materials, the Charter School shall have the non-exclusive, non-transferable right to use such Service Provider Materials, as same may have been previously embodied or incorporated in the School Materials during the term of this Agreement solely in connection with the operation of the Charter School and in the ordinary course of such operations. School represents and warrants that during the term of this Agreement, the School will not exploit, or assist any third party in exploiting, the Service Provider Materials for commercial purposes. The School hereby grants to Service Provider the non-exclusive, irrevocable, worldwide, assignable, right to use, distribute, modify and display the School Materials solely for educational purposes in any and all media now known or hereafter developed.
- c. Service Provider hereby grants School the non-exclusive, non-transferable license to use Service Provider’s trade name and any trademark(s) (collectively, the “**Service Provider Trademarks**”), as they now exist or in the future, to promote and advertise the Charter School. No other use of Service Provider Trademarks is permitted without Service Provider’s prior written permission. The Charter School shall acquire no rights in the Service Provider Trademarks, and all goodwill of the Service Provider Trademarks shall inure to the benefit of and remain with Service Provider. Service Provider shall have pre-approval rights for each form and manner of public display of the Service Provider Trademarks.

ARTICLE II

TERM

- A. **Term.** This Agreement will be effective on the date hereof and shall remain in effect through the last day of the Charter Contract, as that term may be amended from time to time or until terminated by the Parties in accordance with this Agreement, whichever is earlier (the “**Term**”).

- B. **Renewal.** The Term of this Agreement will be renewed upon renewal of the Charter Contract and extend through the length of such renewed Charter Contract, unless, (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, or (ii) this Agreement is earlier terminated.

ARTICLE III

FUNCTIONS OF SERVICE PROVIDER

For the Term of this Agreement, subject to the Charter Contract and the approval of the Board, Service Provider will provide to School for the Charter School the following Services:

- A. **Attendance of Board Meetings and Communication with Board.** A representative of Service Provider shall attend all meetings of the Board. The Service Provider will coordinate with the chairperson of the Board and administrative leader of the Charter School (“**Principal**”) as to items that need to be placed on the agenda for the Board’s meetings. The Service Provider will also coordinate with the Board as to its schedule and arrange for proper notice of Board meetings as such notice is required by the Charter Contract and Applicable Laws. The Service Provider will provide monthly/quarterly financial reports to the Board, as described herein. The Service Provider will provide any and all back-up items to the Board a sufficient number of days prior to each Board meeting to allow for review by Board members to be prepared for the Board meeting.
- B. **Administrative Services.**
- a. **Personnel Management.** Management and professional development of all personnel of the Charter School. Service Provider will assist the Board in hiring and evaluation of all personnel as set forth herein. Service Provider will make personnel hiring recommendations and evaluations to the Board for its consideration and approval, to include the Principal. All Charter School personnel shall be employees of Charter School. Service Provider will make recommendations regarding firing and disciplinary decisions, but responsibility for final decisions on such matters shall be for the Principal or Board, as School determines in its sole and absolute discretion.
 - b. **Facility Operation and Maintenance.** Coordination with entities with which Service Provider contracts on behalf of Charter School for the provision of operation and maintenance services for the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.
 - c. **Business Administration.**
 - i. Administration of all business aspects of Charter School operation, including by way of example and not limitation, financial management, compliance management (including compliance with state accountability requirements), legal/corporate upkeep, books and records maintenance, and

management of equipment/furniture/property.

- ii. Recommend, manage, oversee and coordinate with human resource service provider and other vendors.
 - iii. Administration of business by Service Provider will only be conducted as allowed by the Charter Contract.
- d. **Government Relations.** Coordination and assistance with any and all government relations efforts, including maintaining positive relationships with local and state elected officials and staff.
- e. **Public Relations.** Coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs.
- f. **Budgeting, Budgeting Process, Financial and Other Reporting.** Preparation of a proposed annual budget (the “**Charter School Budget**”) for each Fiscal Year, in coordination with the Board and Principal, subject to the final approval of the Board. For purposes of this Agreement, the term “Fiscal Year” shall have the meaning as provided in the Charter Contract. The projected Charter School Budget will include, but not be limited to, the financial details relating to the Services to be provided pursuant to this Agreement, any proposed capital expenditures with respect to the Facility, each disposition of property with respect to the Facility, and any rates or fees charged for use of the Facility.
- i. Service Provider shall deliver a draft of the Charter School Budget for each Fiscal Year to the Board not less than forty-five (45) days prior to the date on which the Charter School Budget for any Fiscal Year must be submitted to Sponsor and/or any state governmental agency. The Board shall review the Charter School Budget within ten (10) business days following the receipt thereof (the “**Budget Review Period**”) which review may include an independent evaluation of the Charter School Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Charter School Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the Principal and the Chief Executive Officer of Service Provider, or their designee as appointed in writing, shall reconcile any comments or objections made by the Board during the Budget Review Period. Service Provider and the Board shall agree to a final Charter School Budget for each such year not later than two (2) business days prior to the date on which the Charter School Budget must be submitted to the Sponsor and/or any other state governmental agency.
 - ii. Working in cooperation with the Board, Service Provider shall prepare, for Board approval, modifications or amendments to the Charter School Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue

and/or expense items contained in the approved Charter School Budget.

- iii. Service Provider shall provide the Board with an enrollment report stating the number of actual students enrolled at the Charter School (an “**Enrollment Report**”). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Charter School Budget and such lower enrollment number shall materially adversely impact the Charter School Budget for such Fiscal Year, Service Provider shall propose a plan to remediate the shortfall, including but not limited to: student recruitment efforts to restore the enrollment level to the projected enrollment; cost-cutting measures; or borrowing recommendations.
 - iv. The preparation of detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Charter School by Service Provider, whether incurred on-site or off-site.
 - v. The preparation of other financial statements as required by and in compliance with the Charter Contract and Applicable Laws, including such documentation as may be reasonably required by the independent certified public accountants retained by the Board to perform annual audits of Charter School’s financial statements. The cost for preparation of the annual financial statements and independent financial audits will be the responsibility of Charter School and will be provided for in the Charter School Budget.
 - vi. The preparation of such other reports on a periodic basis, relative to the finances and operation of Charter School, as the same may be requested or required by the Tennessee Department of Education or the Sponsor to ensure compliance with the terms of the Charter Contract and Applicable Laws.
 - vii. Other information on a periodic basis reasonably necessary to enable School to monitor Service Provider's performance under this and related agreements including the effectiveness and efficiency of its operations at Charter School.
- g. **Maintenance of Financial and Student Records.** Service Provider will maintain accurate financial and student records pertaining to operation of Charter School, together with all Charter School financial records prepared by Service Provider. Such records will be the property of Charter School. Such records shall be maintained by Service Provider at Charter School in physical or electronic form and will be made available to the Sponsor and the Board’s auditor within no more than forty-eight (48) hours of a request. Such records shall otherwise be made available and retained in accordance with Tennessee’s Public Records Code (the “**Code**”).

- i. Service Provider will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter Contract and Applicable Laws and retain such records permanently on behalf of Charter School or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to School and become the sole responsibility of the Board. Service Provider will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter Contract.
 - ii. Board and School shall be entitled at any time upon reasonable written notice to Service Provider to audit the books and records of Service Provider pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of School.
- h. **Student Recruitment.** Service Provider and the Board shall be jointly and severally responsible for the recruitment of students. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with the Applicable Laws.
- i. **Rules and Procedures.** Service Provider shall recommend to the Board reasonable rules, regulations and procedures applicable to the Charter School, and Service Provider is authorized and directed by the Board to enforce the rules, regulations and procedures adopted by the Board.
- j. **School Year and School Day.** The Charter School year and the Charter School day schedule shall be proposed by Service Provider and approved by the Board.
- k. **Additional Services.** Any other services reasonably necessary or expedient for the effective administration of Charter School as agreed to, in writing, from time to time by Service Provider and the Board.
- l. **Modification of Services.** Subject to this Agreement, the Charter Contract, Sponsor oversight and approval, as applicable, and the Applicable Laws, Service Provider may modify the methods, means and manner by which such Services are provided at any time, provided that School will have the right to approve all changes prior to the change taking place.
- m. **Budgeting for Services.** Service Provider will be responsible and accountable to School, through the Board's oversight, for the provision of all Services, provided that such obligations, duties and responsibilities are expressly limited by the Charter School Budget. Service Provider will not be required to expend funds on Services in excess of the amounts set forth in such Charter School Budget.
- n. **Provision of Services during Planning Years.** The Charter School intends for its first year of operation to be the 2023-24 School year, but the Board may choose to open the Charter School for the 2024-25 School year, in its sole and absolute

- H. **Performance Standard.** In discharging its duties under this Agreement, Service Provider shall perform using its best efforts and in a manner that is in the best interests of the Charter School.

ARTICLE IV

OBLIGATIONS OF THE BOARD

- A. **Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of Service Provider, including but not limited to, Service Provider's recommendations concerning policies, rules, regulations and budgets. The Board remains ultimately responsible for fiduciary oversight and management for the operation of the Charter School.
- B. **Assistance to Service Provider.** The Board shall cooperate with Service Provider and shall furnish Service Provider with such documents, records and information reasonably necessary for Service Provider to properly perform its responsibilities under this Agreement, including but not limited to, timely notice of all Board meetings and access to account information for Charter School, as well as such information related to revenues received by the Charter School from any source.
- C. **Unusual Events and Potential Charter Violations.** The Board agrees to timely notify Service Provider of any reasonably anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect Service Provider's ability to comply with its responsibilities hereunder or compliance with the Charter Contract.
- D. **Service Provider Office Space.** The Board, upon Service Provider's request, shall provide Service Provider with suitable space at the Charter School for Service Provider personnel and subcontractors. The space shall be provided without additional cost to Service Provider and shall be used by Service Provider only for Service Provider activities related to the Charter School.
- E. **Retained Authority.** The Board shall retain all authority to govern the operations of Charter School. To the extent there is a conflict between the preceding sentence and the terms and conditions set forth in this Agreement, the preceding sentence shall control.
- F. **Annual Review and Feedback to Service Provider.** The Board will annually review the Service Provider's performance and provide feedback on such performance to Service Provider at a publicly noticed meeting. Notwithstanding the foregoing, The Parties recognize the importance of ongoing communication of expectations and feedback is critical to a successful working relationship. The Board will strive to communicate any concerns it may have throughout the year rather than reserve such comments for the annual review.
- G. The Board is jointly (with Service Provider) and severally responsible for student

recruitment, as set forth in this Agreement.

ARTICLE V

FINANCIAL ARRANGEMENTS

- A. **Revenues.** Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account within three (3) business days with a financial institution acceptable to the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "**Revenues**" shall include funds received by or on behalf of the Charter School from the following, and expressly excluding any revenues Charter School obtains through borrowing or financing:
- a. Funding for public School students enrolled at the Charter School.
 - b. Special education funding provided by federal and state government which is directly allocable to special education students enrolled at the Charter School.
 - c. Gifted and talented funding provided by federal and state governments that is directly allocable to gifted and talented students enrolled at the Charter School.
 - d. At-risk funding provided by federal and state governments that is directly allocable to at-risk students enrolled at the Charter School.
 - e. Funding provided by federal and state governments that is directly allocable to students enrolled at the Charter School with limited English language proficiency.
 - f. All other federal and state funding sources, including but not limited to Title I and any start-up funding, allocable to the Charter School, to extent allowable by Applicable Laws.
 - g. Other funding, contributions and donations, public and private, received by the Charter School, solely to the extent Service Provider is primarily responsible for soliciting, administering, or managing the contribution and/or donation).
- B. **Fee.** School will pay Service Provider as provided for in Schedule A of this Agreement for the Planning Years and Delayed Opening, as applicable. Beginning on July 1 of the School's first Operating Year, and for the Term of this Agreement, Charter School will pay Service Provider an annual fee equal to twelve percent (12%) of Charter School's Revenues for each Charter School year ("**Fee**"), payable in twelve monthly installments. The monthly payments shall be adjusted throughout the year to reflect actual Revenues.
- C. **Reasonable Compensation and Ownership of Funds.** The Fee under this Agreement is reasonable compensation for Services rendered by Service Provider under this Agreement. Any funds received by Charter School, and not spent on its behalf, belong to Charter School, and not to Service Provider. Any funds advanced to Service Provider for payments on behalf of Charter School belong to Charter School until the point that they are legally

expended by Service Provider on behalf of Charter School.

- D. Order of Payment of Expenses and Fee Deferral.** Expenses of the Charter School shall be paid each month in accordance with the Charter School Budget and in the following order of priority: (1) Charter School's obligations under any agreement or other financing document relating to the issuance of bonds, notes or related debt to finance the Facility; (2) salaries and benefits; (3) payments on any outstanding notes; (4) other operating expenses; and (5) monthly prorated Fee. In the event there are insufficient funds to pay the Fee in any month, such Fee will be deferred and accrue as an account payable until such time as there are sufficient funds to make payment. In the event that there are insufficient funds at the end of any Fiscal Year for the Charter School to pay the monthly or deferred Fee, such outstanding Fee shall be payable (together with reasonable interest charges) no later than the end of five (5) years after the original due date of payment. Payment of the Fee shall be subordinate to other payments as described in Section V(D)(1), above.
- E. Reimbursements.** In addition to the Fee, Charter School will reimburse Service Provider for all commercially reasonable costs previously approved by Board and incurred and paid by Service Provider in providing the Services and included in the Charter School Budget. Service Provider will not add any fees or charges to the costs of anything Service Provider purchases under this Section V(E) with Charter School funds, on behalf of Charter School or as Charter School's agent.
- F. Payments to Service Provider.** Service Provider will receive the monthly installment of its Fee on or before the fifteenth (15th) day of each month unless delayed for reasons permissible under this Agreement.
- G. No Transfer of Assets.** No Charter School assets will be transferred to the Service Provider except for payment of the Fee, reimbursement of expenses as allowed by this Agreement and other assets transferred upon the express written approval of Board and Service Provider and payment by Service Provider to Charter School of a fair market value for such assets.
- H. Other Monetary Sources.** Charter School and Service Provider may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the Charter School and in the name of the Charter School; provided, however, that any solicitation of such grants by Service Provider that are in excess of one hundred thousand and 00/100 United States dollars (\$100,000.00) shall be subject to the prior approval of the Board, (ii) all such funds received by Service Provider or Charter School from such other revenue sources shall be deemed to be property of the Charter School, and (iii) Service Provider shall not be required to administer any grants that are not specifically approved, in writing, by Service Provider, in advance.
- I. Availability of Funds.** Service Provider shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.
- J. Other Schools.** The Charter School acknowledges that Service Provider may enter into

similar agreements with other public Schools. Service Provider shall maintain separate accounting records for expenses incurred by and on behalf of the Charter School and other Schools, and shall reflect in the Charter School's financial records only expenses incurred by or on behalf of the Charter School. If Service Provider incurs authorized expenses on behalf of the Charter School and other Schools which are incapable of precise allocation, then to the extent permitted by law, Service Provider shall allocate such expenses among all applicable Schools, including the Charter School, on a prorated basis based upon the number of students enrolled at the applicable Schools, or upon such other equitable basis as is acceptable to the Parties.

- K. **Annual Audit.** The Board shall select and retain an independent auditor to conduct an annual audit of the Charter School in accordance with the Charter Contract and Applicable Law. Subject to Applicable Law, Service Provider shall use commercially reasonable efforts to cooperate with the independent auditor, including providing all records in the possession or control of Service Provider that relate to the Charter School, including but not limited to financial records.
- L. **Other Financing.** The Board may apply to Service Provider for financing or other financial assistance from time to time. Financing or financing assistance extended by Service Provider to the Charter School shall be separately documented.

ARTICLE VI

TERMINATION OF AGREEMENT

- A. **Termination for Cause.** This Agreement may be terminated for cause by either Party at any time upon the occurrence of a Material Default (as defined below), following the requisite notice and time period for opportunity for cure, if applicable, as set forth in this Agreement, and provision of written notice of such termination of same to the other Party.
- B. **Default.** The following shall be the only events of material default under this Agreement (each, a "**Material Default**"):
 - a. Unless payment of Fees is deferred pursuant to Section V(D), the Charter School fails to make any payment due hereunder to the Service Provider within ten (10) days after the date such payment was due.
 - b. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice setting forth the nature of such breach in reasonable detail, unless such breach is not capable of cure within thirty (30) days, in which case the Charter School shall have a reasonable period of time to cure such breach (not to exceed one hundred eighty (180) days).
 - c. Service Provider or School commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or apply to any tribunal for a receiver, intervener, conservator

or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

- d. Service Provider is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license which is required for Service Provider to carry on its business and perform its obligations and functions under this Agreement.
 - e. Service Provider materially breaches this Agreement, which Material Breach would include, without limitation: (i) failure to account for the Service Provider's or Charter School's expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures or rules duly adopted by the Board which are not in violation of this Agreement or Applicable Laws, (iii) receipt by the Board of unsatisfactory reports concerning Service Provider's performance or the performance of the staff which are not adequately corrected or explained to the satisfaction of the Board, (iv) failure of Service Provider to perform its duties and obligations under this Agreement as set forth in an annual review or as determined, in the discretion of the Board, including but not limited to Service Provider's failure to adequately advise the Board of its obligations to operate the Charter School, or (v) there is a going concern finding in an independent financial audit of the Charter School. In the event of a Material Breach, Service Provider shall have thirty (30) days after receipt of written notice from Charter School to remedy said breach setting forth the nature of such breach in reasonable detail, unless such breach is not capable of cure within thirty (30) days, in which case the Service Provider shall have a reasonable period of time to cure such breach (not to exceed one hundred eighty (180) days).
- C. **Termination or Non-Renewal of Charter.** If the Sponsor cancels, non-renews or otherwise revokes the Charter Contract for the Charter School, Service Provider and Charter School agree that such cancellation, non-renewal or revocation shall result in termination of this Agreement.
- D. **Transition.** In the event of termination of this Agreement for any reason by either Party prior to the end of the Agreement's Term, Service Provider shall provide the School reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement. Service Provider and Charter School shall negotiate in good faith to determine a reasonable fee for such services under this Section VI(E) in advance of the date of provision of such transition assistance.
- E. **Termination/Expiration.**
- a. In the event this Agreement is terminated pursuant to Section VI(B) above, such termination shall become effective immediately following the expiration of the applicable cure period, unless agreed otherwise in writing by the Parties.
 - b. Removal of personal property. Upon termination or expiration of this Agreement, Service Provider shall have the right to remove equipment and other assets owned

or leased by Service Provider. Equipment and other assets owned by the Charter School or leased by the Charter School from third parties shall remain the property of the Charter School.

- c. Except as otherwise provided in this Agreement, upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses paid by Service Provider in accordance with the Charter School Budget, as well as any deferred Fee under Section V(D), shall be immediately repaid by the Charter School unless otherwise agreed in writing by Service Provider.
- F. **Change in Law.** If any federal, state or local law or regulation, court or administrative decision or attorney general's opinion, including any change in law or appropriations relating to charter Schools (a “**Change in Law**”) has a materially adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third-party mediator for voluntary mediation, under the terms set forth in this Agreement. If the Parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the Party requesting the renegotiation may terminate this Agreement on one hundred twenty (120) days further written notice or at the end of a Fiscal Year, whichever is earlier.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

- A. **Indemnification.** As to the Service Provider, to the extent permitted by Applicable Law, and as to the Charter School, to the extent of the limits set forth in Tennessee Code, each party to this Agreement (the “**Indemnifying Party**”) does hereby agree to indemnify and hold the other party (collectively the “**Indemnified Party**”), harmless from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) any negligent act or omission of the Indemnifying Party, or (ii) any noncompliance or breach by the Indemnifying Party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this Section VII(A), “Indemnified Party” shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the Parties may mutually agree. Such indemnification by the Charter School is not intended as a waiver of sovereign immunity.
- B. **Insurance Coverage.** Each Party shall maintain general liability insurance, including errors and omissions and crime coverage, in the amount of one million and 00/100 United States dollars (\$1,000,000.00) per occurrence (or such greater amount if required by the terms of the Charter Contract or Applicable Laws), with the other Party listed as an additional insured. In addition, the Charter School shall maintain an umbrella liability policy of two million and 00/100 United States dollars (\$2,000,000.00) (or such greater amount if required by the terms of the Charter Contract or Applicable Laws), with Service Provider listed as an additional insured. The Charter School shall maintain insurance on the Facility and related capital items as required by the terms of its Charter Contract and

other binding documents, whichever is greater. Each Party and Charter School shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each Party and Charter School shall comply with any reasonable information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

- C. **Other Insurance.** Each Party shall maintain other insurance as required by Applicable Law, including workers' compensation insurance.

ARTICLE IX

WARRANTIES AND REPRESENTATIONS

- A. **School Warranties and Representations.** School represents that, on behalf of and in the name of the Charter School, it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. School warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.
- B. **Service Provider Warranties and Representations.** Service Provider warrants and represents that:
- a. It is a non-profit corporation in good standing and is authorized to conduct business in the State of Tennessee.
 - b. It will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Board agrees to provide commercially reasonable assistance to Service Provider in applying for such licenses and permits and in obtaining such approvals and consents.
 - c. It will perform under this Agreement timely and in a professional, competent and workmanlike manner.
 - d. It will at all times provide adequate resources (including its own personnel) to perform the Services.
- C. **Mutual Warranties**
- a. The Parties' respective performance under this Agreement will not violate the terms of any contract to which either of the Parties is a party.
 - b. The Parties' respective performance under this Agreement will not infringe, misappropriate or otherwise violate any patent, copyright, trade secret or other intellectual property rights of any third-party, anywhere in the world.
 - c. The Parties' respective performance under this Agreement shall not violate any Applicable Laws.

- d. The Parties each warrant for their respective organizations, that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting them, which if adversely determined, would have a material adverse effect on their respective ability to perform its obligations under this Agreement.

ARTICLE X

MISCELLANEOUS

- A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the School and Service Provider.
- B. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither Party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control. The Party wishing to excuse a delay or inability to perform with this provision must provide at least thirty (30) days of notice to the other Party prior to the failure to perform.
- C. **State Governing Law; Venue.** The rights of all Parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Tennessee, with venue in Williamson County, Tennessee.
- D. **Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the Parties hereto at the email or address set forth below. Notice may be given by (i) by electronic mail with evidence of confirmed receipt by the receiving Party, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, date of delivery if given by personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the School shall be sent to the current address of the then current Board president, with a copy to the then current Board attorney. The address of the Parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President and Board, are as follows:
- | | |
|--|--|
| School: | The Service Provider: |
| Del Rey Education | ResponsiveEd USA, Inc. |
| Attention: Brian Haas, Chair | Attention: Mike Terry |
| 100 Powell Pl. Ste 1136 | 1301 Waters Ridge Dr. |
| Nashville, TN 37204 | Lewisville, TX 75057 |
| brian.haas@delreyeducation.org | mterry@responsiveed.com |
- E. **Assignment.** Service Provider may assign this Agreement with the prior written consent of the Board.
- F. **Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing approved by the Parties and signed by an authorized officer of Service Provider and the School.

- G. **Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- H. **Dispute Resolution; Costs and Attorneys' Fees.** In the event of any dispute between the Parties hereto, the Parties shall first attempt to settle the dispute through direct negotiation or informal mediation. The Parties may agree to voluntary mediation, with the cost of the mediator shared between the Parties and each Party paying the cost of its own attorney(s). If the Parties are unable to settle a dispute through direct negotiation or informal or formal voluntary mediation, the Parties will be permitted to pursue their remedies in a court of competent jurisdiction. If any Party commences an action against another Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to have and recover from the losing Party reasonable attorneys' fees and costs of suit.
- I. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to Service Provider powers or authority of the Board which are not subject to delegation by the Board under Tennessee law.
- J. **Compliance with Law.** The Parties to this Agreement agree to comply with all Applicable Laws.
- K. **Compliance with Charter Contract.** The Parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.
- L. **Survival of Termination.** All representations, warranties and indemnities made in this Agreement which by their terms are intended to survive the termination of this Agreement will survive any such termination.
- M. **Binding Effect; Counterparts.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.
- N. **Compliance with Tennessee's Public Records Code.** In accordance with applicable Tennessee Public Records Code, Service Provider will comply with the requirements and the Code with respect to any records maintained by the Service Provider relating to the Charter School and any other records maintained by Service Provider which are subject to such Code.
- O. **No Third-Party Rights.** This Agreement is made for the sole benefit of School and Service Provider, and their respective permitted successors and assigns. Except as otherwise expressly provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.
- P. **No Inconsistent Tax Position.** Service Provider agrees that it is not entitled to and will not take any tax position that is inconsistent with being a Service Provider to the Charter School, including but not limited to claiming any depreciation or amortization deduction,

investment tax credit, or deduction for any payment as rent with respect to the Facility.

Q. **Interpretation.** The use in this Agreement of the word “including” means “including, without limitation.” The title of and the article, section and paragraph headings in this Agreement are for convenience of reference only and will not affect or govern the interpretation of this Agreement.

R. **Severability.** If any provision in this Agreement would be held in any jurisdiction to be illegal, invalid, prohibited or unenforceable for any reason, then such provision, as to such jurisdiction, will be ineffective without invalidating the remaining provisions in this Agreement or affecting the enforceability, legality or validity of such provision in any other jurisdiction. Anything in the immediately preceding sentence to the contrary notwithstanding, if such provision could be drawn more narrowly so as not to be illegal, invalid, prohibited or unenforceable in such jurisdiction, it will be so narrowly drawn, as to such jurisdiction, without invalidating the remaining provisions in this Agreement or affecting the enforceability, legality, or validity of such provision in any other jurisdiction.

(Signatures on following page).

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

DEL REY EDUCATION, INC.

RESPONSIVEED USA, INC.

By: _____
Printed Name: Brian Haas
Its: Board Chair
Date: April 23, 2022

By: _____
Printed Name: _____
Its: _____
Date: April 23, 2022

DRAFT

Schedule A – Planning Years’ Fee

During the School’s Planning Years, School will pay Service Provider as follows:

Period 1

Pre-Application – July 1, 2022 to March 31, 2023

Period 2

Post-Contract – April 1, 2023 to December 31, 2023

Period 3

School Opening – January 1, 2024 to June 30, 2025

If School elects to take the 2024-25 School Year as a Planning Year (“Delayed Opening”), as provided for in Article III, Section B(n) of this Agreement, Period 3 above will be delayed to January 1, 2024 to June 30, 2025. In the case of a Delayed Opening, School will pay Service Provider an additional Fee of from January 1, 2025 to December 31, 2025 (“Extra Planning Year”).

DRAFT

ATTACHMENT N

We attempted to use the Public Charter School Planning and Budget Worksheet provided by the TDOE. However, the workbook has at least three significant problems which prevent its correct use:

1. It cannot calculate revenue expectations based on state/county formulas. You have to derive your own per student calculation.
2. It has no place to build out staffing assumptions. This must be done separately. This is a glaring weakness of the model.
3. The formula on the summary sheet for generating an ending fund balance is wrong (an addition formula instead of a subtraction formula). It generates an incorrect ending fund and incorrectly impacts the starting fund balance for each year.

Therefore, we have included the standard budget used by ResponsiveEd for new Founders schools following the application-required budget pages.

**Founders Classical Academy
New Charter School Application Budget Template
Proposed School Information**



| | |
|-----------------------------|----------------------------|
| Proposed School Name | Founders Classical Academy |
| Lead Sponsor Name | Del Rey Education, Inc. |
| Lead Sponsor E-mail Address | bhaas@delreyeducation.org |
| Lead Sponsor Phone Number | 512-333-1520 |
| CMO/EMO Affiliation | ResponsiveEd |

| | |
|-----------------------------------|---------------------------|
| Proposed Authorizer | Williamson County Schools |
| Proposed Opening Grade Level(s) | K-8 |
| Proposed Final Grade Level(s) | K-12 |
| Proposed First Year of Operations | 2023-24 |

| | | | | | |
|------------------------|---------------|---------------|---------------|---------------|---------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Anticipated Enrollment | 618 | 690 | 762 | 834 | 906 |

Note: These cells auto-populate after completing Tab 2.

**Founders Classical Academy
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------|---------|---------|---------|---------|
| 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |

Pre-Kindergarten (Informational Only)

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

Kindergarten

| | | | | |
|----|----|----|----|----|
| 72 | 72 | 72 | 72 | 72 |
|----|----|----|----|----|

1st Grade

| | | | | |
|----|----|----|----|----|
| 60 | 60 | 60 | 60 | 60 |
|----|----|----|----|----|

2nd Grade

| | | | | |
|----|----|----|----|----|
| 60 | 60 | 60 | 60 | 60 |
|----|----|----|----|----|

3rd Grade

| | | | | |
|----|----|----|----|----|
| 66 | 66 | 66 | 66 | 66 |
|----|----|----|----|----|

4th Grade

| | | | | |
|----|----|----|----|----|
| 72 | 72 | 72 | 72 | 72 |
|----|----|----|----|----|

5th Grade

| | | | | |
|----|----|----|----|----|
| 72 | 72 | 72 | 72 | 72 |
|----|----|----|----|----|

6th Grade

| | | | | |
|----|----|----|----|----|
| 72 | 72 | 72 | 72 | 72 |
|----|----|----|----|----|

7th Grade

| | | | | |
|----|----|----|----|----|
| 72 | 72 | 72 | 72 | 72 |
|----|----|----|----|----|

8th Grade

| | | | | |
|----|----|----|----|----|
| 72 | 72 | 72 | 72 | 72 |
|----|----|----|----|----|

9th Grade

| | | | | |
|---|----|----|----|----|
| 0 | 72 | 72 | 72 | 72 |
|---|----|----|----|----|

10th Grade

| | | | | |
|---|---|----|----|----|
| 0 | 0 | 72 | 72 | 72 |
|---|---|----|----|----|

11th Grade

| | | | | |
|---|---|---|----|----|
| 0 | 0 | 0 | 72 | 72 |
|---|---|---|----|----|

12th Grade

| | | | | |
|---|---|---|---|----|
| 0 | 0 | 0 | 0 | 72 |
|---|---|---|---|----|

Total Enrollment (excluding Pre-Kindergarten)

| | | | | |
|------------|------------|------------|------------|------------|
| 618 | 690 | 762 | 834 | 906 |
|------------|------------|------------|------------|------------|

Change in Net Enrollment

| | | | | |
|------------|-----------|-----------|-----------|-----------|
| 618 | 72 | 72 | 72 | 72 |
|------------|-----------|-----------|-----------|-----------|

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

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

2nd Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

3rd Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

4th Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

5th Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

6th Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

7th Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

8th Grade

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

9th Grade

| | | | | |
|---|---|---|---|---|
| 0 | 3 | 3 | 3 | 3 |
|---|---|---|---|---|

10th Grade

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 3 | 3 | 3 |
|---|---|---|---|---|

11th Grade

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 3 | 3 |
|---|---|---|---|---|

12th Grade

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 3 |
|---|---|---|---|---|

Total # of Classes

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 19 | 30 | 33 | 36 | 39 |
|-----------|-----------|-----------|-----------|-----------|

Change in Net # of Classes

| | | | | |
|-----------|-----------|----------|----------|----------|
| 19 | 11 | 3 | 3 | 3 |
|-----------|-----------|----------|----------|----------|

**Founders Classical Academy
New Charter School Application Budget Template
Student Assumptions**

| | Other Key Assumptions Enter Estimated Percentages | | | | |
|-------------------------------------|--|------------|------------|------------|------------|
| SPED % | 8% | 8% | 8% | 8% | 8% |
| SPED Count | 49 | 55 | 61 | 67 | 72 |
| ELL % | 1% | 1% | 1% | 1% | 1% |
| ELL Count | 6 | 7 | 8 | 8 | 9 |
| Anticipated Paid % | 81% | 81% | 81% | 81% | 81% |
| Anticipated Reduced % | 11% | 11% | 11% | 11% | 11% |
| Anticipated Free % | 8% | 8% | 8% | 8% | 8% |
| Anticipated Paid Count | 501 | 559 | 617 | 675 | 734 |
| Anticipated Reduced Count | 68 | 76 | 84 | 92 | 100 |
| Anticipated Free Count | 49 | 55 | 61 | 67 | 72 |
| Total Free and Reduced Count | 117 | 131 | 145 | 159 | 172 |
| School Days | 176 | 176 | 176 | 176 | 176 |
| Attendance Rate | 96% | 96% | 96% | 96% | 96% |

**Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

| |
|---------|
| Year 0 |
| 2022-23 |

Federal Revenues

Rate/Assumption

Amount

Assumption Notes

CSP Startup Grant

| |
|--|
| |
|--|

| |
|---|
| - |
|---|

| |
|--|
| |
|--|

Fundraising & Philanthropy

Detail any private funding sources

| | |
|-------|-------------|
| Other | \$1,300,000 |
| Other | |
| Other | |
| Other | |
| Other | |

| |
|-------------|
| \$1,300,000 |
| \$0 |
| \$0 |
| \$0 |
| \$0 |

| |
|---|
| We are currently working to raise local philanthropy and will be seeking bridge loan support. |
| |
| |
| |

Total Revenues

| |
|-----------|
| 1,300,000 |
|-----------|

Additional Space to Provide Fundraising Details

| |
|--|
| |
|--|

**Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Budget**

Compensation Assumptions

| |
|---------------|
| Year 0 |
| 2022-23 |

| | FTE Count | | Assumption Notes |
|---|-------------|----------------|--|
| Administrative Staff | | | |
| Principal/School Leader | 1.00 | \$85,000 | The principal will be hired a year prior to the opening of the school and will be primarily responsible for enrollment and staffing decisions. |
| Assistant Principal | 0.00 | \$0 | |
| Special Education Coordinator | 0.00 | \$0 | |
| Deans, Directors | 0.00 | \$0 | |
| Other (Specify in Assumptions) | 1.00 | \$110,000 | Del Rey Executive Director |
| Total Administrative Compensation | 2.00 | 195,000 | |
| Instructional Staff | | | |
| Teachers | 0.00 | \$0 | |
| Special Education Teachers | 0.00 | \$0 | |
| Educational 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 | 1.00 | \$45,000 | Office Manager to process enrollments. This hire is generally made in January. |
| Custodial Staff | 0.00 | \$0 | |
| Operations | 1.00 | \$35,000 | Office assistant/registrar |
| Social Workers/Counseling | 0.00 | \$0 | |
| Other (Specify in Assumptions) | 0.00 | \$0 | |
| Total Non-Instructional Compensation | 2.00 | 80,000 | |
| Bonus | | - | |
| Other Non FTE Compensation | | - | |
| Other Non FTE Compensation | | - | |
| Other Non FTE Compensation | | - | |
| Total FTE Count | 4.00 | | |
| Total Compensation | | 275,000 | |

**Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Budget**

Employer Benefits & Tax Assumptions

| |
|---------------|
| Year 0 |
| 2022-23 |

| | Base Assumption | | Assumption Notes |
|--------------------------------|------------------------|----------|-------------------------|
| Social Security | 6.20% | \$17,050 | |
| Medicare | 1.45% | \$3,988 | |
| State Unemployment | \$400 per employee | \$0 | |
| Disability/Life Insurance | 0.00% | \$0 | |
| Workers Compensation Insurance | 0.00% | \$0 | |
| Other Fringe Benefits | 0.00% | \$0 | |
| Medical Insurance | \$0 | \$0 | |
| Dental Insurance | \$0 | \$0 | |
| Vision Insurance | \$0 | \$0 | |
| Other Retirement | 0.00% | \$0 | |

| | |
|--|---------------|
| Total Employer Benefits & Taxes | 21,038 |
|--|---------------|

**Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Budget**

| Facility Related Expenses | | | |
|--|-----|------------------|---|
| Rent | \$0 | \$10,000 | We will likely rent a small office space for the initial year until we have access to our facility. |
| Utilities | \$0 | \$0 | |
| Custodial | \$0 | \$0 | |
| Waste | \$0 | \$0 | |
| Faculty Furniture | \$0 | \$75,000 | |
| Student Furniture | \$0 | \$250,000 | |
| Internet/Network Equipment | \$0 | \$0 | |
| Other Equipment | \$0 | \$0 | |
| Building Decorum | \$0 | \$0 | |
| Tenant Improvements | \$0 | \$0 | |
| Other | \$0 | \$0 | |
| Other Charges | | | |
| Staff Recruitment | \$0 | \$10,000 | |
| Student Recruitment & Community Engagement | \$0 | \$10,000 | |
| Parent & Staff Meetings | \$0 | \$0 | |
| Authorizer Fee | \$0 | \$30,000 | |
| Other | \$0 | \$0 | |
| Debt Service | | | |
| Other | \$0 | \$0 | |
| Total Operating Expenses | | 870,000 | |
| Total Expenses | | 1,166,038 | |

Founders Classical Academy
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 |
|--------------------------------|--------------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-----------|
| | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 |
| | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP |
| Beginning Cash | 1,300,000 | 1,300,000 | 1,202,830 | 1,105,660 | 1,008,491 | 911,321 | 814,151 | 716,981 | 619,811 | 522,642 | 425,472 | 328,302 | 231,132 | | |
| Revenues | | | | | | | | | | | | | | | |
| Federal Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Philanthropy | 1,300,000 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,300,000 |
| Total Revenues | 1,300,000 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,300,000 |
| Expenses | | | | | | | | | | | | | | | |
| Staffing | 275,000 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 22,917 | 275,000 | - |
| Employer Benefits & Taxes | 21,038 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 1,753 | 21,038 | - |
| Contracted Services | 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 | - |
| Supplies & Materials | 335,000 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 335,000 | - |
| Facility-Related Expenses | 335,000 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 27,917 | 335,000 | - |
| Other Charges | 50,000 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 50,000 | - |
| Debt Service | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 1,166,038 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 97,170 | 1,166,038 | - |
| Operating Income (Loss) | 133,963 | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (97,170) | (1,166,038) | 1,300,000 |
| Changes in Accounts Receivable | | | | | | | | | | | | | | | |
| Changes in Accounts Payable | | | | | | | | | | | | | | | |
| Line of Credit Proceeds | | | | | | | | | | | | | | | |
| Line of Credit Repayments | | | | | | | | | | | | | | | |
| Other Balance Sheet Activity | | | | | | | | | | | | | | | |
| Ending Cash | 1,202,830 | 1,105,660 | 1,008,491 | 911,321 | 814,151 | 716,981 | 619,811 | 522,642 | 425,472 | 328,302 | 231,132 | 133,963 | | | |

Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Cash Flow

Details of Cash Flow

| Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 |
|--------------|---------|---------|-----------|---------|----------|----------|---------|----------|---------|---------|---------|---------|---------|---------|
| 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 |
| Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP |

Revenues

Revenues

Assumption Notes

Federal Revenues

CSP Startup Grant

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Fundraising & Philanthropy

Other

| | | | | | | | | | | | | | | | |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----------|
| 1,300,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | 1,300,000 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|-----------|

Other

| | | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|
| - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|

Other

| | | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|
| - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|

Other

| | | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|
| - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|

Total Revenues

| | | | | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----------|
| 1,300,000 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,300,000 |
|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----------|

Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Cash Flow

| Compensation | | | | | | | | | | | | | | | |
|---|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------|------------------|
| Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | |
| 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | |
| Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP | |
| Compensation | | | | | | | | | | | | | | | |
| Principal/School Leader | 85,000 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | \$7,083 | 85,000 | - | Assumption Notes |
| Assistant Principal | - | \$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 | - | - | |
| Deans, Directors | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other (Specify in Assumptions) | 110,000 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | \$9,167 | 110,000 | - | |
| Total Administrative Compensation | 195,000 | 16,250 | 195,000 | - | |
| Instructional Staff | | | | | | | | | | | | | | | |
| Teachers | - | \$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 | - | - | |
| Educational Assistants/Aides | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Elective Teachers | - | \$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 | - | - | |
| Total Instructional Compensation | - | \$0 | - | - | |
| Non-Instructional Staff | | | | | | | | | | | | | | | |
| Clerical Staff | 45,000 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | \$3,750 | 45,000 | - | |
| Custodial Staff | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Operations | 35,000 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | \$2,917 | 35,000 | - | |
| Social Workers/Counseling | - | \$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 | - | - | |
| Total Non-Instructional Compensation | 80,000 | 6,667 | 80,000 | - | |
| Bonus | - | \$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 | - | - | |
| Other Non FTE Compensation | - | \$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 | - | - | |
| Total Compensation | 275,000 | 22,917 | 275,000 | - | |
| Employer Benefits & Taxes | | | | | | | | | | | | | | | |
| 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 | |
| 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | |
| Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP | |
| Employer Benefits & Taxes | | | | | | | | | | | | | | | |
| Social Security | 17,050 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | \$1,421 | 17,050 | - | Assumption Notes |
| Medicare | 3,988 | \$332 | \$332 | \$332 | \$332 | \$332 | \$332 | \$332 | \$332 | \$332 | \$332 | \$332 | 3,988 | - | |
| State Unemployment | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Disability/Life Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Workers Compensation Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other Fringe Benefits | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Medical Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Dental Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Vision Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other Retirement | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Total Employer Benefits & Taxes | 21,038 | 1,753 | 21,038 | - | |

Founders Classical Academy
New Charter School Application Budget Template
Pre-Opening Cash Flow

| | 10,000 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | 10,000 | - |
|--|------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------|----------|
| Facility Related Expenses | | | | | | | | | | | | | | | |
| Rent | 10,000 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | 10,000 | - |
| Utilities | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| 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 | 75,000 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | \$6,250 | 75,000 | - |
| Student Furniture | 250,000 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | \$20,833 | 250,000 | - |
| Internet/Network Equipment | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Other Equipment | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Building Decorum | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Tenant Improvements | - | \$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 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Other Charges | | | | | | | | | | | | | | | |
| Staff Recruitment | 10,000 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | 10,000 | - |
| Student Recruitment & Community Engagement | 10,000 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | \$833 | 10,000 | - |
| Parent & Staff Meetings | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Authorizer Fee | 30,000 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | \$2,500 | 30,000 | - |
| Other | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Debt Service | | | | | | | | | | | | | | | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Expenses | 870,000 | 72,500 | 870,000 | - |
| Total Expenses | 1,166,038 | 97,170 | 1,166,038 | - |

**Founders Classical Academy
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 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Enrollment | 618 | 690 | 762 | 834 | 906 |
| # of Classes | 19 | 30 | 33 | 36 | 39 |
| Administrative Staff | | | | | |
| Principal/School Leader | 90000.00 | 90000.00 | 95000.00 | 95000.00 | 100000.00 |
| Assistant Principal | 55000.00 | 55000.00 | 55000.00 | 55000.00 | 55000.00 |
| Special Education Coordinator | 49183.00 | 50185.00 | 51172.00 | 52195.00 | 52239.00 |
| Deans, Directors | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other (Specify in Assumptions) | 15000.00 | 15000.00 | 15000.00 | 15000.00 | 15000.00 |
| Total Administrative FTE | 209183.00 | 210185.00 | 216172.00 | 217195.00 | 222239.00 |
| Instructional Staff | | | | | |
| Teachers | \$2,004,500 | 2150000.00 | 2500000.00 | 2775000.00 | 2825000.00 |
| Special Education Teachers | 160000.00 | 160000.00 | 200000.00 | 200000.00 | 250000.00 |
| Educational Assistants/Aides | 50000.00 | 101000.00 | 128000.00 | 128000.00 | 128000.00 |
| Elective Teachers | | | | | |
| Other (Specify in Assumptions) | 39780.00 | 39780.00 | 39780.00 | 39780.00 | 39780.00 |
| Total Instructional FTE | 2254280.00 | 2450780.00 | 2867780.00 | 3142780.00 | 3242780.00 |
| Non-Instructional Staff | | | | | |
| Clerical Staff | 37000.00 | 37000.00 | 37000.00 | 64000.00 | 64000.00 |
| Custodial Staff | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Operations | 64000.00 | 64000.00 | 64000.00 | 64000.00 | 64000.00 |
| Social Workers/Counseling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other (Specify in Assumptions) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Non-Instructional FTE | 101000.00 | 101000.00 | 101000.00 | 128000.00 | 128000.00 |
| Total FTE | 2564463.00 | 2761965.00 | 3184952.00 | 3487975.00 | 3593019.00 |

**Founders Classical Academy
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

| | | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 | |
|---|------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------------|
| Annual Increase | | 0.00% | 3.00% | 3.00% | 3.00% | 3.00% | |
| Cumulative Increase | | 100.00% | 103.00% | 106.09% | 109.27% | 112.55% | |
| Administrative Staff | | | | | | | Assumption Notes |
| | Base Assumption | | | | | | |
| Principal/School Leader | \$1 | 90,000 | 92,700 | 100,786 | 103,809 | 112,551 | |
| Assistant Principal | \$1 | 55,000 | 56,650 | 58,350 | 60,100 | 61,903 | |
| Special Education Coordinator | \$1 | 49,183 | 51,691 | 54,288 | 57,035 | 58,795 | |
| Deans, Directors | \$2 | - | - | - | - | - | |
| Other (Specify in Assumptions) | \$1 | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 | |
| Total Administrative Compensation | | 209,183 | 216,491 | 229,337 | 237,335 | 250,132 | |
| Instructional Staff | | | | | | | |
| Teachers | \$1 | 2,004,500 | 2,214,500 | 2,652,250 | 3,032,317 | 3,179,562 | |
| Special Education Teachers | \$1 | 160,000 | 164,800 | 212,180 | 218,545 | 281,377 | |
| Educational Assistants/Aides | \$1 | 50,000 | 104,030 | 135,795 | 139,869 | 144,065 | |
| Elective Teachers | \$1 | - | - | - | - | - | |
| Other (Specify in Assumptions) | \$1 | 39,780 | 40,973 | 42,203 | 43,469 | 44,773 | |
| Total Instructional Compensation | | 2,254,280 | 2,524,303 | 3,042,428 | 3,434,201 | 3,649,777 | |
| Non-Instructional Staff | | | | | | | |
| Clerical Staff | \$4 | 148,000 | 152,440 | 157,013 | 279,738 | 288,130 | |
| Custodial Staff | \$0 | - | - | - | - | - | |
| Operations | \$0 | - | - | - | - | - | |
| Social Workers/Counseling | \$1 | - | - | - | - | - | |
| Other (Specify in Assumptions) | \$0 | - | - | - | - | - | |
| Total Non-Instructional Compensation | | 148,000 | 152,440 | 157,013 | 279,738 | 288,130 | |
| Other Compensation | | - | - | - | - | - | |
| Other Compensation | | - | - | - | - | - | |
| Other Compensation | | - | - | - | - | - | |
| Other Compensation | | - | - | - | - | - | |
| Total Compensation | | 2,611,463 | 2,893,234 | 3,428,778 | 3,951,274 | 4,188,040 | |

**Founders Classical Academy
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
|---|----------------------------|----------------|----------------|----------------|----------------|----------------|--------------------------------------|
| | | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| | Base Assumption | | | | | | Assumption Notes |
| Social Security | | \$48,504 | \$52,405 | \$57,781 | \$62,699 | \$62,699 | |
| Medicare | | | | | | | |
| State Unemployment Disability/Life Insurance | | \$95,697 | \$103,394 | \$114,000 | \$123,704 | \$123,704 | |
| Workers Compensation Insurance | | \$13,109 | \$14,164 | \$15,616 | \$16,946 | \$16,946 | |
| Other Fringe Benefits | | | | | | | |
| | Health Insurance | | | | | | |
| | Annual Increase | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| | Cumulative Increase | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | |
| Medical Insurance | \$0 | \$170,419 | \$184,125 | \$203,013 | \$220,295 | \$220,295 | Includes all health, dental, vision. |
| Dental Insurance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Vision Insurance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| TCRS Certified Legacy | 0.00% | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 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 | 0.00% | \$45,358 | \$49,006 | \$54,033 | \$58,632 | \$58,632 | |
| Other Retirement | 0.00% | \$0 | \$0 | \$0 | \$0 | \$0 | |

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

| | |
|--------------------------------|----------------|
| | Year 1 |
| | 2023-24 |
| Annual Revenue Increase | 0.00% |
| Cumulative Increase | 100.00% |

| State Revenues | Rate/Assumption | | Assumption Notes |
|---------------------------------------|-----------------|------------------|------------------|
| Basic Education Program | \$9,559 | \$5,907,462 | |
| BEP Transportation Component | \$0 | \$0 | |
| BEP Capital Outlay | \$0 | \$0 | |
| Other | \$0 | \$0 | |
| Other | \$0 | \$0 | |
| Federal Revenues | \$0 | \$0 | |
| Title I | \$0 | \$0 | |
| Title II | \$0 | \$0 | |
| Title III | \$0 | \$0 | |
| NSLP | \$0 | \$0 | |
| E-Rate | \$0 | \$0 | |
| CSP Startup Grant | \$0 | \$0 | |
| Other | \$0 | \$0 | |
| Other | \$0 | \$0 | |
| School Activity Revenues | | | |
| Other | \$0 | \$0 | |
| Fundraising & Philanthropy | | | |
| Other | \$0 | \$0 | |
| Total Revenues | | 5,907,462 | |

**Founders Classical Academy
New Charter School Application Budget Template
Year 1 Budget**

Compensation

| Year 1 |
|---------|
| 2023-24 |

| Administrative Staff | FTE Count | | Assumption Notes |
|---|-------------------|------------------|------------------|
| Principal/School Leader | 90000.00 | 90,000 | |
| Assistant Principal | 55000.00 | 55,000 | |
| Special Education Coordinator | 49183.00 | 49,183 | |
| Deans, Directors | 0.00 | - | |
| Other (Specify in Assumptions) | 15000.00 | 15,000 | |
| Total Administrative Compensation | 209183.00 | 209,183 | |
| | | | |
| Instructional Staff | | | |
| Teachers | 2004500.00 | 2,004,500 | |
| Special Education Teachers | 160000.00 | 160,000 | |
| Educational Assistants/Aides | 50000.00 | 50,000 | |
| Elective Teachers | 0.00 | - | |
| Other (Specify in Assumptions) | 39780.00 | 39,780 | |
| Total Instructional Compensation | 2254280.00 | 2,254,280 | |
| | | | |
| Non-Instructional Staff | | | |
| Clerical Staff | 37000.00 | 148,000 | |
| Custodial Staff | 0.00 | - | |
| Operations | 64000.00 | - | |
| Social Workers/Counseling | 0.00 | - | |
| Other (Specify in Assumptions) | 0.00 | - | |
| Total Non-Instructional Compensation | 101000.00 | 148,000 | |
| | | | |
| Other Compensation | | - | |
| Total Compensation | | 2,611,463 | |

Employer Benefits & Taxes

| Year 1 |
|---------|
| 2023-24 |

| | | Assumption Notes |
|--|---------|------------------|
| Social Security | 48,504 | |
| Medicare | - | |
| State Unemployment | 95,697 | |
| Disability/Life Insurance | - | |
| Workers Compensation Insurance | 13,109 | |
| Other Fringe Benefits | - | |
| Medical Insurance | 170,419 | |
| Dental Insurance | - | |
| Vision Insurance | - | |
| TCRS Certified Legacy | - | |
| TCRS Certified Hybrid | - | |
| TCRS Classified Legacy | - | |
| TCRS Classified Hybrid | - | |
| Other Classified Retirement | 45,358 | |
| Other Retirement | - | |
| Total Employer Benefits & Taxes | | 373,087 |

**Founders Classical Academy
New Charter School Application Budget Template
Year 1 Budget**

Operating Expenses

Year 1

2023-24

Assumption Notes

Contracted Services

| | | | |
|----------------------------|----------|----------|--|
| Professional Development | \$0 | \$5,000 | |
| Financial Services | \$32,236 | \$32,236 | |
| Audit Services | \$0 | \$0 | |
| Legal Fees | \$0 | \$0 | |
| Copier Lease and Usage | \$0 | \$0 | |
| Internet and Phone Service | \$23,420 | \$23,420 | |
| Cell Phone Service | \$27,089 | \$27,089 | |
| Payroll Services | \$0 | \$0 | |
| Health Services | \$0 | \$0 | |
| Transportation | \$0 | \$0 | |
| IT Services | \$0 | \$0 | |
| Contracted SPED Services | \$757 | \$757 | |
| Insurance | \$0 | \$0 | |
| Postal Charges | \$0 | \$0 | |
| Bank Charges | \$0 | \$0 | |

Supplies & Materials

| | | | |
|--------------------------------------|----------|----------|--|
| Textbooks and Instructional Supplies | \$16,365 | \$16,365 | |
| Education Software | \$0 | \$20,000 | |
| Student Supplies | \$16,970 | \$16,970 | |
| Faculty Supplies | \$0 | \$0 | |
| Library Books | \$0 | \$0 | |
| Testing & Evaluation | \$3,473 | \$3,473 | |
| Student Laptops | \$0 | \$0 | |
| Faculty Laptops | \$0 | \$0 | |
| Office Supplies | \$84,124 | \$84,124 | |
| Printing Paper | \$0 | \$0 | |
| Marketing Materials | \$0 | \$0 | |
| Student Uniforms | \$0 | \$0 | |
| Gifts & Awards - Students | \$1,471 | \$1,471 | |
| Gifts & Awards - Teachers and Staff | \$0 | \$0 | |
| Health Supplies | \$0 | \$0 | |

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Budget

Facility Related Expenses

| | | | |
|----------------------------|-----------|-----------|--------------------------|
| Rent | \$600,000 | \$600,000 | |
| Utilities | \$123,396 | \$123,396 | |
| Custodial | \$167,804 | \$167,804 | |
| Waste | \$0 | \$0 | |
| Faculty Furniture | \$0 | \$0 | |
| Student Furniture | \$0 | \$0 | |
| Internet/Network Equipment | \$30,190 | \$30,190 | |
| Other Equipment | \$0 | \$0 | |
| Building Decorum | \$37,121 | \$37,121 | |
| Tenant Improvements | \$0 | \$0 | |
| Other | \$7,535 | \$7,535 | Other operating expense. |
| Other | \$0 | \$0 | |

Other Charges

| | | | |
|--|-----|-----------|---|
| Staff Recruitment | \$0 | \$0 | |
| Student Recruitment & Community Engagement | \$0 | \$0 | |
| Parent & Staff Meetings | \$0 | \$0 | |
| Authorizer Fee | | \$118,149 | |
| Other | | \$886,119 | CMO fee - includes many admin expenses such as HR, IT, accounting, etc. |

Debt Service

| | | | |
|-------|-----|-----|--|
| Other | \$0 | \$0 | |

Total Operating Expenses

2,201,220

Total Expenses

5,185,770

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

| | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 |
|--------------------------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|----------|
| | 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 | 133,963 | 133,963 | 194,104 | 254,245 | 314,386 | 374,527 | 434,668 | 494,809 | 554,950 | 615,091 | 675,232 | 735,373 | 795,514 | | |
| Revenues | | | | | | | | | | | | | | | |
| State Revenues | 5,907,462 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 5,907,462 | - |
| Federal Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School Activity Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Philanthropy | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenues | 5,907,462 | 492,289 | 5,907,462 | - |
| Expenses | | | | | | | | | | | | | | | |
| Staffing | 2,611,463 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 217,622 | 2,611,463 | - |
| Employer Benefits & Taxes | 373,087 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 31,091 | 373,087 | - |
| Contracted Services | 88,502 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 7,375 | 88,502 | - |
| Supplies & Materials | 142,403 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 11,867 | 142,403 | - |
| Facility-Related Expenses | 966,046 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 80,504 | 966,046 | - |
| Other Charges | 1,004,269 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 83,689 | 1,004,269 | - |
| Debt Service | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 5,185,770 | 432,147 | 5,185,770 | - |
| Operating Income (Loss) | 721,692 | 60,141 | 721,692 | - |
| Changes in Accounts Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Changes in Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Line of Credit Proceeds | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Line of Credit Repayments | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Activity | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 194,104 | 254,245 | 314,386 | 374,527 | 434,668 | 494,809 | 554,950 | 615,091 | 675,232 | 735,373 | 795,514 | 855,655 | | | |

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow

| Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 |
|--------------|---------|---------|-----------|---------|----------|----------|---------|----------|---------|---------|---------|---------|---------|---------|
| 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 |

Revenues

Revenues

Assumption Notes

State Revenues

Assumption Notes

| | | | | | | | | | | | | | | | | |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|---|
| Basic Education Program | 5,907,462 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | \$492,289 | 5,907,462 | - | - |
| BEP Transportation Component | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | - |
| BEP Capital Outlay | - | \$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 | - | - | - |

Federal Revenues

| | | | | | | | | | | | | | | | | |
|-------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|---|
| Title I | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | - |
| Title II | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | - |
| Title III | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | - |
| NSLP | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | - |
| E-Rate | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | - |
| CSP Startup Grant | - | \$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 | - | - | - |

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 | - | \$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

| | | | | | | | | | | | | | | | | |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---|---|
| 5,907,462 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 492,289 | 5,907,462 | - | - |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---|---|

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation

| Year 1 2023-24 |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP | |

Assumption Notes

| | | | | | | | | | | | | | | | |
|---|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|----------|--|
| Compensation | | | | | | | | | | | | | | | |
| Principal/School Leader | 90,000 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 | 90,000 | - | |
| Assistant Principal | 55,000 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | \$4,583 | 55,000 | - | |
| Special Education Coordinator | 49,183 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | \$4,099 | 49,183 | - | |
| Deans, Directors | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other (Specify in Assumptions) | 15,000 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | \$1,250 | 15,000 | - | |
| Total Administrative Compensation | 209,183 | 17,432 | 209,183 | - | |
| Instructional Staff | | | | | | | | | | | | | | | |
| Teachers | 2,004,500 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | \$167,042 | 2,004,500 | - | |
| Special Education Teachers | 160,000 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | \$13,333 | 160,000 | - | |
| Educational Assistants/Aides | 50,000 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | \$4,167 | 50,000 | - | |
| Elective Teachers | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other (Specify in Assumptions) | 39,780 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | \$3,315 | 39,780 | - | |
| Total Instructional Compensation | 2,254,280 | 187,857 | 2,254,280 | - | |
| Non-Instructional Staff | | | | | | | | | | | | | | | |
| Clerical Staff | 148,000 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | \$12,333 | 148,000 | - | |
| Custodial Staff | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Operations | - | \$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 | - | - | |
| Other (Specify in Assumptions) | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Total Non-Instructional Compensation | 148,000 | 12,333 | 148,000 | - | |
| Other Compensation | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other Compensation | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other Compensation | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Other Compensation | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | |
| Total Compensation | 2,611,463 | 217,622 | 2,611,463 | - | |

Employer Benefits & Taxes

| Year 1 2023-24 |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP | |

Assumption Notes

| | | | | | | | | | | | | | | |
|--|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------|
| Social Security | 48,504 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | \$4,042 | 48,504 | - |
| Medicare | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| State Unemployment | 95,697 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | \$7,975 | 95,697 | - |
| Disability/Life Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Workers Compensation Insurance | 13,109 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | \$1,092 | 13,109 | - |
| Other Fringe Benefits | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Medical Insurance | 170,419 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | \$14,202 | 170,419 | - |
| Dental Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Vision Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| TCRS Certified Legacy | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| TCRS Certified Hybrid | - | \$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 | - | - |
| TCRS Classified Hybrid | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Other Classified Retirement | 45,358 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | \$3,780 | 45,358 | - |
| Other Retirement | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - |
| Total Employer Benefits & Taxes | 373,087 | 31,091 | 373,087 | - |

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses

| Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 |
|--------------|---------|---------|-----------|---------|----------|----------|---------|----------|---------|---------|---------|---------|---------|---------|
| 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 |

Assumption Notes

| | | | | | | | | | | | | | | | | |
|--------------------------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|---|--------------------------------------|
| Contracted Services | | | | | | | | | | | | | | | | |
| Professional Development | 5,000 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | \$417 | 5,000 | - | Professional Development |
| Financial Services | 32,236 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | \$2,686 | 32,236 | - | Financial Services |
| Audit Services | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Audit Services |
| Legal Fees | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Legal Fees |
| Copier Lease and Usage | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Copier Lease and Usage |
| Internet and Phone Service | 23,420 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | \$1,952 | 23,420 | - | Internet and Phone Service |
| Cell Phone Service | 27,089 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | \$2,257 | 27,089 | - | Cell Phone Service |
| Payroll Services | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Payroll Services |
| Health Services | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Health Services |
| Transportation | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Transportation |
| IT Services | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | IT Services |
| Contracted SPED Services | 757 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | \$63 | 757 | - | Contracted SPED Services |
| Insurance | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Insurance |
| Postal Charges | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Postal Charges |
| Bank Charges | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Bank Charges |
| Supplies & Materials | | | | | | | | | | | | | | | | |
| Textbooks and Instructional Supplies | 16,365 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | \$1,364 | 16,365 | - | Textbooks and Instructional Supplies |
| Education Software | 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 | - | Education Software |
| Student Supplies | 16,970 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | \$1,414 | 16,970 | - | Student Supplies |
| Faculty Supplies | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Faculty Supplies |
| Library Books | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Library Books |
| Testing & Evaluation | 3,473 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | \$289 | 3,473 | - | Testing & Evaluation |
| Student Laptops | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Student Laptops |
| Faculty Laptops | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Faculty Laptops |
| Office Supplies | 84,124 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | \$7,010 | 84,124 | - | Office Supplies |
| Printing Paper | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Printing Paper |
| Marketing Materials | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Marketing Materials |
| Student Uniforms | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Student Uniforms |
| Gifts & Awards - Students | 1,471 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | \$123 | 1,471 | - | 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 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Health Supplies |

Founders Classical Academy
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses

| | | | | | | | | | | | | | | | | |
|----------------------------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------|---|----------------------------|
| Rent | 600,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | 600,000 | - | Rent |
| Utilities | 123,396 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | \$10,283 | 123,396 | - | Utilities |
| Custodial | 167,804 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | \$13,984 | 167,804 | - | Custodial |
| Waste | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Waste |
| Faculty Furniture | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Faculty Furniture |
| Student Furniture | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Student Furniture |
| Internet/Network Equipment | 30,190 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | \$2,516 | 30,190 | - | Internet/Network Equipment |
| Other Equipment | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Other Equipment |
| Building Decorum | 37,121 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | \$3,093 | 37,121 | - | Building Decorum |
| Tenant Improvements | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | - | Tenant Improvements |
| Other | 7,535 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | \$628 | 7,535 | - | 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 | - | \$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 Engagement | - | \$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 | 118,149 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | \$9,846 | 118,149 | - | Staff Meetings |
| Other | 886,119 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | \$73,843 | 886,119 | - | Other |

Debt Service

| | | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Total Operating Expenses

| | | | | | | | | | | | | | | | | |
|--|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---|--|
| | 2,201,220 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 183,435 | 2,201,220 | - | |
|--|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---|--|

Total Expenses

| | | | | | | | | | | | | | | | | |
|--|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---|--|
| | 5,185,770 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 432,147 | 5,185,770 | - | |
|--|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---|--|

Founders Classical Academy
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------|---------|---------|---------|---------|---------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Annual Revenue Increase | 0.00% | 10.00% | 19.30% | 27.80% | 35.70% |
| Cumulative Increase | 100.00% | 110.00% | 131.23% | 167.71% | 227.59% |

State Revenues

Assumption

Assumption Notes

| | | | | | | | |
|------------------------------|---------|-----------|-------------|-------------|-------------|-------------|--|
| Basic Education Program | \$9,559 | 5,907,462 | \$6,498,208 | \$7,047,602 | \$7,549,736 | \$8,016,426 | |
| BEP Transportation Component | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| BEP Capital Outlay | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Other | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Other | \$0 | - | \$0 | \$0 | \$0 | \$0 | |

Federal Revenues

| | | | | | | | |
|-------------------|-----|---|-----|-----|-----|-----|--|
| Title I | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Title II | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Title III | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| NSLP | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| E-Rate | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| CSP Startup Grant | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Other | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| 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 | - | \$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 | |

Total Revenues

| | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| | 5,907,462 | 6,498,208 | 7,047,602 | 7,549,736 | 8,016,426 |
|--|-----------|-----------|-----------|-----------|-----------|

Founders Classical Academy
New Charter School Application Budget Template
Year 2 Through 5 Budget

Compensation

| Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 |
|-------------------|-------------------|-------------------|-------------------|-------------------|
|-------------------|-------------------|-------------------|-------------------|-------------------|

Assumption Notes

Administrative Staff

| | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|--|
| Principal/School Leader | 90,000 | 92,700 | 100,786 | 103,809 | 112,551 | |
| Assistant Principal | 55,000 | 56,650 | 58,350 | 60,100 | 61,903 | |
| Special Education Coordinator | 49,183 | 51,691 | 54,288 | 57,035 | 58,795 | |
| Deans, Directors | - | - | - | - | - | |
| Other (Specify in Assumptions) | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 | |
| Total Administrative Compensation | 209,183 | 216,491 | 229,337 | 237,335 | 250,132 | |

Instructional Staff

| | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|--|
| Teachers | 2,004,500 | 2,214,500 | 2,652,250 | 3,032,317 | 3,179,562 | |
| Special Education Teachers | 160,000 | 164,800 | 212,180 | 218,545 | 281,377 | |
| Educational Assistants/Aides | 50,000 | 104,030 | 135,795 | 139,869 | 144,065 | |
| Elective Teachers | - | - | - | - | - | |
| Other (Specify in Assumptions) | 39,780 | 40,973 | 42,203 | 43,469 | 44,773 | |
| Total Instructional Compensation | 2,254,280 | 2,524,303 | 3,042,428 | 3,434,201 | 3,649,777 | |

Non-Instructional Staff

| | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|--|
| Clerical Staff | 148,000 | 152,440 | 157,013 | 279,738 | 288,130 | |
| Custodial Staff | - | - | - | - | - | |
| Operations | - | - | - | - | - | |
| Social Workers/Counseling | - | - | - | - | - | |
| Other (Specify in Assumptions) | - | - | - | - | - | |
| Total Non-Instructional Compensation | 148,000 | 152,440 | 157,013 | 279,738 | 288,130 | |

| | | | | | | |
|--------------------|---|---|---|---|---|--|
| Other Compensation | - | - | - | - | - | |
| Other Compensation | - | - | - | - | - | |
| Other Compensation | - | - | - | - | - | |
| Other Compensation | - | - | - | - | - | |

| | | | | | | |
|---------------------------|------------------|------------------|------------------|------------------|------------------|--|
| Total Compensation | 2,611,463 | 2,893,234 | 3,428,778 | 3,951,274 | 4,188,040 | |
|---------------------------|------------------|------------------|------------------|------------------|------------------|--|

Founders Classical Academy
New Charter School Application Budget Template
Year 2 Through 5 Budget

Operating Expenses

| | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 |
|-------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Annual Expense Increase | 0.00% | 1.00% | 1.00% | 1.00% | 1.00% |
| Cumulative Increase | 100.00% | 101.00% | 102.01% | 103.03% | 104.06% |

Assumption Notes

| | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 | Assumption Notes |
|--------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| Contracted Services | | | | | | |
| Professional Development | \$0 | 5,000 | \$5,050 | \$5,101 | \$5,152 | \$5,203 |
| Financial Services | \$32,236 | 32,236 | \$36,664 | \$41,092 | \$45,520 | \$49,948 |
| Audit Services | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Legal Fees | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Copier Lease and Usage | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Internet and Phone Service | \$23,420 | 23,420 | \$23,654 | \$23,891 | \$24,130 | \$24,371 |
| Cell Phone Service | \$27,089 | 27,089 | \$27,360 | \$27,633 | \$27,910 | \$28,189 |
| Payroll Services | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Health Services | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Transportation | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| IT Services | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Contracted SPED Services | \$757 | 757 | \$861 | \$965 | \$1,069 | \$1,173 |
| Insurance | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Postal Charges | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Bank Charges | \$0 | - | \$0 | \$0 | \$0 | \$0 |
| Supplies & Materials | | | | | | |
| Textbooks and Instructional Supplies | \$16,365 | 16,365 | \$18,613 | \$20,861 | \$23,109 | \$25,357 |
| Education Software | \$0 | 20,000 | | | | |
| Student Supplies | \$16,970 | 16,970 | \$19,300 | \$21,632 | \$23,963 | \$26,294 |
| Faculty Supplies | \$0 | - | | | | |
| Library Books | \$0 | - | | | | |
| Testing & Evaluation | \$3,473 | 3,473 | \$3,950 | \$18,799 | \$21,070 | \$23,340 |
| Student Laptops | \$0 | - | | | | |
| Faculty Laptops | \$0 | - | | | | |
| Office Supplies | \$84,124 | 84,124 | \$95,700 | \$107,258 | \$118,816 | \$130,374 |
| Printing Paper | \$0 | - | | | | |
| Marketing Materials | \$0 | - | | | | |
| Student Uniforms | \$0 | - | | | | |
| Gifts & Awards - Students | \$1,471 | 1,471 | \$1,673 | \$1,875 | \$2,077 | \$2,279 |
| Gifts & Awards - Teachers and Staff | \$0 | - | | | | |
| Health Supplies | \$0 | - | | | | |

Founders Classical Academy
New Charter School Application Budget Template
Year 2 Through 5 Budget

Facility Related Expenses

| | | | | | | | |
|----------------------------|-------------|---------|-----------|-----------|-----------|-----------|--------------------------|
| Rent | \$1,700,000 | 600,000 | \$600,000 | \$600,000 | \$650,000 | \$650,000 | |
| Utilities | \$123,396 | 123,396 | \$140,346 | \$157,296 | \$174,246 | \$191,196 | |
| Custodial | \$167,804 | 167,804 | \$178,848 | \$200,448 | \$222,048 | \$243,648 | |
| Waste | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Faculty Furniture | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Student Furniture | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Internet/Network Equipment | \$30,190 | 30,190 | \$34,337 | \$38,484 | \$42,631 | \$46,778 | |
| Other Equipment | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Building Decorum | \$37,121 | 37,121 | \$42,220 | \$47,319 | \$52,418 | \$57,517 | |
| Tenant Improvements | \$0 | - | \$0 | \$0 | \$0 | \$0 | |
| Other | \$7,535 | 7,535 | \$8,570 | \$9,605 | \$10,640 | \$11,675 | Other operating expense. |
| 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 Charges

| | | | | | | | |
|--|-----------|---------|---------|---------|---------|---------|--|
| Staff Recruitment | \$0 | - | - | - | - | - | |
| Student Recruitment & Community Engagement | \$0 | - | - | - | - | - | |
| Parent & Staff Meetings | \$0 | - | - | - | - | - | |
| Authorizer Fee | \$0 | 118,149 | 129,964 | 140,952 | 150,995 | 160,329 | |
| Other | \$835,074 | 886,119 | 779,785 | 845,712 | 905,968 | 961,971 | CMO fee - includes many admin expenses like HR, IT, etc. |

Debt Service

| | | | | | | | |
|-------|-----|---|---|---|---|---|--|
| Other | \$0 | - | - | - | - | - | |
| Other | \$0 | - | - | - | - | - | |
| Other | \$0 | - | - | - | - | - | |
| Other | \$0 | - | - | - | - | - | |
| Other | \$0 | - | - | - | - | - | |

Total Operating Expenses

| | | | | |
|------------------|------------------|------------------|------------------|------------------|
| 2,201,220 | 2,146,895 | 2,308,923 | 2,501,761 | 2,639,642 |
|------------------|------------------|------------------|------------------|------------------|

Total Expenses

| | | | | |
|------------------|------------------|------------------|------------------|------------------|
| 5,185,770 | 5,443,223 | 6,182,144 | 6,935,310 | 7,309,957 |
|------------------|------------------|------------------|------------------|------------------|

**Founders Classical Academy
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 |
|------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Starting Fund Balance | | 133,963 | 855,655 | 1,910,640 | 2,776,098 | 3,390,524 |
| State Revenues | - | 5,907,462 | 6,498,208 | 7,047,602 | 7,549,736 | 8,016,426 |
| Federal Revenues | - | - | - | - | - | - |
| School Activity Revenues | - | - | - | - | - | - |
| Fundraising & Philanthropy | 1,300,000 | - | - | - | - | - |
| Total Revenues | 1,300,000 | 5,907,462 | 6,498,208 | 7,047,602 | 7,549,736 | 8,016,426 |
| Staffing | 275,000 | 2,611,463 | 2,893,234 | 3,428,778 | 3,951,274 | 4,188,040 |
| Employer Benefits & Taxes | 21,038 | 373,087 | 403,094 | 444,443 | 482,276 | 482,276 |
| Contracted Services | 150,000 | 88,502 | 93,589 | 98,682 | 103,780 | 108,884 |
| Supplies & Materials | 335,000 | 142,403 | 139,236 | 170,425 | 189,035 | 207,644 |
| Facility-Related Expenses | 335,000 | 966,046 | 1,004,321 | 1,053,152 | 1,151,983 | 1,200,814 |
| Other Charges | 50,000 | 1,004,269 | 909,749 | 986,664 | 1,056,963 | 1,122,300 |
| Debt Service | - | - | - | - | - | - |
| Total Expenses | 1,166,038 | 5,185,770 | 5,443,223 | 6,182,144 | 6,935,310 | 7,309,957 |
| Net Income | 133,963 | 721,692 | 1,054,985 | 865,458 | 614,426 | 706,469 |
| Ending Fund Balance | 133,963 | 855,655 | 1,910,640 | 2,776,098 | 3,390,524 | 4,096,993 |

| | YEAR 1 (K-8) Projection based on 19-20 Avg Actuals (compensation is based stress-test projection) | | YEAR 2 (K-9) Projection based on 19-20 Avg Actuals (compensation is based stress-test projection) | | YEAR 3 (K-10) Projection based on 19-20 Avg Actuals (compensation is based stress-test projection) | | YEAR 4 (K-11) Projection based on 19-20 Avg Actuals (compensation is based stress-test projection) | | YEAR 5 (K-12) Projection based on 19-20 Avg Actuals (compensation is based stress-test projection) | |
|---|---|--------------------|---|--------------------|--|--------------------|--|--------------------|--|--------------------|
| | ADA 618 | PER ADA | ADA 690 | PER ADA | ADA 762 | PER ADA | ADA 834 | PER ADA | ADA 906 | PER ADA |
| REVENUE | | | | | | | | | | |
| State Revenue-100% | \$ 5,907,462 | | \$ 6,595,710.00 | | \$ 7,283,958.00 | | \$ 7,972,206.00 | | \$ 8,660,454.00 | |
| Revenue per ADA | \$ 9,559.00 | | \$ 9,559.00 | | \$ 9,559.00 | | \$ 9,559.00 | | \$ 9,559.00 | |
| EXPENSES | | | | | | | | | | |
| PAYROLL COSTS | | | | | | | | | | |
| - Salaries/Wages-Substitutes | \$ 39,780.00 | \$ 64.37 | \$ 39,780.00 | \$ 57.65 | \$ 39,780.00 | \$ 52.20 | \$ 39,780.00 | \$ 47.70 | \$ 39,780.00 | \$ 43.91 |
| - Salaries/Wages-Teachers & Prof | \$ 2,327,246.00 | \$ 3,765.77 | \$ 2,584,099.24 | \$ 3,745.07 | \$ 2,956,340.20 | \$ 3,879.71 | \$ 3,139,237.65 | \$ 3,764.07 | \$ 3,196,425.04 | \$ 3,528.06 |
| - Extra Duty/Overtime | \$ 15,000.00 | \$ 24.27 | \$ 15,000.00 | \$ 21.74 | \$ 15,000.00 | \$ 19.69 | \$ 15,000.00 | \$ 17.99 | \$ 15,000.00 | \$ 16.56 |
| - Salaries/Wages-Support Staff | \$ 151,000.00 | \$ 244.34 | \$ 101,000.00 | \$ 146.38 | \$ 128,000.00 | \$ 167.98 | \$ 128,000.00 | \$ 153.48 | \$ 32,000.00 | \$ 35.32 |
| - Incentive Allowance | \$ 69,817.38 | \$ 112.97 | \$ 77,522.98 | \$ 112.35 | \$ 88,690.21 | \$ 116.39 | \$ 94,177.13 | \$ 112.92 | \$ 95,892.75 | \$ 105.84 |
| - Soc Sec/Medicare | \$ 45,847.55 | \$ 74.19 | \$ 49,674.34 | \$ 71.99 | \$ 57,060.29 | \$ 74.88 | \$ 60,443.90 | \$ 72.47 | \$ 59,725.86 | \$ 65.92 |
| - Group Insurance | \$ 161,085.99 | \$ 260.66 | \$ 174,531.45 | \$ 252.94 | \$ 200,482.11 | \$ 263.10 | \$ 212,370.45 | \$ 254.64 | \$ 209,847.63 | \$ 231.62 |
| - Workers Comp | \$ 12,391.23 | \$ 20.05 | \$ 13,425.50 | \$ 19.46 | \$ 15,421.70 | \$ 20.24 | \$ 16,336.19 | \$ 19.59 | \$ 16,142.13 | \$ 17.82 |
| - Unemployment Compensation | \$ 90,455.98 | \$ 146.37 | \$ 98,006.12 | \$ 142.04 | \$ 112,578.42 | \$ 147.74 | \$ 119,254.17 | \$ 142.99 | \$ 117,837.51 | \$ 130.06 |
| - Teachers Retirement/TRS | \$ 42,873.66 | \$ 69.37 | \$ 46,452.22 | \$ 67.32 | \$ 53,359.09 | \$ 70.03 | \$ 56,523.21 | \$ 67.77 | \$ 55,851.75 | \$ 61.65 |
| | \$ 2,955,497.79 | \$ 4,782.36 | \$ 3,199,491.84 | \$ 4,636.94 | \$ 3,666,712.02 | \$ 4,811.96 | \$ 3,881,122.70 | \$ 4,653.62 | \$ 3,838,502.68 | \$ 4,236.76 |
| PROFESSIONAL AND CONTRACTED SERVICES | | | | | | | | | | |
| - Professional Services-Audit | | | | | | | | | | |
| - Professional Services | \$ 27,365.04 | \$ 44.28 | \$ 30,553.20 | \$ 44.28 | \$ 33,741.36 | \$ 44.28 | \$ 36,929.52 | \$ 44.28 | \$ 40,117.68 | \$ 44.28 |
| - ESC Services | \$ 642.72 | \$ 1.04 | \$ 717.60 | \$ 1.04 | \$ 792.48 | \$ 1.04 | \$ 867.36 | \$ 1.04 | \$ 942.24 | \$ 1.04 |
| - Janitorial Services | \$ 142,449.00 | \$ 230.50 | \$ 149,040.00 | \$ 216.00 | \$ 164,592.00 | \$ 216.00 | \$ 180,144.00 | \$ 216.00 | \$ 195,696.00 | \$ 216.00 |
| - Maint. & Repair | \$ 31,511.82 | \$ 50.99 | \$ 35,183.10 | \$ 50.99 | \$ 38,854.38 | \$ 50.99 | \$ 42,525.66 | \$ 50.99 | \$ 46,196.94 | \$ 50.99 |
| - Telephone | \$ 22,995.78 | \$ 37.21 | \$ 25,674.90 | \$ 37.21 | \$ 28,354.02 | \$ 37.21 | \$ 31,033.14 | \$ 37.21 | \$ 33,712.26 | \$ 37.21 |
| - Data Services/Internet | \$ 19,881.06 | \$ 32.17 | \$ 22,197.30 | \$ 32.17 | \$ 24,513.54 | \$ 32.17 | \$ 26,829.78 | \$ 32.17 | \$ 29,146.02 | \$ 32.17 |
| - Utilities | \$ 104,751.00 | \$ 169.50 | \$ 116,955.00 | \$ 169.50 | \$ 129,159.00 | \$ 169.50 | \$ 141,363.00 | \$ 169.50 | \$ 153,567.00 | \$ 169.50 |
| - Rentals/Leases - Facilities | \$ 600,000.00 | \$ 970.87 | \$ 600,000.00 | \$ 869.57 | \$ 600,000.00 | \$ 787.40 | \$ 600,000.00 | \$ 719.42 | \$ 600,000.00 | \$ 662.25 |
| - Rentals/Leases | \$ 92.70 | \$ 0.15 | \$ 103.50 | \$ 0.15 | \$ 114.30 | \$ 0.15 | \$ 125.10 | \$ 0.15 | \$ 135.90 | \$ 0.15 |
| - Misc. Contracted Services | | | | | | | | | | |
| | \$ 949,689.12 | \$ 1,536.71 | \$ 980,424.60 | \$ 1,420.91 | \$ 1,020,121.08 | \$ 1,338.74 | \$ 1,059,817.56 | \$ 1,270.76 | \$ 1,099,514.04 | \$ 1,213.59 |
| SUPPLIES AND MATERIALS | | | | | | | | | | |
| - Janitorial Supplies | \$ 16,574.76 | \$ 26.82 | \$ 18,505.80 | \$ 26.82 | \$ 20,436.84 | \$ 26.82 | \$ 22,367.88 | \$ 26.82 | \$ 24,298.92 | \$ 26.82 |
| - Maintenance Supplies | \$ 1,155.66 | \$ 1.87 | \$ 1,290.30 | \$ 1.87 | \$ 1,424.94 | \$ 1.87 | \$ 1,559.58 | \$ 1.87 | \$ 1,694.22 | \$ 1.87 |
| - Curriculum/Textbooks | \$ 13,892.64 | \$ 22.48 | \$ 15,511.20 | \$ 22.48 | \$ 17,129.76 | \$ 22.48 | \$ 18,748.32 | \$ 22.48 | \$ 20,366.88 | \$ 22.48 |
| - Reading Materials | \$ 14,405.58 | \$ 23.31 | \$ 16,083.90 | \$ 23.31 | \$ 17,762.22 | \$ 23.31 | \$ 19,440.54 | \$ 23.31 | \$ 21,118.86 | \$ 23.31 |
| - Testing Materials | \$ 2,947.86 | \$ 4.77 | \$ 3,291.30 | \$ 4.77 | \$ 3,634.74 | \$ 4.77 | \$ 3,978.18 | \$ 4.77 | \$ 4,321.62 | \$ 4.77 |
| - Food | \$ 3,059.10 | \$ 4.95 | \$ 3,415.50 | \$ 4.95 | \$ 3,771.90 | \$ 4.95 | \$ 4,128.30 | \$ 4.95 | \$ 4,484.70 | \$ 4.95 |
| - General Supplies-Technology | \$ 25,628.46 | \$ 41.47 | \$ 28,614.30 | \$ 41.47 | \$ 31,600.14 | \$ 41.47 | \$ 34,585.98 | \$ 41.47 | \$ 37,571.82 | \$ 41.47 |
| - General Supplies | \$ 71,428.44 | \$ 115.58 | \$ 79,750.20 | \$ 115.58 | \$ 88,071.96 | \$ 115.58 | \$ 96,393.72 | \$ 115.58 | \$ 104,715.48 | \$ 115.58 |
| | \$ 149,092.50 | \$ 241.25 | \$ 166,462.50 | \$ 241.25 | \$ 183,832.50 | \$ 241.25 | \$ 201,202.50 | \$ 241.25 | \$ 218,572.50 | \$ 241.25 |
| OTHER OPERATING COSTS | | | | | | | | | | |
| - Travel-Employee | \$ 2,632.68 | \$ 4.26 | \$ 2,939.40 | \$ 4.26 | \$ 3,246.12 | \$ 4.26 | \$ 3,552.84 | \$ 4.26 | \$ 3,859.56 | \$ 4.26 |
| - Travel-Student | \$ 574.74 | \$ 0.93 | \$ 641.70 | \$ 0.93 | \$ 708.66 | \$ 0.93 | \$ 775.62 | \$ 0.93 | \$ 842.58 | \$ 0.93 |
| - Insurance | | | | | | | | | | |
| - Depreciation | | \$ - | \$ 219,934.06 | \$ 318.75 | \$ 228,894.50 | \$ 300.39 | \$ 238,220.02 | \$ 285.64 | \$ 247,925.47 | \$ 273.65 |
| - Student Attendance Incentive | \$ 599.46 | \$ 0.97 | \$ 669.30 | \$ 0.97 | \$ 739.14 | \$ 0.97 | \$ 808.98 | \$ 0.97 | \$ 878.82 | \$ 0.97 |
| - Graduation & EOY Awards | \$ 1,248.36 | \$ 2.02 | \$ 1,393.80 | \$ 2.02 | \$ 1,539.24 | \$ 2.02 | \$ 1,684.68 | \$ 2.02 | \$ 1,830.12 | \$ 2.02 |
| - Dues | \$ 976.44 | \$ 1.58 | \$ 1,090.20 | \$ 1.58 | \$ 1,203.96 | \$ 1.58 | \$ 1,317.72 | \$ 1.58 | \$ 1,431.48 | \$ 1.58 |
| - Misc. Operating Expense | \$ 6,396.30 | \$ 10.35 | \$ 7,141.50 | \$ 10.35 | \$ 7,886.70 | \$ 10.35 | \$ 8,631.90 | \$ 10.35 | \$ 9,377.10 | \$ 10.35 |
| Total OTHER OPERATING COSTS | \$ 12,427.98 | \$ 20.11 | \$ 233,809.96 | \$ 338.86 | \$ 244,218.32 | \$ 320.50 | \$ 254,991.76 | \$ 305.75 | \$ 266,145.13 | \$ 293.76 |
| | \$ 4,066,707.39 | | \$ 4,580,188.90 | | \$ 5,114,883.92 | | \$ 5,397,134.52 | | \$ 5,422,734.35 | |
| DEBT | | | | | | | | | | |
| - Interest Expense | | \$ - | \$ 467,543.97 | \$ 677.60 | \$ 458,583.51 | \$ 601.82 | \$ 449,258.00 | \$ 538.68 | \$ 439,552.54 | \$ 485.16 |
| Total DEBT | \$ - | \$ - | \$ 467,543.97 | \$ 677.60 | \$ 458,583.51 | \$ 601.82 | \$ 449,258.00 | \$ 538.68 | \$ 439,552.54 | \$ 485.16 |
| Subtotal Before Administration Fees | \$ 4,066,707.39 | | \$ 5,047,732.87 | | \$ 5,573,467.43 | | \$ 5,846,392.52 | | \$ 5,862,286.89 | |
| Authorizer Fee (3% of State Revenue) | \$ 177,223.86 | | \$ 197,871.30 | | \$ 218,518.74 | | \$ 239,166.18 | | \$ 259,813.62 | |
| Administration Fee | \$ 708,895.44 | \$ 1,133.71 | \$ 791,485.20 | \$ 1,133.71 | \$ 874,074.96 | \$ 1,133.71 | \$ 956,664.72 | \$ 1,133.71 | \$ 1,039,254.48 | \$ 1,133.71 |
| TOTAL EXPENSES | \$ 4,952,826.69 | \$ 8,014.28 | \$ 6,037,089.37 | \$ 8,749.40 | \$ 6,666,061.13 | \$ 8,748.11 | \$ 7,042,223.42 | \$ 8,443.91 | \$ 7,161,354.99 | \$ 7,904.37 |
| Net Surplus (Deficit) | \$ 954,635.31 | \$ 1,544.72 | \$ 558,620.63 | \$ 809.60 | \$ 617,896.87 | \$ 810.89 | \$ 929,982.58 | \$ 1,115.09 | \$ 1,499,099.01 | \$ 1,654.63 |

| YEAR 1 | | |
|---------------------|---------------------------|-----------------|
| Position | Teachers and Professional | salary |
| teacher | K | \$ 52,717.00 |
| teacher | 1 | \$ 52,717.00 |
| teacher | 1 | \$ 52,717.00 |
| teacher | 1 | \$ 52,717.00 |
| teacher | 2 | \$ 52,717.00 |
| teacher | 2 | \$ 52,717.00 |
| teacher | 2 | \$ 52,717.00 |
| teacher | 3 | \$ 52,717.00 |
| teacher | 3 | \$ 52,717.00 |
| teacher | 3 | \$ 52,717.00 |
| teacher | 4 | \$ 52,717.00 |
| teacher | 4 | \$ 52,717.00 |
| teacher | 4 | \$ 52,717.00 |
| teacher | 5 | \$ 52,717.00 |
| teacher | 5 | \$ 52,717.00 |
| teacher | 5 | \$ 52,717.00 |
| teacher | MS ELA1 | \$ 52,717.00 |
| teacher | MS ELA2 | \$ 52,717.00 |
| teacher | MS ELA/H | \$ 52,717.00 |
| teacher | MS H1 | \$ 52,717.00 |
| teacher | MSH2 | \$ 52,717.00 |
| teacher | MS Math1 | \$ 52,717.00 |
| teacher | MS Math2 | \$ 52,717.00 |
| teacher | MS M/SCI | \$ 52,717.00 |
| teacher | MS SCI1 | \$ 52,717.00 |
| teacher | MSC2 | \$ 52,717.00 |
| teacher | MS LATIN1 | \$ 52,717.00 |
| teacher | MS LATIN2 | \$ 52,717.00 |
| teacher | MS ART | \$ 52,717.00 |
| teacher | MS MUSIC | \$ 52,717.00 |
| teacher | EL MUSIC | \$ 52,717.00 |
| teacher | EL ART | \$ 52,717.00 |
| teacher | EL PE | \$ 52,717.00 |
| teacher | MS PE | \$ 52,717.00 |
| teacher | PE AIDE | \$ 27,000.00 |
| teacher | EL AIDE | \$ 27,000.00 |
| SPED Director | | \$ 55,000.00 |
| SPED Teacher 1 | | \$ 52,717.00 |
| SPED Teacher 2 | | \$ 52,717.00 |
| 504 Interventionist | | \$ 52,717.00 |
| SPED AIDE | | \$ 25,000.00 |
| Asst heamaster | | \$ 65,000.00 |
| headmaster | | \$ 90,000.00 |
| Specials Aide | PE | \$ 35,000.00 |
| | | \$ 2,327,246.00 |

| STAFF | | |
|----------------|-------|---------------|
| Position | Dept | salary |
| office manager | admin | \$ 37,000.00 |
| registrar | admin | \$ 32,000.00 |
| nurse | admin | \$ 50,000.00 |
| secretary | admin | \$ 32,000.00 |
| | | \$ 151,000.00 |

| YEAR 2 | | |
|---------------------|---------------------------|-----------------|
| Position | Teachers and Professional | salary |
| teacher | K | \$ 53,771.34 |
| teacher | 1 | \$ 53,771.34 |
| teacher | 1 | \$ 53,771.34 |
| teacher | 1 | \$ 53,771.34 |
| teacher | 2 | \$ 53,771.34 |
| teacher | 2 | \$ 53,771.34 |
| teacher | 2 | \$ 53,771.34 |
| teacher | 3 | \$ 53,771.34 |
| teacher | 3 | \$ 53,771.34 |
| teacher | 3 | \$ 53,771.34 |
| teacher | 4 | \$ 53,771.34 |
| teacher | 4 | \$ 53,771.34 |
| teacher | 4 | \$ 53,771.34 |
| teacher | 5 | \$ 53,771.34 |
| teacher | 5 | \$ 53,771.34 |
| teacher | 5 | \$ 53,771.34 |
| teacher | MS ELA1 | \$ 53,771.34 |
| teacher | MS ELA2 | \$ 53,771.34 |
| teacher | MSH5 ELA | \$ 53,771.34 |
| teacher | MS H1 | \$ 53,771.34 |
| teacher | MS H2 | \$ 53,771.34 |
| teacher | MSH5 H2 | \$ 53,771.34 |
| teacher | MS Math1 | \$ 53,771.34 |
| teacher | MS Math2 | \$ 53,771.34 |
| teacher | MSH5 Math | \$ 53,771.34 |
| teacher | MS SCI1 | \$ 53,771.34 |
| teacher | MS SCI2 | \$ 53,771.34 |
| teacher | MSH5 SCI3 | \$ 53,771.34 |
| teacher | MS LATIN1 | \$ 53,771.34 |
| teacher | MS LATIN2 | \$ 53,771.34 |
| teacher | HS LATIN1 | \$ 53,771.34 |
| teacher | HS ELEC | \$ 53,771.34 |
| teacher | MS ART | \$ 53,771.34 |
| teacher | MS MUSIC | \$ 53,771.34 |
| teacher | EL MUSIC | \$ 27,540.00 |
| teacher | EL ART | \$ 27,540.00 |
| teacher | EL PE | \$ 56,100.00 |
| teacher | MS PE | \$ 53,771.34 |
| teacher | PE AIDE | \$ 27,000.00 |
| teacher | EL AIDE | \$ 27,000.00 |
| SPED Director | | \$ 55,000.00 |
| SPED Teacher 1 | | \$ 52,717.00 |
| SPED Teacher 2 | | \$ 52,717.00 |
| 504 Interventionist | | \$ 52,717.00 |
| SPED AIDE | | \$ 25,000.00 |
| Asst heamaster | | \$ 65,000.00 |
| headmaster | | \$ 90,000.00 |
| Dean of Students | | \$ 55,000.00 |
| Specials Aide | PE | \$ 35,000.00 |
| | | \$ 2,584,099.24 |

| STAFF | | |
|----------------|-------|---------------|
| Position | Dept | salary |
| nurse | admin | \$ 50,000.00 |
| office manager | admin | \$ 37,000.00 |
| registrar | admin | \$ 32,000.00 |
| secretary | admin | \$ 32,000.00 |
| | | \$ 101,000.00 |

| YEAR 3 | | |
|---------------------|---------------------------|-----------------|
| Position | Teachers and Professional | salary |
| teacher | K | \$ 54,846.77 |
| teacher | 1 | \$ 54,846.77 |
| teacher | 1 | \$ 54,846.77 |
| teacher | 1 | \$ 54,846.77 |
| teacher | 2 | \$ 54,846.77 |
| teacher | 2 | \$ 54,846.77 |
| teacher | 2 | \$ 54,846.77 |
| teacher | 3 | \$ 54,846.77 |
| teacher | 3 | \$ 54,846.77 |
| teacher | 3 | \$ 54,846.77 |
| teacher | 4 | \$ 54,846.77 |
| teacher | 4 | \$ 54,846.77 |
| teacher | 4 | \$ 54,846.77 |
| teacher | 5 | \$ 54,846.77 |
| teacher | 5 | \$ 54,846.77 |
| teacher | 5 | \$ 54,846.77 |
| teacher | MS ELA1 | \$ 54,846.77 |
| teacher | MS ELA2 | \$ 54,846.77 |
| teacher | MSH5 ELA | \$ 54,846.77 |
| teacher | HS ELA | \$ 54,846.77 |
| teacher | MS H1 | \$ 54,846.77 |
| teacher | MS H2 | \$ 54,846.77 |
| teacher | MSH5 H | \$ 54,846.77 |
| teacher | HS H1 | \$ 54,846.77 |
| teacher | MS Math1 | \$ 54,846.77 |
| teacher | MS Math2 | \$ 54,846.77 |
| teacher | MSH5 Math | \$ 54,846.77 |
| teacher | HS Math 1 | \$ 54,846.77 |
| teacher | MS SCI1 | \$ 54,846.77 |
| teacher | MS SCI2 | \$ 54,846.77 |
| teacher | MSH5 SCI3 | \$ 54,846.77 |
| teacher | HS LATIN1 | \$ 54,846.77 |
| teacher | HS SCI1 | \$ 54,846.77 |
| teacher | MS LATIN1 | \$ 54,846.77 |
| teacher | MS LATIN2 | \$ 54,846.77 |
| teacher | HS LATIN1 | \$ 28,090.80 |
| teacher | HS ELEC | \$ 28,090.80 |
| teacher | HS ELEC2 | \$ 57,222.00 |
| teacher | MS ART | \$ 54,846.77 |
| teacher | MS MUSIC | \$ 52,717.00 |
| teacher | EL MUSIC | \$ 52,717.00 |
| teacher | EL ART | \$ 52,717.00 |
| teacher | EL PE | \$ 52,717.00 |
| teacher | MS PE | \$ 52,717.00 |
| teacher | PE AIDE | \$ 27,000.00 |
| teacher | EL AIDE | \$ 27,000.00 |
| SPED Director | | \$ 55,000.00 |
| SPED Teacher 1 | | \$ 52,717.00 |
| SPED Teacher 2 | | \$ 52,717.00 |
| SPED Teacher 3 | | \$ 52,717.00 |
| 504 Interventionist | | \$ 52,717.00 |
| SPED AIDE | | \$ 25,000.00 |
| Asst heamaster | | \$ 65,000.00 |
| headmaster | | \$ 95,000.00 |
| Asst heamaster | | \$ 65,000.00 |
| headmaster | PE | \$ 35,000.00 |
| Specials Aide | | \$ 2,956,340.20 |

| STAFF | | |
|----------------|-------|---------------|
| Position | Dept | salary |
| nurse | admin | \$ 50,000.00 |
| office manager | admin | \$ 37,000.00 |
| registrar | admin | \$ 32,000.00 |
| secretary | admin | \$ 32,000.00 |
| | | \$ 101,000.00 |

| YEAR 4 | | |
|---------------------|---------------------------|-----------------|
| Position | Teachers and Professional | salary |
| teacher | K | \$ 55,943.70 |
| teacher | 1 | \$ 55,943.70 |
| teacher | 1 | \$ 55,943.70 |
| teacher | 1 | \$ 55,943.70 |
| teacher | 2 | \$ 55,943.70 |
| teacher | 2 | \$ 55,943.70 |
| teacher | 2 | \$ 55,943.70 |
| teacher | 3 | \$ 55,943.70 |
| teacher | 3 | \$ 55,943.70 |
| teacher | 3 | \$ 55,943.70 |
| teacher | 4 | \$ 55,943.70 |
| teacher | 4 | \$ 55,943.70 |
| teacher | 4 | \$ 55,943.70 |
| teacher | 5 | \$ 55,943.70 |
| teacher | 5 | \$ 55,943.70 |
| teacher | 5 | \$ 55,943.70 |
| teacher | MS ELA1 | \$ 55,943.70 |
| teacher | MS ELA2 | \$ 55,943.70 |
| teacher | MSH5 ELA | \$ 55,943.70 |
| teacher | HS ELA1 | \$ 55,943.70 |
| teacher | HS ELA2 | \$ 55,943.70 |
| teacher | MS H1 | \$ 55,943.70 |
| teacher | MS H2 | \$ 55,943.70 |
| teacher | MSH5 H | \$ 55,943.70 |
| teacher | HS H1 | \$ 55,943.70 |
| teacher | HS H2 | \$ 55,943.70 |
| teacher | MS Math1 | \$ 55,943.70 |
| teacher | MS Math2 | \$ 55,943.70 |
| teacher | MSH5 Math | \$ 55,943.70 |
| teacher | HS Math 1 | \$ 55,943.70 |
| teacher | HS Math 2 | \$ 55,943.70 |
| teacher | MS SCI1 | \$ 55,943.70 |
| teacher | MS SCI2 | \$ 55,943.70 |
| teacher | MSH5 SCI3 | \$ 55,943.70 |
| teacher | HS SCI1 | \$ 28,652.62 |
| teacher | HS SCI2 | \$ 28,652.62 |
| teacher | MS LATIN1 | \$ 58,366.44 |
| teacher | MS LATIN2 | \$ 55,943.70 |
| teacher | HS LATIN1 | \$ 53,771.34 |
| teacher | HS ELEC | \$ 53,771.34 |
| teacher | HS ELEC2 | \$ 53,771.34 |
| teacher | MS ART | \$ 53,771.34 |
| teacher | MS MUSIC | \$ 53,771.34 |
| teacher | EL MUSIC | \$ 52,717.00 |
| teacher | EL ART | \$ 52,717.00 |
| teacher | EL PE | \$ 52,717.00 |
| teacher | MS PE | \$ 52,717.00 |
| teacher | PE AIDE | \$ 27,000.00 |
| teacher | EL AIDE | \$ 27,000.00 |
| SPED Teacher 1 | | \$ 52,717.00 |
| SPED Teacher 2 | | \$ 52,717.00 |
| SPED Teacher 3 | | \$ 52,717.00 |
| 504 Interventionist | | \$ 52,717.00 |
| SPED AIDE | | \$ 25,000.00 |
| Asst heamaster | | \$ 55,000.00 |
| Asst heamaster2 | | \$ 55,000.00 |
| headmaster | | \$ 95,000.00 |
| Specials Aide | PE | \$ 35,000.00 |
| | | \$ 3,139,237.65 |

| STAFF | | |
|----------------|-------|---------------|
| Position | Dept | salary |
| nurse | admin | \$ 50,000.00 |
| office manager | admin | \$ 37,000.00 |
| office Aide | Admin | \$ 27,000.00 |
| registrar | admin | \$ 32,000.00 |
| secretary | admin | \$ 32,000.00 |
| | | \$ 128,000.00 |

| YEAR 5 | | |
|---------------------|---------------------------|-----------------|
| Position | Teachers and Professional | salary |
| teacher | K | \$ 52,717.00 |
| teacher | K | \$ 57,062.58 |
| teacher | K | \$ 57,062.58 |
| teacher | K | \$ 57,062.58 |
| teacher | 1 | \$ 57,062.58 |
| teacher | 1 | \$ 57,062.58 |
| teacher | 1 | \$ 57,062.58 |
| teacher | 2 | \$ 57,062.58 |
| teacher | 2 | \$ 57,062.58 |
| teacher | 2 | \$ 57,062.58 |
| teacher | 3 | \$ 57,062.58 |
| teacher | 3 | \$ 57,062.58 |
| teacher | 3 | \$ 57,062.58 |
| teacher | 4 | \$ 57,062.58 |
| teacher | 4 | \$ 57,062.58 |
| teacher | 4 | \$ 57,062.58 |
| teacher | 5 | \$ 57,062.58 |
| teacher | 5 | \$ 57,062.58 |
| teacher | 5 | \$ 57,062.58 |
| teacher | MS ELA1 | \$ 57,062.58 |
| teacher | MS ELA2 | \$ 57,062.58 |
| teacher | MSH5 ELA | \$ 57,062.58 |
| teacher | HS ELA1 | \$ 57,062.58 |
| teacher | HS ELA2 | \$ 57,062.58 |
| teacher | MS H1 | \$ 57,062.58 |
| teacher | MS H2 | \$ 57,062.58 |
| teacher | MSH5 H | \$ 57,062.58 |
| teacher | HS H1 | \$ 57,062.58 |
| teacher | HS H2 | \$ 57,062.58 |
| teacher | MS Math1 | \$ 57,062.58 |
| teacher | MS Math2 | \$ 57,062.58 |
| teacher | MSH5 Math | \$ 57,062.58 |
| teacher | HS Math 1 | \$ 57,062.58 |
| teacher | HS Math 2 | \$ 57,062.58 |
| teacher | MS SCI1 | \$ 57,062.58 |
| teacher | MS SCI2 | \$ 57,062.58 |
| teacher | MSH5 SCI3 | \$ 57,062.58 |
| teacher | HS SCI1 | \$ 29,225.67 |
| teacher | HS SCI2 | \$ 29,225.67 |
| teacher | MS LATIN1 | \$ 59,533.77 |
| teacher | MS LATIN2 | \$ 57,062.58 |
| teacher | HS LATIN1 | \$ 54,846.77 |
| teacher | HS ELEC | \$ 54,846.77 |
| teacher | HS ELEC2 | \$ 54,846.77 |
| teacher | MS ART | \$ 54,846.77 |
| teacher | MS MUSIC | \$ 54,846.77 |
| teacher | EL MUSIC | \$ 53,771.34 |
| teacher | EL ART | \$ 53,771.34 |
| teacher | EL PE | \$ 53,771.34 |
| teacher | MS PE | \$ 53,771.34 |
| teacher | PE AIDE | \$ 27,000.00 |
| teacher | EL AIDE | \$ 27,000.00 |
| SPED Teacher 1 | | \$ 52,717.00 |
| SPED Teacher 2 | | \$ 52,717.00 |
| SPED Teacher 3 | | \$ 52,717.00 |
| 504 Interventionist | | \$ 52,717.00 |
| SPED AIDE | | \$ 25,000.00 |
| Asst heamaster | | \$ 55,000.00 |
| Asst heamaster2 | | \$ 55,000.00 |
| headmaster | | \$ 100,000.00 |
| Specials Aide | PE | \$ 35,000.00 |
| | | \$ 3,196,425.04 |

| STAFF | | |
|----------------|-------|---------------|
| Position | Dept | salary |
| nurse | admin | \$ 50,000.00 |
| office manager | admin | \$ 37,000.00 |
| office Aide | Admin | \$ 27,000.00 |
| registrar | admin | \$ 32,000.00 |
| secretary | admin | \$ 32,000.00 |
| | | \$ 128,000.00 |

ENROLLMENT PROJECTIONS

Enrollment Projections (K-12)**Year 1**

| Grade | Sections | Enrollment/Sec | total |
|--------------|-----------------|-----------------------|--------------|
| K | 4 | 18 | 72 |
| 1 | 3 | 20 | 60 |
| 2 | 3 | 20 | 60 |
| 3 | 3 | 22 | 66 |
| 4 | 3 | 24 | 72 |
| 5 | 3 | 24 | 72 |
| 6 | 3 | 24 | 72 |
| 7 | 3 | 24 | 72 |
| 8 | 3 | 24 | 72 |

618

Year 2

| Grade | Sections | Enrollment/Sec | total |
|--------------|-----------------|-----------------------|--------------|
| K | 4 | 18 | 72 |
| 1 | 3 | 20 | 60 |
| 2 | 3 | 20 | 60 |
| 3 | 3 | 22 | 66 |
| 4 | 3 | 24 | 72 |
| 5 | 3 | 24 | 72 |
| 6 | 3 | 24 | 72 |
| 7 | 3 | 24 | 72 |
| 8 | 3 | 24 | 72 |
| 9 | 3 | 24 | 72 |

690

Year 3

| Grade | Sections | Enrollment/Sec | total |
|--------------|-----------------|-----------------------|--------------|
| K | 4 | 18 | 72 |
| 1 | 3 | 20 | 60 |
| 2 | 3 | 20 | 60 |
| 3 | 3 | 22 | 66 |
| 4 | 3 | 24 | 72 |
| 5 | 3 | 24 | 72 |
| 6 | 3 | 24 | 72 |
| 7 | 3 | 24 | 72 |
| 8 | 3 | 24 | 72 |
| 9 | 3 | 24 | 72 |
| 10 | 3 | 24 | 72 |

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ENROLLMENT PROJECTIONS

Year 4

| Grade | Sections | Enrollment/Sec | total |
|-------|----------|----------------|-------|
| K | 4 | 18 | 72 |
| 1 | 3 | 20 | 60 |
| 2 | 3 | 20 | 60 |
| 3 | 3 | 22 | 66 |
| 4 | 3 | 24 | 72 |
| 5 | 3 | 24 | 72 |
| 6 | 3 | 24 | 72 |
| 7 | 3 | 24 | 72 |
| 8 | 3 | 24 | 72 |
| 9 | 3 | 24 | 72 |
| 10 | 3 | 24 | 72 |
| 11 | 3 | 24 | 72 |
| | | | 834 |

Year 5

| Grade | Sections | Enrollment/Sec | total |
|-------|----------|----------------|-------|
| K | 4 | 18 | 72 |
| 1 | 3 | 20 | 60 |
| 2 | 3 | 20 | 60 |
| 3 | 3 | 22 | 66 |
| 4 | 3 | 24 | 72 |
| 5 | 3 | 24 | 72 |
| 6 | 3 | 24 | 72 |
| 7 | 3 | 24 | 72 |
| 8 | 3 | 24 | 72 |
| 9 | 3 | 24 | 72 |
| 10 | 3 | 24 | 72 |
| 11 | 3 | 24 | 72 |
| 12 | 3 | 24 | 72 |
| | | | 906 |

ATTACHMENT O

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;

This budget is positioned to support a classical school model, based on 10 years of experience operating such schools in Texas and Arkansas. It balances the curricular needs of the instructional program with the operational concerns of the school (as well as accommodating CMO provider services). ResponsiveEd has determined that given certain parameters, primarily related to the facility expense, 900 students will support a site costing up to 15-18 percent of revenue, a payroll of up to 50% of revenue and ongoing curriculum requirements.

The three key expense categories are Staffing, Facilities and Education Materials. We believe this budget is adequate based on our ability to add students according to our defined schedule. The greatest concern are years 0 and 1 and our ability to earn grants and raise the funds necessary to meet the cash flow required to staff and open the school so we have plugged in fairly conservative numbers for grant funds. Our focus is opening the school with for sections for grades K through 8 to ensure we have sufficient focus on meeting the Tennessee state student achievement requirements.

Our approach is a conservative approach to revenues and a more liberal application of expenses to ensure that operations remain within our established budgets. Any excess/reserve funds will be available to meet an unforeseen budget shortfall or unexpected expense and by year 3 we will be evaluating our long-term physical location. We do believe that with the success of the Founders we will need to find a physical facility that will meet the needs of the community regarding both location within the county and size of facility.

- (b) An explanation of student enrollment and BEP projections;

Ideally, our student enrollment will begin with 618 students in year 1 and continue to grow to 906 students in year 5 as we increase one grade per year for the first 3 years (from K-8 to K-12) as well as adding classes to existing grades each year. We expect to add 72 students in year 2, 72 students in year 3, 72 students in year 4 and 72 students in year 5. The long-term goal is to support a school of 906 students that consists of 3 classes in each grade K-8 with 60-72 students per grade. This is a conservative estimate.

Student enrollment, where waivers are not available or permitted, will be modeled based on BEP requirements. Our minimum teacher to student ratio is 1:18, although we follow the stated ratios in the BEP Blue Book. In states where we are permitted to exceed the ratio up to 30 students per teacher, we will supplement with qualified teacher aides to bring the adult to student ratio to an acceptable level.

There are minor differences in our staffing design from the BEP Blue Book that it is important to note. For example, because it is our practice to build robust classroom libraries and provide technology for computer based research, we do not dedicate space in most of our buildings to libraries, opting

instead to provide larger music and science rooms. As a result, we do not typically staff school librarians. We also do not staff school socio-emotive counselors, but rather identify community based, or district based counselors to assist our students in times of need. In all of our campuses with high schools, we do employ one college/career counselor to assist students with the transition to their next stage in life.

Other staff members, as specified in the BEP Blue Book are employed by ResponsiveEd USA and are provided through the CMO contract (Special Education Supervisor, CATE Supervisor, Social Worker, School Psychologist, Systemwide Instructional Supervisor, etc).

At 800 students, the school will have a campus director, a middle school director, and an elementary director. We also, where the budget allows, employ deans in the middle school to assist with student programs and discipline.

- (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.;

Our budget is based on state funds only. Where federal funds apply (food programs, Title I and II, and IDEA), ResponsiveEd has a federal funds team to assist with processing and budgeting those funds.

We will seek both private and public funding to assist with start-up costs, which we estimate will be between \$600,000 and \$1.5m depending on what work is required by available facilities. We are focused on soliciting private funding sources, or possible bridge loans to raise the estimated \$1.3M necessary to launch the school. Our goal is to make the school self-sustaining, without the need to ongoing philanthropy. We have identified a few private sources, such as Charter School Growth Fund and The Walton Foundation, as possible sources for startup funding.

We have not included federal funding sources in any of our budgetary estimating due to its lack of reliability and our desire to remain very conservative in our revenue/funding estimates.

| | |
|----------------------------|---|
| Grant - Federal | We do not have a direct line of sight to Federal grants at this time. Our expectation is to locate federal grants to support the establishment of the Charter. Any shortfall in Federal grants will need to be offset with Donations/Private Fundraising. |
| Grant - State | We do not have a direct line of sight to State of Tennessee grants and expect that 2022 will bring a new round of grants available to new Charter start-up funding. |
| Local Per Pupil | We expect to receive \$9400 per pupil in Year 1 (2024), based on the average of the BEP funding for the 4 counties provided by the TDOE, and we expect this to increase by 3% per year during the first 5 years. |
| Private Fundraising | We have a letter of interest from a foundation for a \$60,000 annual matching grant. Our annual private fundraising goal is \$120,000 based on 50% coming from community and parent support and 50% from the matching grant. The family campaign is projected for 21 of the 160 families with the following participation: 10 at \$500, 5 at \$1000, 4 at \$2500 and 2 at \$5000. |

| | |
|--|---|
| | Note, any reduction in state or federal grant funding from our target will need to be made up through Private Fundraising campaigns. |
| Student Supplies and Activity Contributions | We anticipate two optional student contributions: \$125 per student to cover in-room supplies and \$50 per student annual activity contribution. The activity fund will be used to apply towards activities not addressed in the academic program. Both of these contributions are expected for 85% and 80% of the students respectively and the remainder will not be charged. |
| Donations | We do not anticipate Donations beyond Private Fundraising to meet our budget requirements, however we will rely on Donations to cover any shortfall from Grants. |
| E-Rate | We anticipate applying for and qualifying for an E- Rate grant for 20% discount on communication costs. We estimate this to be \$1440 per year. |

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

We have organized the operating expenses for the Founders Classical Academy into 4 main categories to support our mission. We have Compensation, Facilities, Materials (Education related materials), Services (Education related services) and other expenses (Authorizer and CMO fees).

We anticipate that expenses will increase by 3%-4% annually depending on the type of expense. We anticipate expenses will grow as the number of students increases.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|---------------|---------------|---------------|---------------|---------------|
| Compensation | \$2,984,550 | \$3,580,178 | \$4,052,405 | \$4,644,639 | \$4,769,510 |
| Services | \$88,502 | \$93,589 | \$98,682 | \$103,780 | \$108,884 |
| Materials | \$142,403 | \$139,236 | \$170,425 | \$189,035 | \$207,644 |
| Facilities | \$966,046 | \$1,004,269 | \$1,053,152 | \$1,151,983 | \$1,200,814 |
| Other | \$1,004,269 | \$909,749 | \$986,664 | \$1,056,963 | \$1,122,300 |
| Total | \$5,185,770 | \$5,443,223 | \$6,182,144 | \$6,935,310 | \$7,309,957 |

Compensation:

This category includes taxes and benefits. We are planning to open the school with 7 administrators. These administrators will manage the daily operation of the proposed school and will be responsible to run the day-to-day operations of the school. All of the administrators will report directly to the Head of School who in turn will report to the Del Rey Executive Director and volunteer Governing Board of Directors.

We will open with 36 classroom teachers and 3 aides, 2 Special Ed teachers, a SPED Director, and 504 interventionist. We will increase the numbers of teachers each year with the addition of new grades to 40, then 45, then ultimately 49. In year 3, we anticipate adding another SPED teacher, and an assistant Headmaster, along with an office aide in year 4.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|--------|--------|--------|--------|--------|
| Headmaster | 1 | 1 | 1 | 1 | 1 |
| Asst. HM | 1 | 1 | 2 | 2 | 2 |
| Dean | 1 | 1 | 1 | 1 | 1 |
| Office Mgr. | 1 | 1 | 1 | 1 | 1 |
| Office Aide | | | | 1 | 1 |
| Registrar | 1 | 1 | 1 | 1 | 1 |
| Secretary | 1 | 1 | 1 | 1 | 1 |
| Nurse | 1 | 1 | 1 | 1 | 1 |
| SPED Dir. | 1 | 1 | 1 | 1 | 1 |
| 504 Interv. | 1 | 1 | 1 | 1 | 1 |
| Teachers | 36 | 40 | 45 | 49 | 49 |
| Aides | 3 | 3 | 3 | 3 | 3 |
| SPED Tchrs | 2 | 2 | 3 | 3 | 3 |
| SPED Aides | 1 | 1 | 1 | 1 | 1 |

Services:

This category comprises contracted services, with the exception of CMO fees, which are categorized under “Other” by the TDOE-provided worksheet. Common services such as accounting and payroll are included in our CMO fee.

Materials:

The materials include 2 key categories – Technology for students/faculty and books/supplies.

Our approach to technology is a lower interaction approach. We have heard from many parents in our focus groups that they would like teaching in the classroom and at home using textbooks and interactive tools/models. We will incorporate technology as needed and ensure students are able to navigate technology to access the annual assessment. Thus, we assume that each student will share technology with an average of 4 students (student to laptop ratio of 4:1).

Facilities:

This includes estimated rent for our building, as well custodial and waste services, some of which may be included in CAM fees for the building. Utilities are also included. We anticipate the need to expand into a larger building in year 4 and have increased the rent accordingly.

Other:

The “Other” category includes the allowed Authorizer fee, which is capped when our charter is authorized by a district. In the interest of being liberal with our expenses and allowing for worst-case scenarios, we have not capped this fee, as will be the case if we are authorized at the state level by way of appeal.

The 15% CMO fee is also include under this category, although it includes services such as accounting, payroll, and HR management. This fee applies to the first 500 student and decreases from there. However, again in the interest of being more liberal with our expenses, we have left this at 15% beyond 500 students.

- (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 school will utilize Skyward as its primary accounting tool. ResponsiveEd makes this system available for budgeting, purchasing, receiving, payroll, etc.

The Board will establish signature protocols for both check endorsements and contractual agreements. These processes will be managed by the Del Rey Executive Director in Tennessee with consultation from ResponsiveEd.

- (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;

Carma DiCianni, director of Nashville's esteemed Blackbird Academy serves as Del Rey education's board treasurer and will provide oversight and accountability over ResponsiveEd's accounting team which will be managing the day-to-day financial operations for the school.

We have planned for \$13,000 annually for the preparation of tax returns and annual filings of associated reports. We plan for an annual Audit of the financial controls and reports to be conducted by a Certified Public Accountant.

- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

Key Roles and Administrators:

- Principal – Head of School
- Assistant Principal – Assistant head of school
- Executive Director
- Administration Manager
- Dean of Students – Student and parent coordination and behavior issues
- Special Education Coordinator

Board of Directors

- President
- Treasurer
- Secretary

Del Rey Education's executive director will review and approve of the income statement and balance sheet monthly and report to the Board Treasurer quarterly. ResponsiveEd's finance department will be responsible for maintaining the budget and ensuring that respective vendors are paid and the staff is paid by the applicable contractual deadlines.

The on-going management of the budget, bookkeeping and payroll will be the responsibility of ResponsiveEd's finance department. The Executive Director will obtain and document the co-approval of the Principal for all disbursements greater than \$500. During any period where the co-approval cannot be obtained from the Principal, the Treasurer of the Board of Directors can provide the co-approval necessary for disbursements greater than \$500.

- (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;

Financial management, including payroll, benefits and accounting will be outsourced to ResponsiveEd as part of our CMO agreement. ResponsiveEd is a \$230M nonprofit organization, in business for more than 20 years, and is trusted by the states of Texas and Arkansas to operate more than 80 charter schools, including several district turn-arounds. They have an unblemished reputation for fiscal responsibility, and have the expertise and systems necessary to most effectively manage the day-to-day financial operations of this Founders school, along with their 20 other Founders schools across Texas and Arkansas.

Oversight of ResponsiveEd's fiscal management will be accomplished through review of monthly reporting by Del Rey Education's Executive Director and Board Treasurer, as well as through an independent third-party audit which will be conducted annually and reviewed by the Del Rey Board.

- (i) The level of financial expertise of the proposed school's internal and external team members;

While 3 of Del Rey Education's board members have experience with financial management and oversight, including with one of Nashville's most respected music production academies, day-to-day financial management will be provided by ResponsiveEd USA and will be overseen by the Del Rey board.

Del Rey Education's Executive Director will possess experience in financial management, in particular as related to operating a school, as well as knowledge of double-entry accounting, fund accounting, and other Generally Accepted Accounting Practices. In addition, at least two of our board members have expertise in accounting and financial oversight, and recruiting for these skills will be a ongoing practice for board members.

- (j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

Should the revenue plans not be met based on the current plan, we anticipate turning to donations to meet the revenue shortfall. We will look to leverage our network for revenue ideas and connections into the community.

Additionally, the Founders Classical Academy will rely on a strong parent organization for fundraising. The parent organization will function alongside the Board of Directors, however, it will not be directed by the Board nor the school administration. Options for "bridge" financing from philanthropic organizations supporting education will also be explored.

Should the revenue plans not be met by any means, we would seek to reduce the expense budget by removing the 2 administrative staff and any additional variable expenses.

- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

Should we not have sufficient cash on hand at day one or anytime in Year 1, we are prepared to seek a line of credit from a financial institution or other lending organization (or philanthropy) to provide a temporary solution for our cash flow needs until the funds are received from the Local funding source.

- (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 needs will be based on enrollment and budgeting is factoring within state BEP funding standards. Having experience with over 20 similar schools across Texas and Arkansas, ResponsiveEd typically sees about 10-12% in SPED population, and brings economy of scale to address unexpected enrollment or challenges, which is one of the reasons Del Rey Education has chosen to partner with ResponsiveEd, rather than attempt this endeavor alone.

We have planned for two special educators (including ELL) for operation of the school in years 1-3, and three special educators (including ELL) in years 4 and 5. The budget in year 1 does not support a greater provision for student needs without either cutting somewhere in the budget or finding an additional source of year 1 revenue such as eligible local or state funds allocated for costs associated with high-needs students with disabilities. For years 4-5 we believe that we have sufficient room in the budget to allocate greater expenses to special education student needs.