AMERICAN CLASSICAL ACADEMY MONTGOMERY

APPLICATION

FOR A

PUBLIC CHARTER SCHOOL

TO OPEN 2023-24 SCHOOL YEAR

Submitted to: Clarksville-Montgomery County School System
Attention Dr. Angela M. Huff, Director of Schools
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And Via Email: angela.huff@cmcss.net

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

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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)
APPENDIX I:	HILLSDALE K-12 PROGRAM GUIDE – In an effort to be environmentally friendly, the 650+ page Curriculum Guide is available to reviewers electronically here.

GENERAL INFORMATION

Name of proposed school: **American Classical Academy Montgomery**

Projected year of school opening with the identified authorizer: **2023-2024**

Charter authorizer for proposed school**: Clarksville-Montgomery County School System**

Sponsor/Sponsoring entity: **American Classical Education, Inc**.

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

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

City or geographic community for proposed school: **Clarksville-Montgomery County School System**

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

Primary Contact mailing address: **2320 Ashe Te Wette Beach Dr., Hillsdale, MI 49242**

Primary Contact work telephone: **517-262-2923**

Primary Contact mobile telephone: **330-800-6363**

Primary Contact email address: **MHarner@hillsdale.edu**

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
Michael H. Harner	Chief of Staff, Hillsdale College	Board Chair
Patrick H. Flannery	Vice President Finance, Hillsdale College	Board Treasurer
Michael D. Banbury	Vice President Admissions, Hillsdale College	Board Secretary
Dr. Daniel Coupland	Education Dept. Chair, Hillsdale College	Board Member
H. Kenneth Cole	Financial Officer, Retired	Board Member
Jason J. Kohout	Attorney, Partner, Foley & Lardner	Board Member
Neal W. Cole	Lead Associate, Booz, Allen & Hamilton	Board Member
Tyler Horning	Director, The Delp Company	Board Member
Luke R. Robson	Law Student, University of Notre Dame	Board Member

Does the proposed school intend to contract or partner with a charter management

organization? **No**

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year
TN	Rutherford County School District	American Classical Academy Rutherford	2/1/22	5/2/22	2023-2024
TN	Jackson-Madison County School System	American Classical Academy Madison	2/1/22	5/2/22	2023-2024

Indicate Applicant Type:

X New-Start Applicant (Category 1)

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **American Classical Academy Montgomery** 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 publicschool, 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 Title49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans withDisabilities 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 thebasis of disability, race, creed, color, national origin, religion, ancestry, or need for special educationservices;
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 limitedto
    a. employing individuals to teach who hold a license to teach in a public school inTennessee;
    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 schoolpursuant 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 requirementsaccording 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.

Michael H. Harner

Michael H. Harner
Board Chair and Authorized Representative
For American Classical Education, Inc.

EXECUTIVE SUMMARY

The American Classical Academy Clarksville-Montgomery (ACACM) will be a public charter school serving students from throughout the growing county of Montgomery located about 30 miles northwest of Nashville. Its mission is to train the minds and improve the hearts of students through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

ACACM's classical model is what makes it so unique. As described in our mission statement, this classical model has three unique attributes: a content-rich education in the liberal arts and sciences paired with a strong focus on moral character and civic virtue. The academic component of this approach–the liberal arts and sciences–includes several key pieces. First, it begins with a strong foundation in language, working from an explicit phonics spell-to-read approach in literacy and moving into robust instruction in grammar and composition, and engaging students through the Socratic method. This core language focus is supplemented with a strong foundation in the language of numeracy–mathematics–and foreign language, especially Latin, from which more than half of English words are derived.

Second, our academic approach includes a content-rich treatment of the core disciplines from the earliest grades. Our students will learn history, literature, science, music, and art from the earliest grades, with an intentional focus on the best and most important texts, ideas, compositions, events, and people of our Western and American traditions.

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

Moral character and civic virtue are not separate from our academic pursuits, but rather integrated in the same way–with connections across disciplines and with the broader goal of engaging the whole student. Moral character will be part of school culture and discipline, with the school's virtues appearing everywhere from classroom walls to our honor code, and will be part of regular conversations about academic subjects. Civic virtue will similarly be encouraged in the appearance and culture of the school and through the lessons offered in our classrooms. As a capstone on these subjects, high school

students will take classes in moral philosophy and American government. The foundation for ACACM's plan to provide a high-quality classical American education option for students and families throughout Montgomery County is built on its partnership with Hillsdale College K-12 Education (Hillsdale) and its Barney Charter School Initiative (BCSI). Established in 2010, BCSI offers a well-rounded liberal arts curriculum developed in partnership with scholars at Hillsdale College and feedback from a growing network of over 20 schools in 10 states. The Hillsdale College K-12 curriculum, published as The K-12 Program Guide: An American Classical Education, was developed from several strong and proven academic programs, including The Core Knowledge Sequence, Singapore Math, and Literacy Essentials, but includes significant modification and continuous improvement from the experience of Hillsdale staff, faculty, and teachers from across its network of schools. This curriculum provides its affiliated schools with a road map to strong academic outcomes not only because of *what* it teaches, but *how* and *when*. It provides the basic curricular framework for teaching history, geography, literature, visual arts, music and science, with an emphasis on cultural literacy. Character development – and a deep appreciation for truth, goodness and beauty – is also an important priority. Students will be taught to love and pursue virtue in a cultural environment in which integrity, decorum, respect, and discipline are expected and required.

ACACM will initially serve kindergarten to fifth-grade students, growing additional grades each year and evolving into a K-12 public charter school. Students will receive a well-rounded, robust education with opportunities for excellence in academics, athletics, extra-curricular activities and the arts.

This model represents an excellent choice for residents of Montgomery County. The model has seen great success and growing interest throughout the country. Networks of classical schools have sprung up throughout many other states, and the demand for classical charter schools remains strong. A recent report of the National Association for Charter School Authorizers (NACSA) demonstrated that classical model charters are one of the fastest-growing segments in the marketplace, and the reasons why are clear. Parents are paying attention to their children's education and are looking for high-quality, traditional, and proven options. Montgomery County currently has no traditional public or charter school offering a classical model, and it will be a welcome choice for many families. Hillsdale member schools have consistently seen significant demand and fast growth, with three Hillsdale member schools opening in Fall of 2021, and all three serving more than 400 students from the first day. Several Hillsdale member schools have waitlists as long or longer than their lists of enrolled students.

Montgomery County is located in the center of "Middle Tennessee" which is home to nine of the top ten fastest-growing cities in the state, according to county Mayor Jim Durrett. The seventh-largest city in Tennessee, Clarksville serves as Montgomery's county seat.

The county's growth has been rapid, exceeding local officials' projections. Census data released in 2021 showed population growth of 21.3% over the most recent ten-year period. Described as "historic meets hipster" by Visit Clarksville, the community offers historic attractions, an artsy vibe, nationally beautiful rivers and trails, and a trendy craft food and beverage scene. Simply put, it's a community with charming characteristics – including good schools -- that serve to attract young families with school-age children.

As a community experiences significant growth, so too does the demand for additional schools and "student seats." This is the case for the Clarksville-Montgomery County School System (CMCSS), the seventh-largest in the state serving approximately 38,000 students in 24 elementary schools, 8 middle schools, 10 high schools and a virtual school. In seven of the district's elementary schools, three of its

middle schools and two of its high schools, enrollment exceeds capacity, and 112 portable classrooms are currently in use. CMCSS achieves a 94% graduation rate and progress in academic achievement.

ACACM believes that all students have the ability to learn and has data to support the fact that the classical American education model produces positive outcomes for all students. Its enrollment goals align with CMCSS's diverse student population: 49.6% White; 31.4% Black/African American; 14.1% Hispanic; 2.9% Asian; and, less than 1% American Indian/Alaska Native and Native Hawaiian/Pacific Islander. Special populations include: 27.2% economically disadvantaged students; 4% English Learners; and, 14.4% students with disabilities.

Among ACACM's greatest challenges will be introducing an unfamiliar educational option and explaining the promise of charter public schools. Montgomery County currently does not have a public classical education option, nor does it have any operational charter schools. We expect to spend considerable energy explaining our status as a tuition-free public school option and our overall educational approach. Our success or failure in communication will be indicated in our initial enrollment, which represents a significant challenge as enrollment drives funding. Marketing and communication will be essential to attracting sufficient enrollment from a diverse student population, and it will be essential for the school to maximize efficiencies as it pioneers an organization and approach that are new to this environment.

Word of mouth is, for established schools, a highly effective recruitment strategy. Being new to the community, ACACM will market itself without the benefit of support from existing students and their family members, but it will be able to promote the classical education model and its academic and enrollment successes in other markets. Initial efforts will focus on following the school's plan to increase awareness and build relationships within the community ACACM will serve.

A strong social media presence will be essential, highlighting the benefits and successes of Hillsdale member classical academies and promoting the benefits of the classical academy model in student achievement. ACACM will follow a strong marketing and recruitment plan using traditional tactics including signage (both yard signs and billboards), paid advertising, earned media, participation in various community activities and meetings, door-to-door canvassing, and once a facility is secured, parent information nights, open houses and building tours will be conducted.

American Classical Education, Inc. (ACE) will serve as ACACM's governing authority will have nine members with cumulative expertise in board operations, community relations and development, finance, compliance, public relations, marketing, organizational structure and process, education, curriculum, pedagogy, legal, program management, charter school development, grant writing and fundraising.

The nine individuals who will initially serve on the ACE Board bring a wealth of relevant experience to their positions. All members are very knowledgeable of the Hillsdale College K-12 classical education program and the Barney Charter School Initiative (BCSI) working to expand the classical education model in cities across the country. ACACM also shares in the expertise and experience of the Hillsdale College K-12 Education Office, which will provide consulting and training to administration and teachers at no cost to ACE or ACACM. All Hillsdale assistance to charter schools is provided through private donations to Hillsdale College.

Four of the nine initial board members have experience serving as charter school board members. Two of ACE's board members – Tyler Horning and Luke Robson -- have particularly valuable experience as founding board members for classical academies in Michigan and North Dakota, respectively. Their

experiences in hiring successful school leaders and developing and implementing charter school start-up plans will be extremely informative as the school addresses various start-up and development tasks and challenges throughout all stages of the process.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

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

The mission of American Classical Academy Madison (ACACM) is to train the minds and improve the hearts of students through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

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

History, experience, and evaluative criteria provided by the Hillsdale College K-12 Education Office (Hillsdale) through its Barney Charter School Initiative (BCSI) will provide clear benchmarks for success. This is most evident in the Hillsdale College K-12 Best Practices, which outline standards for quality in governance, leadership, curriculum, instruction, and school culture. These will be regularly used by the American Classical Education, Inc. (ACE) board, by the local school advisory committee, and by members of Hillsdale during visits to the school. ACACM also expects to participate in the Hillsdale K-12 Education Certification process, which uses a rubric to measure and evaluate schools according to these best practices.

ACACM leadership will also understand success in terms of teacher retention, student retention, enrollment and waitlist demand, and traditional academic performance. Teacher and student retention are strong indicators of satisfaction with the school environment and a common acceptance of its mission and vision. ACACM aims to see 85% retention of both faculty and students year over year. ACACM further recognizes that success on all kinds of intangibles–like the happiness of students and parents–directly correlates to strong enrollment and waitlists, so we expect to see full enrollment per projections, plus a growing waitlist. Finally, ACACM understands the value of state testing and the state

performance and proficiency framework as indicators of student achievement and growth, and ACACM aims to consistently perform above both state and district averages in both ELA and Math.

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

The vision of ACACM is to have a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, through a classical, Great Books curriculum designed to engage students from kindergarten through high school graduation in the highest matters and the deepest questions of truth, goodness, and beauty.

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

ACACM will train students to be stewards of the "Western Tradition" and pillars of a free society. ACACM leadership believes that the diffusion of learning is essential to the perpetuity of this tradition. Therefore, the aim is to provide a liberal education, not geared toward a specific trade or profession, but one that aims at understanding the highest matters and the deepest questions of truth, justice, virtue, and beauty. Where possible, ACACM must engage those ideas and those principles in the original texts which have both intrinsic worth and beauty and are worthy of study and contemplation in and of themselves. We also find a clear expression of this legacy both in the founding documents of our country as an experiment in self-government under law and in the literary and scientific education of the founders themselves. ACACM will accomplish this objective by using the Hillsdale College K-12 curriculum designed to engage students in the ideas and principles of America's founding. (Barney Charter School Initiative of Hillsdale College. "Model Application Elements, v3." Hillsdale College, 2020.)

While schools should always have the worthy goal of improving student learning outcomes and concrete methods of self-evaluation, ACACM believes that character development will lead to strong academic success. This supports a goal of producing students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society. In order to accomplish this valuable goal, ACACM will use time-honored instructional methods that may be considered innovative, yet, in reality, are a return to what has been proven effective. The following teaching methods are the cornerstone of classical education and support mastery of Tennessee's state standards:

- Explicit and systematic phonics instruction
- Explicit English grammar instruction
- A significant focus on language development in foreign language, composition, and rhetoric
- A strong emphasis on fundamentals in math
- A focus on American history, civics, and government

- Utilization of primary source documents
- Teaching of study skills
- The Socratic Method

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

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

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet the educational needs of students in high priority schools;
3. Encourage the use of different and innovative teaching methods, and provide greater decision making authority to schools and teachers in exchange for greater responsibility for student performance;
4. Measure the performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;
5. Create new professional opportunities for teachers; and
6. Afford parents substantial meaningful opportunities to participate in the education of their children.
   ("Tennessee Code Title 49- Education- Chapter 13- Act of 2002." Justia, https://law.justia.com/codes/ tennessee/2014/title-49/chapter-13/section-49-13-102/)

The mission and vision of ACACM satisfy all of these purposes. Through the judicious use of classical education curriculum in liberal arts and sciences and strategic use of proven instructional strategies, ACACM will help train the minds and improve the hearts of students. Many parents are looking for a "back to basics" school environment for their children run by highly competent and trusted teachers who will appropriately challenge young people to learn through perseverance, honesty, and service to others. Specifically, ACACM will meet its goals and the purposes set forth by Tennessee for charter schools by accomplishing the following:

1. Improve learning for all students and close the achievement gap between high and low: ACACM will be open to all students from Montgomery County. ACACM anticipates a diverse group of families gravitating to the school for a variety of reasons. ACACM desires and plans to address the unique needs of each child and family. By teaching the classical education curriculum using the BSCI model of education and all of the tools and resources provided to the school by its partners and the state of Tennessee, ACACM can ensure a reduction in the achievement gaps currently seen in Montgomery County.

2. Provide options for parents: A report released by the National Parents Union (NPU) in September 2021 shows a growing demand for charter schools nationwide. In the 42 states included in the analysis, charter school enrollment increased from the 2019-2020 school year to 2020-2021 by 7%, while overall enrollment in public schools decreased by 3.3%. Although no data is available for Tennessee, charter school enrollment in surrounding states that allow for charter schools increased significantly:
   - Alabama charter school enrollment up 65.1%, district school enrollment down 1.4%;
   - Arkansas charters up 19.2%, district schools down 3%; Georgia – charters up 9%, district schools down 2.8%;

- Mississippi charters up 19.9%, district schools down 5.1%;
- Missouri charters up 3.9%, district schools down 0.1%;
- North Carolina charters up 8.5%, district schools down 1.9%; and
- Virginia charters up 4%, district schools down 3.5%. (National Parents Union- Polling. https://nationalparentsunion.org/category/polling/)

Not only are families looking for more choices in their child's education, they are also looking for a different type of curriculum - one that is centered on the basics and incorporates the teaching of values. Families are looking for something different. Many families feel disenfranchised with the educational options that are available. There are currently no classical education charter schools in Montgomery County. ACACM will reinstitute a focus on learning basics, showing respect, and being held responsible for one's own learning; what was "old" is now "new" again. By presenting a tuition-free school with high standards, a proven curriculum, and highly competent teachers, Tennessee is following through on its promise to provide choice and opportunity for all families in the state.

3. Encourage the use of different and innovative teaching methods: The Hillsdale College K–12 classical education program is a proven model. When implemented with fidelity and with the utilization of full state resources, ACACM will reduce excuses for student failure. Staff are specially trained in the curriculum and teaching strategies of the model and have the full support of Hillsdale and BCSI to ensure success. Many families become confused and consequently frustrated by the over-use of "individualized" or technology-heavy curriculum and/or assignments. Families are looking for the school and teachers to take the lead in providing highly structured, time-proven content and strategies to guide students in the learning process. Parents need to trust in the school faculty to be experts in both content knowledge and pedagogy. All Hillsdale member schools hold teachers and administrators to the highest standards in both of these areas ensuring that each student is challenged appropriately to meet his or her full growth potential.

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

5. Create new professional opportunities for teachers: Combining the resources and training from Hillsdale and experienced BCSI leadership with highly trained administrators will positively affect the job satisfaction of teachers at ACACM. Working in an environment of high expectations and mutual respect will help teachers realize the power of their vocation. Additionally, utilizing resources and opportunities through Tennessee's "Grow Your Own" program will encourage

personal and professional growth within the teaching and administrative staff.

6. Afford parents substantial meaningful opportunities to participate in the education of their children: Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback – a hallmark of charter schools – and a majority want more options for their students during and beyond the COVID-19 pandemic. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences during the pandemic and that dissatisfaction led them to learn more about the other educational options available to them. ("Charter School Data Dashboard." National Alliance for Public Charter Schools. 2021, https://data.publiccharters.org/) For many families, charter schools' agility and flexibility make them the right public school of choice. It is clearly outlined in the faculty handbook as well as in promotional materials for ACACM that parent engagement, feedback, and support are of great importance to all Hillsdale-affiliated schools.

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

In recent years, the state of Tennessee has taken definitive action to address concerns regarding the education of its youth. Just a few of these initiatives include the passage of the Tennessee Literacy Success Act, a thorough review of the RTI^2 process, adding accountability to teacher evaluations, the recent announcement of AP Access for All, and millions of federal dollars being allocated for school improvement. With the overarching TDOE vision - "We will set all students on a path to success" - the state has gone further to identify three specific priorities:

1. Academics: All Tennessee students will have access to a high-quality education, no matter where they live;
2. Student Readiness: Tennessee public schools will be equipped to serve the academic and non-academic needs of all students; and
3. Educators: Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader.

The mission and vision of ACACM align directly with all three of these priorities.

1. Academics: American Classical Education (ACE) is poised to open schools in high-need areas of Tennessee. To date, there are no charter schools following the Hillsdale K-12 classical education model in Montgomery County or in the state of Tennessee. Throughout the country, schools affiliated with Hillsdale and the BCSI program outperform local public schools. 2018-2019 state performance data shows that 81% of Hillsdale member schools received the equivalent of an A or B. (Hillsdale College K-12 Education Office. "Useful Numbers to Share." Hillsdale College, 2021.) When ACACM opens, the opportunity to enroll in a rigorous liberal arts and highly successful classical education program will be available to students throughout Montgomery County.
2. Student Readiness: By adhering to a classical education model, research-proven curriculum, and time-tested instructional strategies, the teachers and staff of ACACM will offer even the youngest students an unparalleled foundation in academics. Additionally, by providing a caring, yet challenging environment, where all students are encouraged to reach their full potential, students will be trained to address with confidence the highest matters and the deepest questions of truth, goodness, and beauty. ACACM will utilize all student readiness tools, training

programs, and resources available through Tennessee Department of Education initiatives and its partnership with Hillsdale, to positively impact every student of the school.

3. Educators: Teachers and staff working in schools affiliated with Hillsdale College are more likely to report feeling positive about their jobs than their public school counterparts. According to data gathered by Hillsdale, affiliated schools showed a faculty retention rate of 86%, with educators staying in their teaching positions longer than in most other schools. Hillsdale College graduates make up almost 10% of faculty in existing Hillsdale-affiliated schools. ("Useful Numbers to Share." Hillsdale College, 2021.) These two factors provide immeasurable benefits to the educational community since these teachers bring the unique experience of being formally trained in the classical model to their peers and students. With the opening of ACACM, the experiences, curriculum, and confidence held by these teachers will positively impact the entire community of learners.

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

When operating as a K-12 classical academy in Montgomery County, ACACM is envisioned as a successful school where students enjoy learning and teachers take pride in teaching. Teachers are highly trained, motivated professionals who utilize traditional instructional strategies in strategic ways to engage students in the study of classical education. Since mastery is a hallmark of the instruction, mixed age groups learn side by side without stigma or shame. Students engage with their peers and teachers in a respectful manner with an overall decorum of pride and perseverance. Teachers and administrators work to ensure that all students reach their true potential. Strategic use of formative assessments and the careful analysis of data allow for grouping and regrouping of students to close achievement gaps and increase individual student growth in all foundational and elective courses. Students learn to read with confidence and use logic and inquiry to explore their school and community environments. All students have opportunities to explore through engaging and challenging curriculum, athletics, extracurricular activities, and programs that pique their interests and encourage learning of the arts and humanities of the classics.

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

Several unique innovations characterize ACACM:

1. All students in grades four and five will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. The formal study of Latin will begin in grade six.
2. Upper-level students will study history mainly through primary source documents to foster analytical skills and essential insight to be able to think critically about elements that impact their culture and heritage.
3. All students will be trained in study skills such as time management, organization, and note-taking, arming them with the essentials for building stamina for further academic pursuits.
4. The program will introduce and seek to instill virtues of character in the lower grade students. Instruction in the classical virtues will be introduced in the upper grades as a continuance of the elementary character program and necessary support of the classical curriculum. (Barney Charter School Initiative of Hillsdale College. "A Brief Introduction to the Barney Charter School Initiative for Prospective School Founders." Hillsdale College, 2020.)

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

- Hillsdale College K-12 Program Guide (a specific, K-12 grade-by-grade core curriculum)
- Literacy Essentials, by Access Literacy, LLC. (K-3)
- Well-Ordered Language series (grades 3-6)
- Singapore Math (a conceptual approach to mathematical skill-building and problem-solving)
- The Hillsdale 1776 Curriculum in American History, Civics, and Government

ACACM's curriculum has proven to be successful for all types of learners, including those with unique abilities and English learners. The Hillsdale College K-12 curriculum developed for Hillsdale member schools was developed specifically to meet the needs of a student body from diverse backgrounds and with diverse learning abilities. The Hillsdale K-12 curriculum, published as the Hillsdale College K-12 Program Guide: An American Education, is time-tested, innovative, and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds. As an example of a high-performing classical school using a similar curriculum, at South Bronx Classical, where 86% of students are economically disadvantaged, the school's performance on New York's 2017-2018 state tests was among the best in the city, with over twice the proficiency rate as district schools and about five times the proficiency rate of District 12 and District 7, where South Bronx Classical Charter Schools I and II are located, respectively. (Barney Charter School Initiative of Hillsdale College. "Model Application Elements, v3." Hillsdale College, 2020.) While not "shiny and new" the unique features of ACACM will be revisiting what has been proven in the past to foster in students the love of learning lost by the large majority of current students. Once ACACM students are trained to approach learning through the classical model, they will experience academic achievement and, perhaps more importantly, personal growth in all aspects of their life.

1.2 Enrollment Summary

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

Montgomery County is located in the center of “Middle Tennessee'' and is directly adjacent to Davidson County, home of Nashville. Clarksville is Montgomery’s county seat, and is the seventh-largest city in the state. Described as “historic meets hipster in this beautiful Cumberland River city” an invitation to potential visitors on the Visit Clarksville website reads, “Experience, create, taste and enjoy all the things to do in Clarksville. Historic attractions, an artsy vibe, naturally beautiful rivers and trails, and a trendy craft food and beverage scene deliver lasting memories.”
https://www.visitclarksvilletn.com/

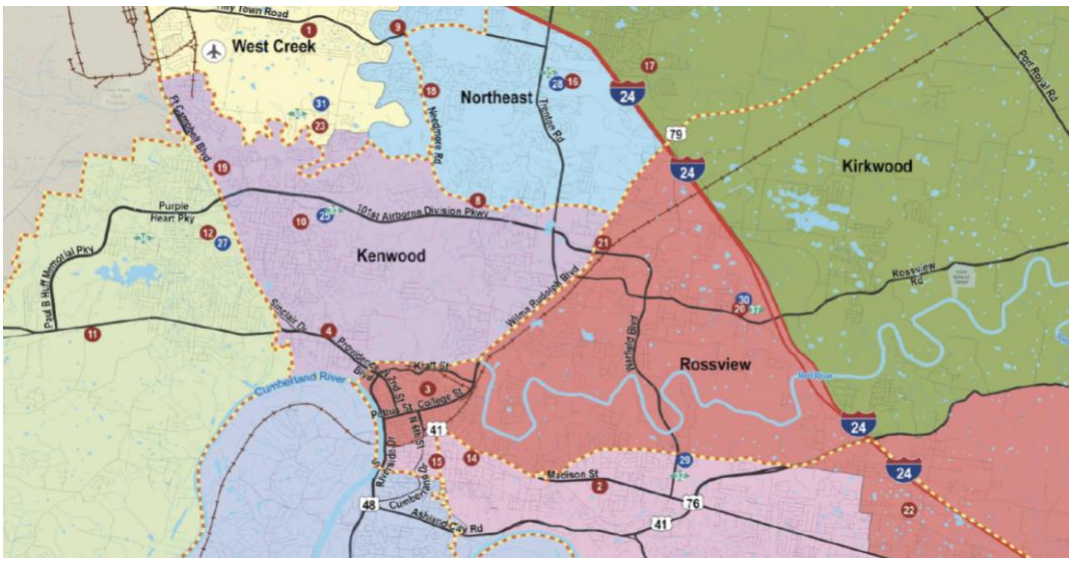
Economic Development Council CEO and President Buck Dellinger said Montgomery County is prime to continue its growth trend stating, “Ten years ago, international companies were coming to Tennessee because of incentives. Five years ago, they came for workforce development. Now, people are coming to Middle Tennessee because of the quality of life.”
www.visitclarksvilletn.com/

On January 11, Clarksville Mayor Joe Pitts outlined the development and expansion efforts of this largest city in the county including road projects, solar power initiatives, entertainment venues, and increased safety measures. A theme running throughout the meeting was the changing demographics and the need for the city to re-evaluate current policies and programs to build “diverse, adaptive, and cohesive teams. Our next goal is to partner with an organization where adults with limited English proficiency can take free English language lessons.”
https://www.newsbreak.com/news/2482872207071/mayor-joe-pitts-on-clarksville-development-expansions-coming-to-accommodate-growth

Growth in the area has been rapid and outpaces earlier projections from city and county officials. When the 2020 census data was released in August 2021, it showed that in the decade between census collections, Montgomery County grew in population by 21.3%. In a “Leaf Chronicle” news article, Regional Planning Commission Director Jeff Tyndall, pointed out, "Nine of the top 10 fastest-growing cities in Tennessee are all in middle Tennessee," and in the same article, Montgomery County Mayor Jim Durrett commented, “These numbers are not surprising ... The housing shortage, request for development permits, new jobs, the volume of traffic and the need for more schools all pointed to this growth. And, while it is a blessing to grow, we must also acknowledge that there are growing pains that come along with that growth. Our community will need to work together to address our challenges and be patient through the process. At a time when so many areas of the country are losing people, businesses and services, we continue to attract new people and new business, and those are reasons to be thankful.”
https://www.theleafchronicle.com/story/news/local/clarksville/2021/08/13/clarksville-montgomery-county- us-census-2020-results-exceed-predictions/8123765002/

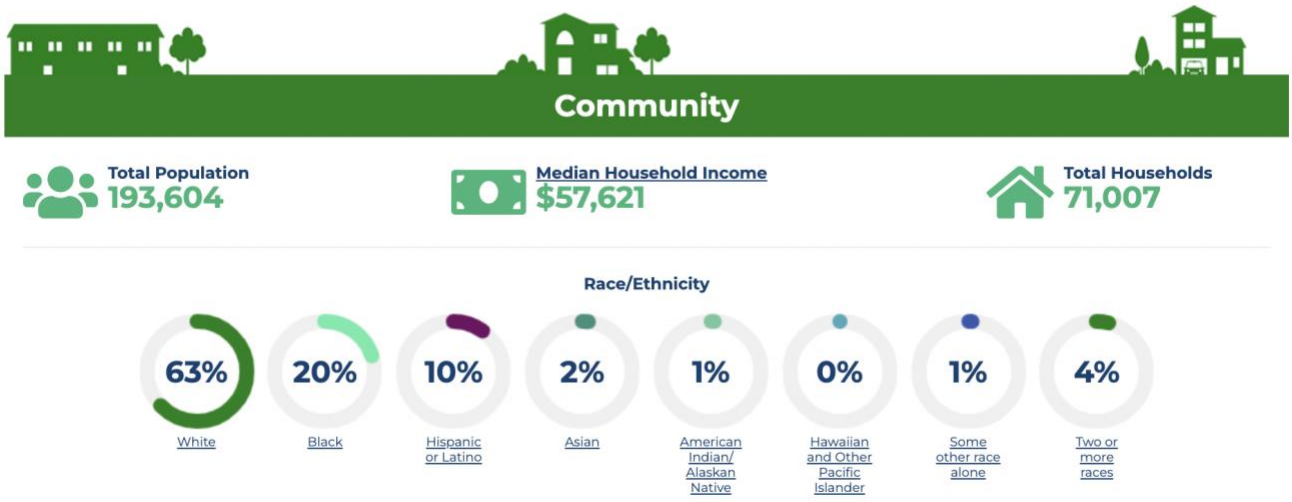
As community, business and real-estate growth increases so, consequently, does the need for additional schools and "student seats." This is being realized on a monthly and yearly basis with the Clarksville-Montgomery County School System (CMCSS). The seventh-largest district in Tennessee serving a community of over 220,000 people, CMCSS, is the fifth fastest-growing area in the state. Clarksville, the seat of the district, is located between Fort Campbell, Kentucky, and Nashville. In a January 3, 2022 "Clarksville Now" article, reporter Keely Quinain, covering a school board study session, reported on the rapid growth and its implications for schools with the following key points: https://clarksvillenow.com/local/cmcss-ready-to-begin-comprehensive-school-rezoning-kirkwood-middle-to-open-in-august/

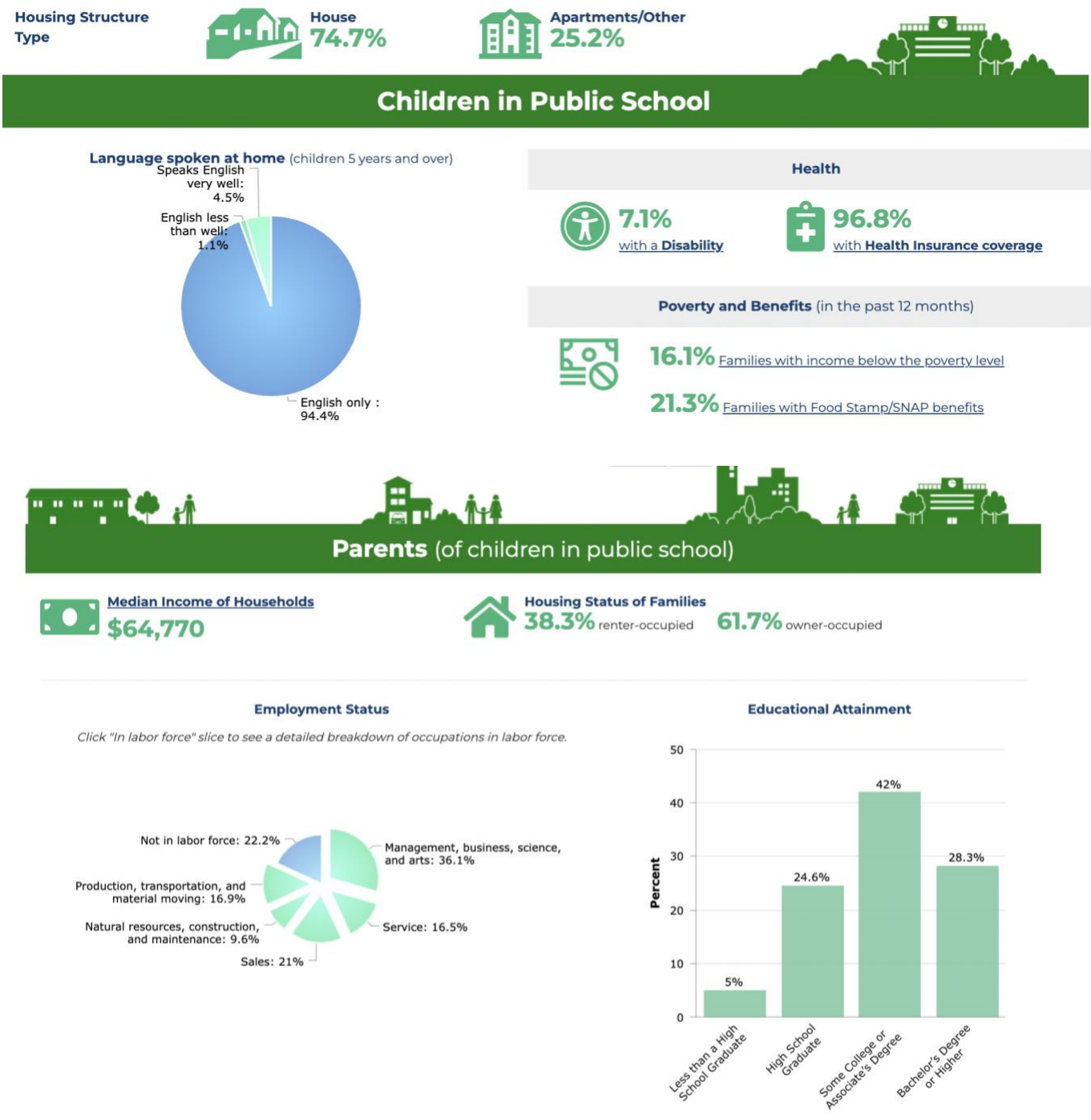
- In just the last 10 years, the population of Montgomery County has skyrocketed 27.7%
- The district has a 30-year average growth of 677 new students every year; the current enrollment is 37,769 students.
- The district experienced 4% higher than projected growth in 2021
- Seven elementary schools, three middle schools and two high schools are over 100% capacity. The district said it aims for 85% capacity in its buildings as that allows for more flexibility in programming and extracurricular opportunities.
- To alleviate some current capacity issues, the district is using 112 portable classrooms, some school expansions
- Kirkwood - 110-acre campus, dedicated athletic fields, $28 million project
    - Middle School - opening in 2022, 64 classrooms, 1209 student capacity
    - Kirkwood High School - opening 2023-24
    - Kirkwood Elementary School - opening 2025-26
- Rezoning process - one option being discussed is indicated below
    - Comprehensive in nature
    - Will impact all current middle and high school zones



(Map: January 4, 2022 from https://clarksvillenow.com/local/school-rezoning-maps-released-by-cmcss-for-public-review/)

Current school zones in Montgomery County include: Kirkwood, Kenwood, Northeast, Rossvies, Clarksville/Richview, Montgomery Central, Northwest/New Providence, and West Creek. CMCSS is committed to providing students with an excellent education and in many ways is successful. According to Tennessee's Department of Education website: "Home of the 100% Graduation Project, the Clarksville Montgomery County School System's [CMCSS] mission, 'to educate and empower our students to reach their potential,' is realized through the vision and collaborative efforts of the entire community. CMCSS continues to experience a 94% graduation rate and to experience forward momentum in academic achievement through the implementation of ESSA. CMCSS has 43 schools which includes 8 college and career academies, a Middle College on the Austin Peay State University campus, an Early Technical College on the TCAT Clarksville campus, a Spanish Immersion School, a K12 Virtual School, 4 Tennessee STEM Designated Schools, 14 Tennessee Purple Star Schools, and 8 high schools recognized in US News & World Report's US Best High Schools for 2021. CMCSS implemented the first innovative Teacher Residency Pathway to address the teacher shortage and has now expanded the program to three programs with five university partnerships. Finally, in 2018 and 2019, CMCSS had 26 schools designated as Reward Schools."
https://reportcard.tnedu.gov/districts/630





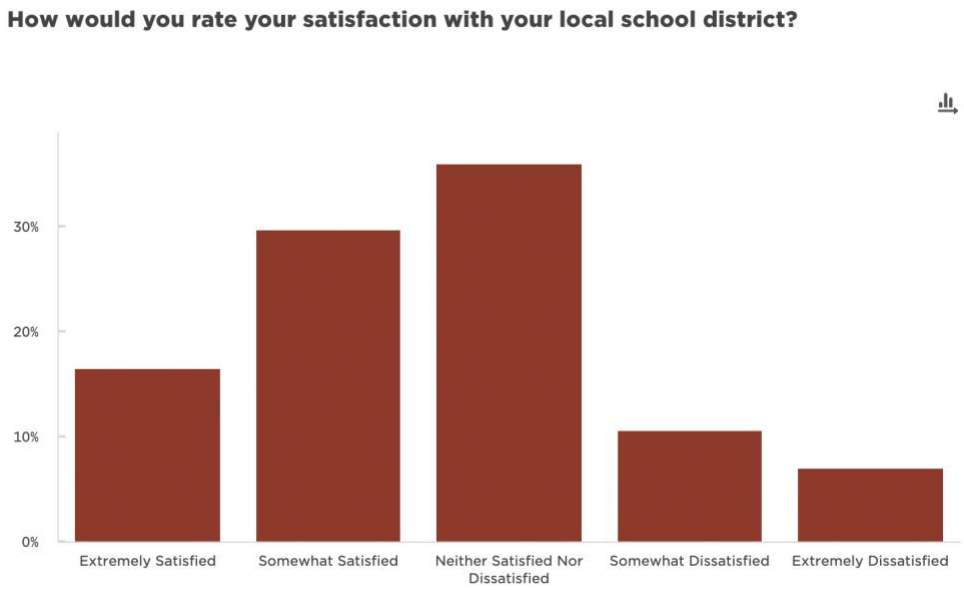
(b) Provide a rationale for selecting the community where the proposed school will be located.

While a specific geographic location for the school building itself has not yet been determined, Montgomery County has been identified by ACE as an ideal location for American Classical Academy Clarksville-Montgomery (ACACM) for three main reasons. Montgomery County is an exciting, rapidly growing area of Middle Tennessee with great promise, but also showing stress, overcrowding and growing pains. It is also an area in need of educational options for its families, and lastly, families are

currently looking beyond traditional public school offerings for schools that better meet students' needs.

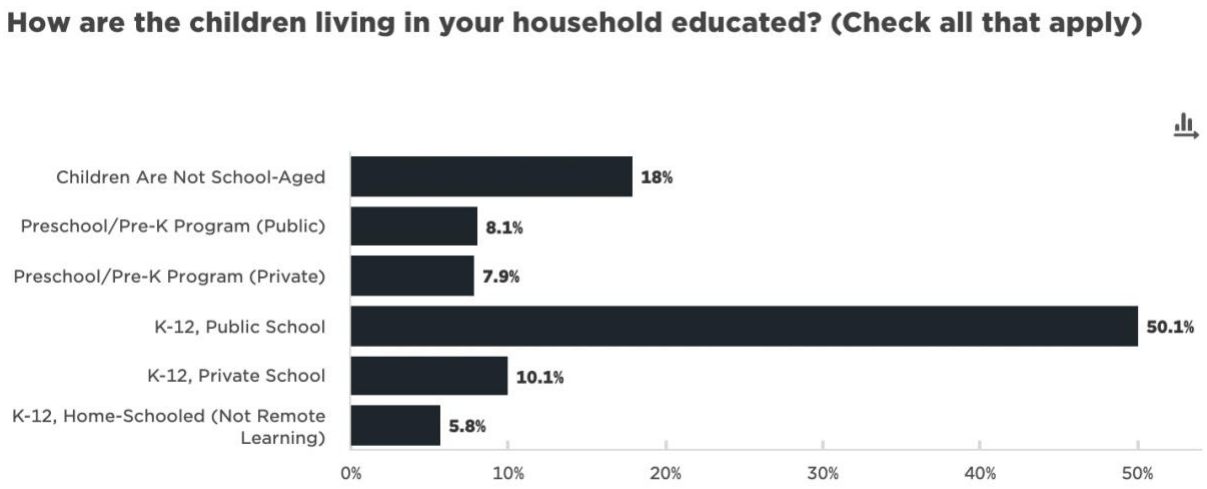
The data in section 1.2a provides clear evidence of the impact the community and business growth is having on CMCSS, causing overcrowding and an overall stressed system. Rezoning is consequently taking place to accommodate the inclusion of the new Kirkwood School Zone, and while this new zone will alleviate some overcrowding, the process itself is causing concern for some families and neighborhood communities. As is true with any school system, as the physical needs grow, so will the human resources. There are concerted efforts across the state of Tennessee to attract, train and retain high-quality teachers and administrators but many districts across the state struggle with this goal. While these efforts will obviously benefit Montgomery County as it moves to fill additional administrative, teaching and support personnel positions, some families are concerned about the quality of educators, and education in general, currently available to their children. The following chart from the "Vital Signs" survey indicates these concerns

"Vital Signs." Nashville Area Chamber of Commerce. 2021.
https://s3.amazonaws.com/nashvillechamber.com/PDFs/VitalSigns_2020.pdf



School Choice

Families of Montgomery County also need to be aware of and feel empowered to access school options. According to the 2021 "Vital Signs" report, 64% of those who responded to the survey indicated that they have children under the age of 18 living in their household. Of those families with children, the following chart identifies the school choices made.



This data shows a couple of interesting points in relation to previously stated information about the county (section 1.2a). If the "unexpected growth rate" continues for Montgomery County (last year, it was 4% higher than the expected growth) the need for additional student seats may continue to also unexpectedly rise, increasing the current overcrowding even more. Also, while the chart above shows 5.9% of respondents indicated the use of home-schooling, current data nationwide shows that the number of families who moved to home-schooling during the pandemic years (2020-2022) has actually increased to an average of 7 to 12% - with minority populations more likely to make this choice than others. With the median age of residents in Montgomery County being relatively young (31) and recruitment campaigns attracting younger residents as well, the likelihood for more than the stated preschool-aged children being at an 18% rate is also feasible.

The chart below identifies the school levels of the 10% of families who chose private schools for their children in 2020. In the subsequent year, however, 24.6% of families reported being cost-burdened by housing and 29% cost-burdened by transportation. The increasing and, in some areas, exploding housing market have provided clear economic rewards. However, they have created hardship for some families, particularly those who rent.

Although wages have increased for the same geographic region, these costs have been outpaced by housing and rent costs. For these reasons, families, who in the past may have chosen to pay tuition for private schools, are now opting for public alternatives. The chart below shows the relationship between the median household income and the costs of housing.
US Census Bureau, American Community survey. 1-Year Estimates, 2009, 2014, 2019; Zillow Home Value Index, Annual Averages, 2009, 2014, 2019.)

National Center for Education Statistics				
Dataset:	ACS 2015-2019 Profile			
Table:	[CDP02.2] SCHOOL ENROLLMENT			
Geography:	Clarksville-Montgomery County School System, TN			
Population Group:	Relevant Children – Enrolled (Public and Private)			
	ALL Schools	**Public Schools**	**Private School**	
SCHOOL ENROLLMENT				
3 years and over enrolled in school	36,500	32,375	4,125	
Nursery school, preschool	2,455	1,375	1,080	
Kindergarten	2,875	2,575	300	
Elementary school (grades 1-8)	21,645	19,730	1,915	
High school (grades 9-12)	9,525	8,695	830	
College or graduate school	0	0	0	

Clarksville MSA	*2009*	*2014*	*2019*	*5 Year % Increase*	*10 Year % Increase*
Median Household Income	$41,685	$45,130	$53,547	18.7%	28.5%
Median Gross Rent	$716	$816	$902	10.5%	26.0%
Median Home Price	$143,550	$146,450	$171,212	16.9%	19.3%

<u>Availability of Philosophically and/or Morally Aligned Curriculum and Teaching Strategies</u>
Parents have raised concerns in recent months regarding what they observed while their child was engaged in "at home learning" because of school closures due to the COVID pandemic. Looking over the shoulders of their children -- whether 6 or 16 – a wave of concerned parents are now responding to what many consider to be questionable content or instructional strategies. Along with questioning elements of curriculum being taught, teaching strategies being used by instructors, how technology is being utilized, and other aspects of what was being observed, there is a growing population of families asking for a "back to basics" teacher-centered focus when it comes to their child's entire educational experience.

This sentiment is not new, but the movement is growing. In an article published in Harvard's Graduate School of Education newsletter, the author writes, "Polls indicate that about 70 percent of public school parents want schools to teach 'strict standards of right and wrong,' and 85 percent want schools to teach values. And research suggests that many overworked, frayed parents, doubting their capacities as moral mentors, are looking to schools to take on a larger role in their children's moral growth." (Weissbourd, Richard. "Promoting Moral Development in Schools." February 2012. Harvard Education Letter.)

The same article goes further to explain, "Many schools post values on walls and reiterate the importance of values in classrooms, during assemblies, and at other school events. But the challenge is not simply moral literacy—in fact, research indicates that most students know values such as honesty and respect by the time they are five or six years old. Because they know these values, many children—especially adolescents—feel patronized by lectures about them." The issue at large then is whether

students actually behave in a virtuous or morally aware manner. This is what many parents are articulating is being left out of education today - and they want it back.

One summary point of a 2021 American Compass survey of parents with school-aged children and adults who had recently graduated from high school, states, "Americans are frustrated with what the education system is providing today—most say it is 'Good' or 'Excellent' at academics, but not at preparing students for their lives or for citizenship.
https://americancompass.org/essays/failing-on-purpose-survey-part-1/

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

Data from the same survey indicated "build decent lives" was chosen regardless of political party (68% Democrats/69% Republicans/77% Independents), economic status (68% economically disadvantaged/71% above median income), gender (68% women/74% men) and ethnicity (76% white/ 63% non-white). Overall, this survey, and anecdotal evidence seen in news stories regarding the expectations of public schools by families and students show that more are looking for schools that match their philosophical views and want students to be engaged in values or character-based instruction. By utilizing an American classical education model, ACACM will meet the needs of these families.

In summary, several important factors show that Montgomery County is a perfect region for ACACM:

- A healthy respect for education in general
- The overall growth of the community and schools
- The need for student seats
- The need for increased school choice options
- The need for an American classical education model school

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

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

Enrollment trends in all of the Clarksville-Montgomery County schools show steady increases over the past ten years. Housing and commercial growth has hit record highs and is outpacing projections previously made by county officials. The school capacity issues are necessitating discussions regarding staffing, facilities, transportation needs and overcrowding. Rezoning meetings have been a board agenda item for the last several months.

Currently, as a group, CMC schools outperformed the state averages in ELA for both the 2018 and 2019 school years. In math achievement, CMC school scored slightly lower than the state in 2018 and slightly higher in 2019. A closer look at the data reveals some concern regarding the category of highest achieving students: In ELA all CMCSS schools scored higher than the state in the "mastered" performance category in 2018 but four scored lower at that performance level in 2019. While this is not overly problematic, assisting the highest performing students in showing true evidence of their learning should be a priority of the school. In math achievement at the mastered level, three CMCSS schools scored lower than the state average in 2018 and six fell short in 2019. As a group, the elementary schools scored far better than the middle and high schools in the mastered category indicating that vertical alignment in these content areas may be needed.

However, when the data is looked at in more detail, areas for improvement can be seen. When magnet schools -- all of which require students to have a track record of high academic achievement to be eligible for enrollment – are removed from the "all students" reporting categories, the remaining school scores fall far closer to or below the state averages. For example, although Middle College recorded a college readiness score of 98.4%, six of the remaining seven high schools did not reach the state average of 40%. Looking at all schools in the district, Montgomery County's overall one-year success rate, or the percentage of students that scored on track or mastered annual state tests, was 42%. 11 schools from CMCSS scored below the state average of 36.4 including the lowest-performing school in the county being Kenwood High School with only a 23% success rate.

Looking even closer, students with disabilities, economically disadvantaged students, and students of color all performed well under the averages for their white, neuro-typical, middle-income students. As is true with the state, this should continue to be a priority area for improvement within each of the schools and across the county.

While the district has seen significant growth and gains in many areas, Montgomery County schools are not necessarily meeting the diverse learning needs of their demographic, as evidenced by the low success rate of student groups such as: economically disadvantaged - 27%; EL - 20.1%; and, students with disabilities - 14.2% (according to Tennessee Department of Education data). Encouragingly the Black/Hispanic and Native American student subgroup shows a 32.5% success rate but is still far below the county average of 42.4. The addition of another high-performing educational model, such as American Classical Academy Clarksville-Montgomery, may meet the needs of students who are not doing well in the traditional setting.

CLARK-MONTGOMERY COUNTY - ALL SCHOOLS ACADEMIC ACHIEVEMENT

School Name		ELA	percent on_track	percent_ mastered		percent on_track	percent mastered
Tennessee - all schools	2019	ELA	29	5.9	2018	28.1	4.7
Clarksville-Montgomery County-all schools	2019	ELA	33.2	7.4	2018	33	6.1
Barkers Mill Elementary	2019	ELA	29.8	6.7	2018	32.6	7.2
Barksdale Elementary	2019	ELA	33.1	8.1	2018	35.9	5.3
Burt Elementary	2019	ELA	22.6	5.5	2018	**	**
Byrns Darden Elementary	2019	ELA	28.1	5.6	2018	28.2	5.2
Kenwood Elementary	2019	ELA	36.9	9.4	2018	32.8	7.2
Kenwood Middle	2019	ELA	**	**	2018	**	**
Kenwood High	2019	ELA	**	**	2018	**	**
Montgomery Central Elementary	2019	ELA	42.9	14.2	2018	44.6	16.7
Montgomery Central High	2019	ELA	38.4	5.2	2018	**	**
Hazelwood Elementary	2019	ELA	39.2	11.3	2018	44.9	10.7
Clarksville High	2019	ELA	44.6	10.4	2018	**	**
Glenellen Elementary	2019	ELA	32.6	9.5	2018	33.4	7.8
Cumberland Heights Elementary	2019	ELA	36.8	8.7	2018	40.2	8.4
East Montgomery Elementary	2019	ELA	41.4	16.9	2018	43.3	17.6
Liberty Elementary	2019	ELA	33.4	7.6	2018	31.1	9.1
Minglewood Elementary	2019	ELA	**	**	2018	**	**
Montgomery Central Middle	2019	ELA	**	**	2018	**	**
Moore Magnet Elementary	2019	ELA	31	10.9	2018	32.6	11.3
Norman Smith Elementary	2019	ELA	30.9	5.6	2018	28.4	5.3
New Providence Middle	2019	ELA	**	**	2018	**	**
Northeast Elementary	2019	ELA	**	**	2018	**	**
Northeast Middle	2019	ELA	**	**	2018	**	**
Northeast High	2019	ELA	**	**	2018	**	**
Northwest High	2019	ELA	34	6.8	2018	**	**
Richview Middle	2019	ELA	33.7	7.7	2018	38	6
Ringgold Elementary	2019	ELA	27.7	6.7	2018	**	**
Rossview Middle	2019	ELA	34.6	7.2	2018	37.3	8.9
Rossview High	2019	ELA	46.6	8.5	2018	38.4	6.5
St. Bethlehem Elementary	2019	ELA	*	*			
Sango Elementary	2019	ELA	43.8	23.5	2018	43.1	21.7
West Creek Middle	2019	ELA	**	**	2018	**	**
Woodlawn Elementary	2019	ELA	37.2	11	2018	39	11.4
Middle College @ Austin Peay State University	2019	ELA	*	*			
West Creek Elementary	2019	ELA	34.6	8.7	2018	36.8	10.8
Carmel Elementary	2019	ELA	**	**	2018	**	**
West Creek High	2019	ELA	**	**	2018	**	**
Rossview Elementary	2019	ELA	47.3	20.8	2018	45.1	22.5
Pisgah Elementary	2019	ELA	34.2	9.4	2018	37.4	11
Oakland Elementary	2019	ELA	41.6	9.9	2018	42.1	8.4

SCHOOL NAME	2019	Math	percent on_track	percent mastered	2018	percent on_track	percent mastered
State of Tennessee- All Schools	2019	Math	27.1	9.9	2018	24.3	8.8
Clarksville-Montgomery County-all schools	2019	Math	31.6	11.1	2018	27.9	10.4
Barkers Mill Elementary	2019	Math	40.7	14.3	2018	33.9	14.7
Barksdale Elementary	2019	Math	36.8	23.2	2018	37.7	20.8
Burt Elementary	2019	Math	**	**	2018	18	5.5
Byrns Darden Elementary	2019	Math	35.2	14.1	2018	31.5	10.1
Kenwood Elementary	2019	Math	37.5	12.1	2018	32.9	13.3
Kenwood Middle	2019	Math	**	**	2018	**	**
Kenwood High	2019	Math	**	**	2018	**	**
Montgomery Central Elementary	2019	Math	42.5	27.5	2018	37.8	30.2
Montgomery Central High	2019	Math	**	**	2018	**	**
Hazelwood Elementary	2019	Math	38.7	21	2018	40.1	18.4
Clarksville High	2019	Math	26.9	8.7	2018	22.3	9.4
Glenellen Elementary	2019	Math	40	12.6	2018	36	16.4
Cumberland Heights Elementary	2019	Math	42.1	19.3	2018	37.7	27.7
East Montgomery Elementary	2019	Math	39.5	40.1	2018	32.6	42
Liberty Elementary	2019	Math	35.5	12.2	2018	30.6	11
Minglewood Elementary	2019	Math	23.4	9.4	2018	**	**
Montgomery Central Middle	2019	Math	**	**	2018	**	**
Moore Magnet Elementary	2019	Math	31.5	12.8	2018	28.7	13.9
Norman Smith Elementary	2019	Math	35.4	7.7	2018	24.6	9.5
New Providence Middle	2019	Math	29.7	6.5	2018	27.1	5.7
Northeast Elementary	2019	Math	37.5	12.1	2018	31.3	10.8
Northeast Middle	2019	Math	**	**	2018	30.5	5.8
Northeast High	2019	Math	**	**	2018	**	**
Northwest High	2019	Math	18.8	5	2018	**	**
Richview Middle	2019	Math	40	11.8	2018	33.5	9.4
Ringgold Elementary	2019	Math	35.4	11	2018	28.4	9.1
Rossview Middle	2019	Math	41.8	11.5	2018	39.7	10.6
Rossview High	2019	Math	27.5	12.8	2018	23.2	11.3
St. Bethlehem Elementary	2019	Math	*	*			
Sango Elementary	2019	Math	42	35.1	2018	37	34.6
West Creek Middle	2019	Math	36.1	6.1	2018	**	**
Woodlawn Elementary	2019	Math	43	28.1	2018	41.9	19.6
Middle College @ Austin Peay State University	2019	Math	**	**	2018	**	**
West Creek Elementary	2019	Math	42.7	18.2	2018	39.5	17.4
Carmel Elementary	2019	Math	46.3	24	2018	43.1	29.9
West Creek High	2019	Math	**	**	2018	**	**
Rossview Elementary	2019	Math	**	**	2018	**	**
Pisgah Elementary	2019	Math	35.4	22.5	2018	39.4	16.7
Oakland Elementary	2019	Math	41.9	16.1	2018	36.7	19.1

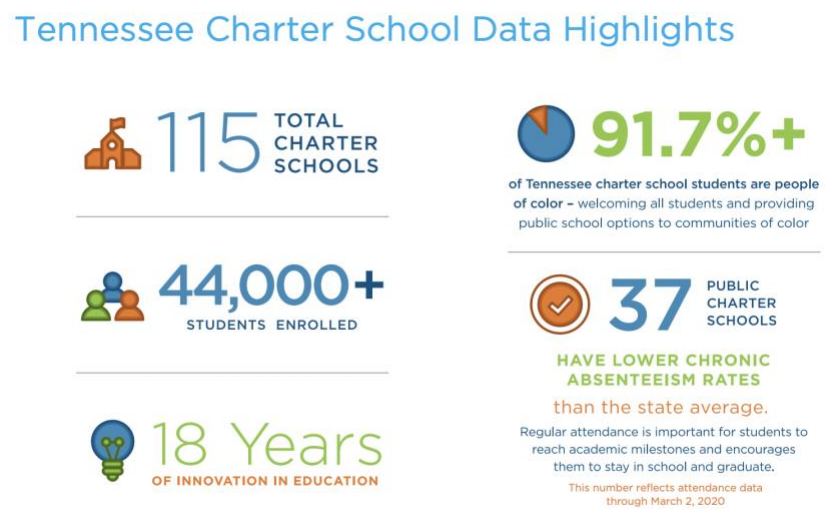
SCHOOL NAME	Subgroup	Year	ACT composite average	Percent 21 or higher	Year	ACT composite average	Percent 21 or higher
State of Tennessee	all_students	2018	20.2	43.3	2017	20.1	42.1
State of Tennessee	bhn	2018	17.7	22.6	2017	17.6	21.3
State of Tennessee	ed	2018	17.7	23.1	2017	17.5	21.1
State of Tennessee	ell	2018	15.4	7.9	2017	15.6	8.6
State of Tennessee	swd	2018	15.3	8.3	2017	15.5	9.7
CMCSS- all schools	all_students	2018	20.4	44	2017	20.2	43.5
CMCSS- all schools	bhn	2018	18.8	30.7	2017	18.5	27
CMCSS- all schools	ed	2018	18.3	26.7	2017	18	24.5
CMCSS- all schools	ell	2018	16.1	10.5	2017	17.3	22.6
CMCSS- all schools	swd	2018	15.5	8.5	2017	15.8	9.7
Kenwood High	all_students	2018	18.7	29.8	2017	18.6	28.7
Kenwood High	bhn	2018	17.9	24.4	2017	17.8	21.9
Kenwood High	ed	2018	17.5	20.5	2017	17.1	16.9
Kenwood High	ell	2018	13.8	**	2017	*	*
Kenwood High	swd	2018	14.6	**	2017	14.1	**
Montgomery Central High	all_students	2018	20	39.8	2017	19.5	36.5
Montgomery Central High	bhn	2018	19.6	35.1	2017	16.8	17.1
Montgomery Central High	ed	2018	18.4	26.1	2017	17.9	17.6
Montgomery Central High	ell	2018	*	*	2017	*	*
Montgomery Central High	swd	2018	15.5	10	2017	14.6	**
Clarksville High	all_students	2018	21.6	54.3	2017	21.6	56.1
Clarksville High	bhn	2018	18.9	36.5	2017	18.8	25
Clarksville High	ed	2018	18	24.2	2017	18.3	30.6
Clarksville High	ell	2018	*	*	2017	*	*
Clarksville High	swd	2018	16	7.7	2017	16.5	7.1
Northeast High	all_students	2018	19.7	36.9	2017	19.4	35.4
Northeast High	bhn	2018	18.6	27.2	2017	18.4	24.7
Northeast High	ed	2018	18.1	20.3	2017	18.5	32.1
Northeast High	ell	2018	*	*	2017	*	*
Northeast High	swd	2018	16.5	16.2	2017	15.3	7.7
Northwest High	all_students	2018	19.4	38.3	2017	18.9	31.9
Northwest High	bhn	2018	18.2	27.2	2017	18.5	25.4
Northwest High	ed	2018	18.1	28.6	2017	17.8	21
Northwest High	ell	2018	*	*	2017	*	*
Northwest High	swd	2018	14.8	5.3	2017	15.4	10.3
Rossview High	all_students	2018	21.9	57.3	2017	22.4	63.9
Rossview High	bhn	2018	19.9	38.3	2017	19.7	42.1
Rossview High	ed	2018	19.8	39.7	2017	18.4	32.1
Rossview High	ell	2018	*	*	2017	*	*
Rossview High	swd	2018	16.2	13.8	2017	18	29.2
Middle College @ Austin Pe	all_students	2018	25.9	90.3	2017	24.9	89.6
Middle College @ Austin Pe	bhn	2018	24.8	85.7	2017	22.7	80
Middle College @ Austin Pe	ed	2018	*	*	2017	*	*
Middle College @ Austin Pe	ell	2018	*	*	2017	*	*
Middle College @ Austin Pe	swd	2018	*	*	2017	*	*
West Creek High	all_students	2018	19.5	36.6	2017	19.7	38.8
West Creek High	bhn	2018	18.8	28.4	2017	18.4	26.8
West Creek High	ed	2018	18.6	26.3	2017	17.8	21.3
West Creek High	ell	2018	*	*	2017	17.4	18.2
West Creek High	swd	2018	15.3	**	2017	15.8	**

SCHOOL NAME	SUBGROUP	YEAR	# students	Ready- grad	Year	Ready-grad
State of Tennessee	all_students	2018	72789	40.3	2017	35.8
State of Tennessee	bhn	2018	24113	20.8	2017	16.8
State of Tennessee	ed	2018	26714	20.5	2017	16.5
State of Tennessee	ell	2018	2494	7.3	2017	5.7
State of Tennessee	swd	2018	9302	6.6	2017	6
CMCSS	all_students	2018	2374	42.2	2017	39.5
CMCSS	bhn	2018	1018	29.6	2017	24.2
CMCSS	ed	2018	708	23.9	2017	20.1
CMCSS	ell	2018	49	8.2	2017	17.9
CMCSS	swd	2018	331	7.3	2017	6.7
Kenwood High	all_students	2018	304	28.9	2017	24.7
Kenwood High	bhn	2018	196	25	2017	19.1
Kenwood High	ed	2018	147	17	2017	13.8
Kenwood High	ell	2018	12	**	2017	**
Kenwood High	swd	2018	54	**	2017	**
Montgomery Central	all_students	2018	268	36.9	2017	33.6
Montgomery Central	bhn	2018	41	31.7	2017	15.8
Montgomery Central	ed	2018	83	21.7	2017	15.2
Montgomery Central	ell	2018		*	2017	*
Montgomery Central	swd	2018	42	7.1	2017	**
Clarksville High	all_students	2018	343	51.6	2017	50
Clarksville High	bhn	2018	83	32.5	2017	20.4
Clarksville High	ed	2018	77	20.8	2017	21.4
Clarksville High	ell	2018	11	9.1	2017	*
Clarksville High	swd	2018	51	5.9	2017	**
Northeast High	all_students	2018	322	35.4	2017	31.7
Northeast High	bhn	2018	186	26.3	2017	21.9
Northeast High	ed	2018	85	17.6	2017	26.5
Northeast High	ell	2018	10	20	2017	*
Northeast High	swd	2018	52	11.5	2017	5.7
Northwest High	all_students	2018	325	37.8	2017	29.4
Northwest High	bhn	2018	140	25.7	2017	23.8
Northwest High	ed	2018	148	27	2017	17.9
Northwest High	ell	2018		*	2017	*
Northwest High	swd	2018	50	10	2017	6.8
Rossview High	bhn	2018	127	35.4	2017	37.6
Rossview High	ed	2018	72	34.7	2017	27.4
Rossview High	ell	2018	5	*	2017	*
Rossview High	swd	2018	44	11.4	2017	18.9
Middle College @ Aus	all_students	2018	62	98.4	2017	89.6
Middle College @ Aus	bhn	2018	21	100	2017	80
Middle College @ Aus	ed	2018	8	*	2017	*
Middle College @ Aus	ell	2018		*	2017	*
Middle College @ Aus	swd	2018		*	2017	*
West Creek High	all_students	2018	357	35	2017	35.7
West Creek High	bhn	2018	224	27.2	2017	24.9
West Creek High	ed	2018	88	25	2017	17.2
West Creek High	ell	2018	11	**	2017	16.7
West Creek High	swd	2018	38	**	2017	**

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

Above all else, ACACM's specific population will include students from families that truly value education in its most pure form. Students from these families must have the desire and willingness to work to gain knowledge. Students and families must believe in the importance of a classical American education and the value of learning from Great Books, a classical Core Knowledge curriculum, time-proven instructional strategies and experts as teachers who deserve and reciprocate respect. Students must have a yearning for knowledge and be willing to embrace a distraction-free learning environment that emphasizes discussion over technology use and deep-thought over surface-level pat answers. Students will come from existing public schools, private schools, and home school environments.

Montgomery County's population aligns with ACACM's goal to serve a diverse student body representative of the quickly changing community. Clarksville-Montgomery County School System includes 42 schools serving a diverse student body of almost 35,000. (52,4% White, 30% Black, 12.9% Hispanic, 2.7% Asian, and 1.2% American Indian/Alaskan Native and Native Hawaiian/Pacific Islander). Special populations of students include 27.3% economically disadvantaged, 2% English Learners, 2% homeless, 14% students with disabilities and 18.4% students of military families. Current Tennessee Charter School Data is highlighted below(https://www.tnchartercenter.org/what-we-do/data-research/).



The diversity of the expected student population is reflective of many of the locations where Hillsdale College K-12 classical schools are thriving around the country. Although there are a few high-achieving schools in Montgomery County that outpace Tennessee's state averages in all areas, most of these enroll special populations of students at much lower percentages than the county average. In a parallel manner, private schools' enrollment of special populations also do not directly reflect the demographics of the county as a whole. Consequently, ACACM will be filling a need for many families in Montgomery County. In addition to meeting those needs, there are no schools in Montgomery County that offer a true American classical education model. Montgomery County families who desire structure, discipline, and high expectations will appreciate and embrace ACAM's classical education model. In fact, ACAM's curriculum was selected specifically to meet the needs of all students and has proven to be successful with all special populations.

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

In providing choice for families and students of Montgomery County, ACACM would also provide equity. Montgomery County currently provides a solid educational experience for the majority of its students. Residents of the county also have educational options for their students: public schools, magnet schools, charter schools, private schools, and homeschooling. But not all of these options are equitable, and as more schools reach their peak enrollment numbers, and redistricting causes students to have their "neighborhood school" changed, these issues may be exacerbated. ACAM, using a well-researched and time-tested curriculum and teaching methods, will serve all students.

Although 12 private schools are currently available to families of Montgomery County, they all charge tuition, creating an inequitable reliance on family income. As the housing and building booms continue, unfortunately so too will the costs of living - especially in the price of single-family houses and rent. Some long-time residents and many families new to the area are finding that what might have been affordable just three years ago is now out of reach for the median family income of $57,621.

Homeschooling also has resulted in inequalities. In August 2021, *Education Week* reported that "While the homeschooling population has become more demographically diverse over the past decade, the Census Bureau found that the number of black homeschoolers increased nearly fivefold between spring and fall of 2020, from 3.3 percent to 16.1 percent. This black homeschooling rate is slightly higher than the approximately 15 percent of black students in the overall K-12 public school population." McDonald, Kerry. "New Census Data…" April 1, 2021. The Tennessee Star https://tennesseestar.com/2021/04/01/commentary-new-census-data-show-homeschooling-tripled-during-the-pandemic-and-one-key-group-is-driving-the-surge/

More revealing is that, "This year's new homeschoolers are also more likely to come from lower socioeconomic backgrounds. The *Education Week* survey conducted last fall found that more lower-income families were choosing homeschooling during the pandemic response than higher-income families, challenging the myth that homeschooling families are more affluent than others." Parents explaining reasons for homeschooling, specifically during the past two years, included wanting to have more control over what their child was learning (not agreeing with the liberal curriculum of public schools) and the ability to spend time with their children due to loss of job or jobs not allowing in-person work.

In May, 2020 a Knoxville, Tennessee television station also reported on the changing trends in homeschooling and families cited similar reasons for providing education themselves but also identified that, "The switch is temporary. Ultimately (many families) hope to return to public school on a better footing for learning." As parents re-enter the workplace and co-curricular activities such as sports and clubs open back up, students will want to return to in-person learning. Parents acknowledge, while not happy with the curriculum being used, they recognize the social-emotional benefits of having their child attend school. Many, however, are looking for alternatives which is where an equitable free school, with a conservative, classic model of education can better address student needs.

Another option available for families in Montgomery County are the magnet schools. All of these, however, have specific entrance requirements, long waitlists, and time-sensitive application timelines.

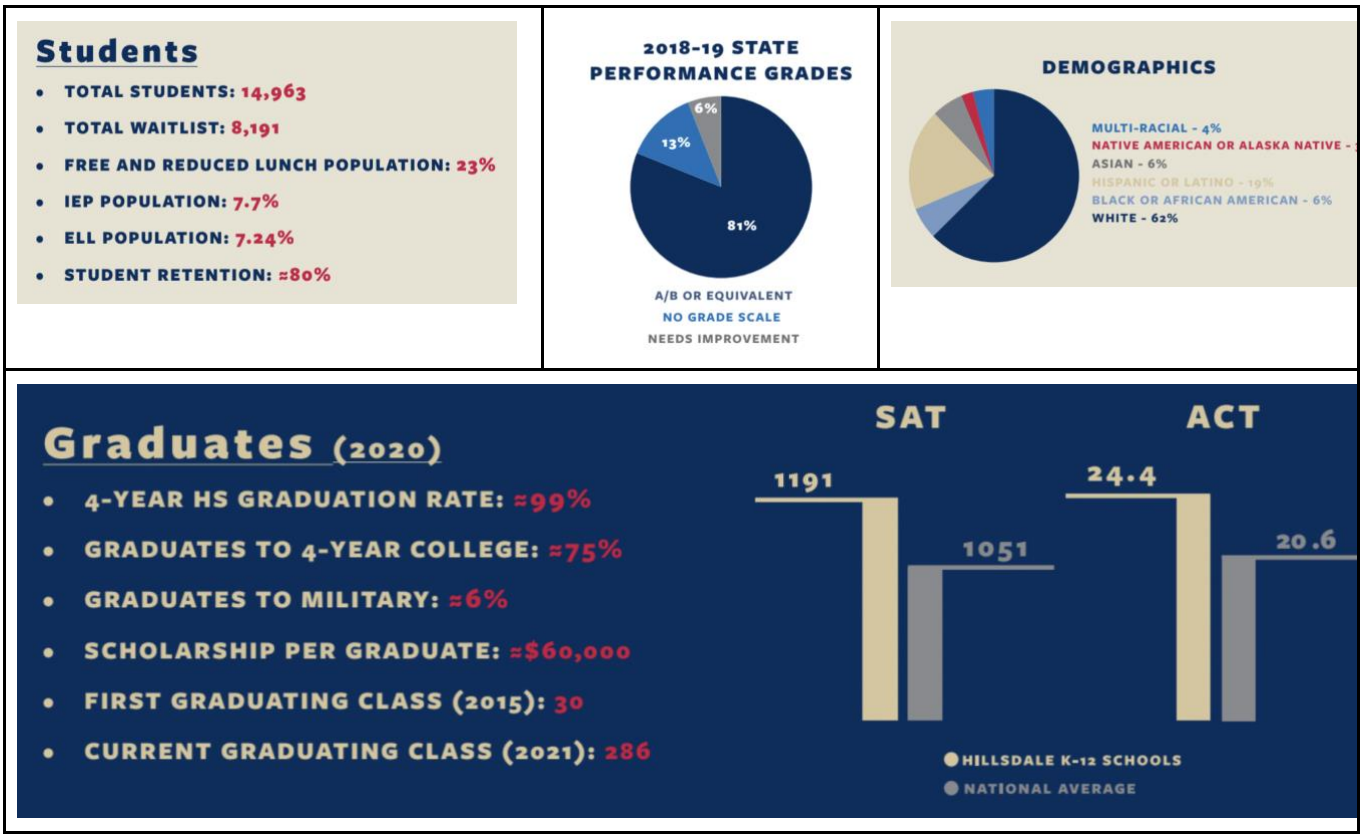
For families moving into new neighborhoods, displaced because of economic reasons or caught in redistricting difficulties, these deadlines may easily be missed. Many of these families, with students who are willing to work hard and want a school with high expectations and a demanding curriculum, will not qualify for these magnet schools. For those students, ACACM will be a perfect fit.

Initially, ACACM will offer a fair and equitable enrollment option to all students in Montgomery County. ACACM will deliver an exceptional learning environment and experience for its students. Schools across the country using the Core Knowledge Sequence have been shown to outscore local and state counterparts.

A 2004 study conducted by researchers from the University of Missouri (Wedman and Waigandt) showed that students attending Core Knowledge (CK) schools consistently scored higher than the national average on national tests. Test score data for the study was taken from 22 Core Knowledge schools located in 13 different states. The data was collected during six consecutive years, 1998 through 2003, and testing results were analyzed in six content areas: reading, language arts, mathematics, social studies, environmental studies, and science. In each year, Core Knowledge schools performed above the 65th percentile on national tests overall (65th in 1998, 67th in 1999, 76th in 2000, 78th in 2001, 78th in 2002, and 79th in 2003). (Waigandt, Alex, and John Wedman. "Core Knowledge Curriculum and School Performance: A National Study." Sep. 2004
https://www.coreknowledge.org/wp-content/uploads/2016/12/CK_National_Study_2004.pdf,2-16

Wednman and Waigandt also separated the 22 Core Knowledge schools based on ethnic profile to analyze test score outcomes in this light. These schools were split into two groups: those with 80% or more Caucasian students and those with 20% or more minority students. It was found that "both categories of schools consistently scored above the 60th percentile nationally." Wednman and Waigandt similarly looked at the difference in economic profiles of the 22 Core Knowledge schools (based on how many students participated in a free lunch program) and found that students in less affluent schools still scored above the national average (between the 51st and 57th percentile, depending on the year). Overall, the researchers concluded that "there appears to be a strong relationship between student performance and the Core Knowledge curriculum." (Waigandt, Alex, and John Wedman. "Core Knowledge Curriculum and School Performance: A National Study." Sep. 2004,
https://www.coreknowledge.org/wp-content/uploads/2016/12/CK_National_Study_2004.pdf,2-16

The achievement gap identified by data in the Clarksville-Montgomery County School District would very likely be eliminated for students attending ACACM. As a BCSI school, ACACM will adhere to the curriculum and teacher-centered instructional methods which are pillars of the school framework. The most recent compilation of information from Hillsdale's College of K-12 Education summarizes BCSI's current schools.



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

The student enrollment summary is based on expected resource capacity, the budget of ACACM in the first six years, community demand for charter school seats, and the experiences of other BCSI schools in their initial opening years and beyond. By enrolling grades K-5 initially and then naturally adding grades as the 5th grade cohort matriculates, ACACM will be well-positioned to hire high-quality faculty and staff to meet the instructional and support needs of the students. (BSCI. "Enrollment Guidance." 2021. Hillsdale College.)

Currently, all BCSI affiliated schools operating at full capacity with average waiting lists of 28-80 students per grade level in elementary grades, 25-32 for middle school grades and 6-20 for high school grades. (BCSI. "Enrollment and Waitlist Data." 2021. Hillsdale College.)

Grade Level	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	At Capacity 2033-34
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9					50	50
10						50
11						50
12						50
Totals	340	390	440	490	540	690

1.3 Academic Focus and Plan

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

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

Classical education upholds a standard of excellence and has proven itself over the course of time. ACACM's high standards and research-based classical curriculum will provide students with a traditional education on which to build. At ACACM, high academic achievement, personal discipline, ethics, and accountability will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from ACACM as highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

ACACM is on track to become a Hillsdale member school. ACACM will execute the Hillsdale K-12 model of education which is currently being successfully implemented in 20 other Hillsdale member schools that are improving educational outcomes with a wide variety of student populations in diverse school environments across the country. The mission of the school is to train the minds and improve the hearts of students through a content-rich classical education in the liberal arts and sciences with instruction in the principals of moral character and civic virtue. This is the mission of the Barney Charter School Initiative (BCSI) and was the foundation on which the Hillsdale College K-12 Office (Hillsdale) built its curriculum model. The goal of ACACM is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community.

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

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

Vital to the academic plan is the teaching of all content to mastery using time-proven instructional methods by highly trained and competent teachers. Augmenting the four core subjects of math, science, history, and literature is the study of art, music, physical education, and, beginning in 4th grade, Latin (as it pertains to the etymology of English vocabulary). As students enter middle and high school grades, Latin, as a foreign language, takes on greater importance and various elective options are afforded to each student. Throughout a student's K-12 experience at ACACM, the incorporation of the importance of virtues is an underlying current along with increasingly sophisticated study skills. The school's virtues include courage, moderation, justice, responsibility, friendship prudence, wisdom. The school's academic plan consistently stresses the importance of a Socratic learning experience tailored to fit the student's age and level of readiness.

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

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

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill-building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is not an option, so the program is employed at each student's ability level. Guidance in the effective use of this curriculum requires that ability-level groups be determined at the beginning of each school year, with adjustments being made on an as-needed basis in order to best equip each student with the language of numeracy. As with the literacy program, faculty and staff will be provided with specific training to help students with learning deficiencies close those gaps before moving on to more sophisticated concepts or applications. Again, without negative stigmas or emotional distress, ACACM will use proven materials and ability level grouping to ensure all students have the opportunity to achieve mastery of these vital foundational skills and content.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students will begin learning formal Latin, and continue with Latin through 9th grade. Latin will be introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. Hillsdale College used the Core Knowledge Sequence as the original foundation for developing its K-12 Program Guide. Hillsdale has made various

changes, improvements, and enhancements over recent years–including identifying teacher and student resources for each subject and grade–with input from master teachers, its K-12 educators, and expert faculty of Hillsdale College. The Hillsdale College K-12 Program Guide has been aligned with Tennessee State Standards.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and will not play a secondary role at ACACM. The Hillsdale K-12 science program focuses on thematically linked science topics and biographies of great scientists and the order of instruction allowing for regular repetition of the most important topics, such that students are well-versed in the fundamentals of all science disciplines by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. (Barney Charter School Initiative of Hillsdale College. "Model Application Elements, v3." Hillsdale College, 2020.)

As ACACM grows to include high school grades, it will follow the Hillsdale College K-12 Program Guide for upper grades. This includes four years of history (three required by TN); four years of literature (four required by TN); four years of math (four required by TN); four years of science (three required by TN including Biology, Chemistry or Physics, and a third lab course); three years of foreign language (two required by TN); one year of government and moral philosophy; one credit of fine arts (one required by TN); and a semester of economics. In addition to the requisite courses, students will have opportunities each year to choose electives to fulfill Tennessee's elective focus requirement. As planned, students enrolled in ACACM will exceed the coursework and credits required by Tennessee for a regular high school diploma.

Specific course outlines include the following. In history, students begin with Western Civilization I & II in 9th and 10th grade, learn American History in 11th grade, and finish with a year of Modern European History (1789-2000) and American Government in 12th grade. In literature, students read great works, usually in their entirety, with an emphasis on ancient literature in 9th grade, British literature in 10th grade, American literature in 11th grade, and modern literature in 12th grade. The required track for science is Biology and Chemistry, then options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the last two years. In math, students complete Algebra I, Geometry, and Algebra II, and are then able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign languages, students are expected to fulfill Tennessee's required two-credit minimum by taking at least one additional year of Latin (to augment the one year from 9th grade) or at least two years of an additional modern foreign language. (Barney Charter School Initiative of Hillsdale College. "A Brief Introduction to the Barney Charter School Initiative for Prospective School Founders." Hillsdale College, 2020.)

All students of ACACM will be challenged to meet their academic potential. Because an emphasis will be on mastery of content and development of the skills needed to show evidence of that knowledge, all students who choose to enroll and apply themselves with diligence and perseverance will succeed at ACACM. Highly motivated and trained professional educators will guide the learning by using a classical education model and time-proven instructional methods. ACACM's student population will be diverse in every way- but the quest for knowledge and the ability to see beauty in the world will unite and fortify the learning community's mission to "train the minds and improve the hearts of students through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue."

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

Thomas Jefferson's 1779 Bill for the More General Diffusion of Knowledge states that the object of education in primary schools is, "to instruct citizens in their rights, interests and duties, as men and citizens." Jefferson and other members of the founding fathers of the United States considered this necessary to make the people the guardians of their liberty. According to Jefferson, in grammar schools, students should be taught "Latin, English grammar, reading, writing, arithmetic, and the outlines of geography and history. Furthermore, the books for instructing children to read shall at the same time make them acquainted with Greek, Roman, English, and American history." Jefferson continued, "by apprising them of the past we will enable them to judge the future." The school's very specific educational philosophy and curricular approach were selected to provide the caliber of education Jefferson envisioned. ACACM will use Hillsdale's K-12 Program Guide: An American Education—developed by Hillsdale College originally based on the Core Knowledge Sequence, supplemented by Literacy Essentials and Singapore Math, offering Latin has been improved, and enhanced by master teachers, its K-12 educators, and expert faculty of Hillsdale College to provide the basic curricular framework for teaching history, geography, literature, visual arts, music and science, with an emphasis on cultural literacy. The K-12 Program Guide has been aligned with Tennessee State Standards.

ACACM's curriculum provides a strong emphasis on civics and classical virtues— will provide students with a robust education that challenges them to excel both in learning and in character. (Barney Charter School Initiative of Hillsdale College. "A Brief Introduction to the Barney Charter School Initiative for Prospective School Founders." Hillsdale College, 2020.)

At ACACM students will learn language and literature, history, geography, government, math, science, music, and visual arts in a coherent and orderly program that runs from the rudiments of basic literacy and math skills to higher orders of thought and expression. Students will be taught an organized sequence of skills and core knowledge through sound, time-proven methods. They will read classic works of literature, study the fine arts, and learn first-hand accounts of history through the study of primary source documents, including the Declaration of Independence and the Constitution. They will be introduced to the likes of Scylla and Charybdis as a lesson in difficult choices and of Sisyphus as a lesson in futility. Students will also receive rigorous training in the fundamentals and theories of math and science, including the scientific method, and will benefit from Socratic instructional techniques and training in study skills that further foster learning and character development. Through the Socratic method, students will learn to ask important questions, setting them on the path to understanding themselves and their world, and encouraging them to act ethically and responsibly.

ACACM agrees with Aristotle that one becomes good only by observing and practicing the right behavior. ACACM will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior expected throughout the school using designated classical virtues (courage, moderation, justice, responsibility, friendship, prudence and wisdom). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards. (Barney Charter School Initiative of Hillsdale College. "A Brief Introduction to the Barney Charter School Initiative for Prospective School Founders." Hillsdale College, 2020.)

The classical model of education values the teacher as the possessor of knowledge; consequently, the educator will remain the focus of the classroom without giving way to extraneous use of technology, the use of media, or other strategies not proven to warrant deep learning. Socratic discussion is the ideal mode of instruction for classical instruction, but the founders of ACACM are under no illusion that young and inexperienced students can immediately partake in or profit from such a discussion. Rather, the guiding principle for most K-12 instruction will be that instruction is "teacher-directed." Teacher-directed instruction will generally take the form of a lecture, story, read-aloud discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussions in high school. Projects, student-led discussion, student-led inquiry, and other modern modes of instruction will have a limited place at ACACM, and only within the broader context of the mission, curriculum, and school culture. Teachers will receive training and feedback about when best to employ each instructional method, with an emphasis placed on teacher-led, content-rich instruction in all subjects. This emphasis is consistent with the tradition of classical education and with the content-rich curriculum from Hillsdale (and other sources) that the school will employ. Anecdotal evidence from existing Hillsdale member schools shows that, while unfamiliar at first as students adjust to the highly structured school environment, most families experience positive results as students show more responsibility for their learning, exhibit a genuine excitement toward learning, and are generally happier in and out of school. To be able to achieve these types of results, ACACM is certain similar student growth will be seen.

ACACM is poised to become one of the highest-achieving schools in Tennessee. Hard work and diligence have paved the way on all levels for students to reap the benefits. ACACM's robust classical academic program, carefully selected instructional methods, and training in the virtues will be supported by a well-regulated campus that fosters positive relationships among students, parents, and teachers. Teachers and volunteers will receive training before implementing the curriculum or assisting in the classroom. Teaching methods will include only those proven to be successful for students in the past and yet may be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each will receive the support of every staff member whose focus is academic achievement, individual student growth, and a commitment to personal excellence. The K-12 Program Guide has been aligned to Tennessee State Standards. In each content area and at all grade levels, the curriculum meets or exceeds the Tennessee academic state standards. The foundational beliefs in teaching literacy and numeracy to mastery and fluency for all students align directly with the Tennessee Department of Education's Kindergarten Entry Inventory, Tennessee's Early Intervention System, support of Head Start programming, Voluntary Pre-K, Early Childhood Summit presentations, Quality Matters content, Reading 360 Early Literacy Network, At-Home Decodable Book Series, Read to Be Ready Summer programs and other literacy and numeracy state initiatives.

The founders of the United States believed the purpose of education is to prepare students to become good people and good citizens. In alignment with that vision, ACACM will provide students with a content-rich education in the classical tradition and a clear understanding of actions and their consequences that will prepare them to become excellent, highly literate individuals and active, responsible members of their community prepared to articulate and uphold our nation's founding principles.

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

Classical education is time-proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was renewed in the Renaissance. The classical inheritance was passed to England, and from England to America through colonial settlement. At the time of this nation's founding, classical education was thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. Plutarch's *Lives of the Noble Greeks and Romans* was often recommended by men like Jefferson and Franklin, and Hamilton seems to have given it special attention during his military encampment at Valley Forge. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Such a long tradition of education continues to be relevant today.

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 intelligence. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educator's role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

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

Ensuring accountability to students, their families, and the state of Tennessee, the Hillsdale K-12 curriculum has been studied and through various iterations, is aligned with the Common Core State Standards (CCSS). The Hillsdale College K-12 team has developed the K-12 Program Guide: An American Classical Education and created a crosswalk to Tennessee's academic state standards with strict alignment. ACACM has reviewed the minimal differences between the CCSS and the Tennessee standards and will address those differences with supplemental curriculum material, as needed. Because expectations remain high for all students and support is provided only when truly needed in appropriate ways, students enrolled in schools using the Hillsdale K-12 curriculum and being taught by educators trained by Hillsdale outperform their public school peers on state-mandated tests. Surveys of attendance rates and retention numbers also show the positive effects of the BSCI classical education

program and, among other factors, direct instruction in virtues. (Hillsdale College K-12 Education Department. “Useful Numbers to Share.” Hillsdale College, 2021.) Increased mastery of core literacy and numeracy standards, increased school attendance, and a positive perception of a supportive school environment all have been shown to close achievement gaps in relation to gender, race, and socio-economic grouping. Additionally, using research-based programs to support sound teaching and a strong curriculum contribute to the closing of achievement gaps, and increased academic achievement and growth for all students. The following section describes research associated with ACACM’s program and curricular choices:

Literacy Essentials is based on the work of Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Literacy Essentials embraces the early work of Dr. Orton, and likewise, takes an “explicit” phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*, 1985. The Tennessee Department of Education, in its Tennessee Literacy Success Act, has also identified the value and critical need for explicit literacy instruction. ACACM is confident that by using a program such as the Literacy Essentials, all students will receive the intensive literacy instruction they need regardless of whether they begin above, at, or below developmental levels and clearly meet the first criteria of Tennessee’s Foundational Literacy Skills Plan: “Instruction should focus on an evidence-based method of teaching students to read that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension that enables students to develop the reading skills required to meet Tennessee’s academic standards.” (Tennessee Department of Education. 2021. “Tennessee Literacy Success Act. “)

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

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to simply offering definitions and formulas. Professional development from Hillsdale accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem-solving and model drawing, with a focus on an in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points and the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multi-step word problems comfortably, ensuring they are well prepared to complete Algebra I in middle

school (Hoven, John and Barry Garelick, “Singapore Math: Simple or Complex?” Educational Leadership 65:3, November 2007). As with literacy, providing the support students need to master numeracy standards will provide the basis for continued progress in math achievement for all ACACM students.

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

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

The third step in driving academic improvement stems from the school schedule. In the elementary grades, 120 minutes of instructional time is allocated for literacy and 80 minutes for numeracy every day. During this time, teachers will have the opportunity to implement both curricula with fidelity. Not only will teachers be able to properly group students based on ability, but they will be able to appropriately focus instruction on the specific skills and content knowledge needed by each group. In turn, students will receive focused and direct instruction at an appropriate pace and level of sophistication. In the middle grades, the same model of grouping and regrouping students as needed will take place. The high school model, while a bit more restrictive, will also follow the basic concept of mastery learning. In order to accommodate high school courses and schedules, a dedicated “extra help” period will be built into every student’s schedule. In this way, all students regardless of course or grade band will have an opportunity on a daily basis to receive additional instruction from highly qualified content specialists.

ACACM leadership believes that when all students are held to high standards and, when appropriate, are provided the supports needed to achieve these standards, achievement gaps will close. As evidenced in many Hillsdale-affiliated schools. An appropriate and thorough understanding of a school’s RTI program remains a priority for the support and training provided to Hillsdale-affiliated schools. This coupled with the appropriate amount of time and strong curriculum-aligned instruction will guarantee success for all students.

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

Curriculum and Academic Learning Structure

Forming the foundation for ACACM's curriculum is the collaboration between the school and Hillsdale College. Hillsdale's K-12 Education Office works as a curricular advisor to 20 existing charter schools (as of January 2022) and has a complete set of curricular and resource recommendations from kindergarten through 12th grade. ACACM will implement the Hillsdale College K-12 Program Guide as utilized by all Hillsdale member schools. The Hillsdale curriculum, published as The K-12 Program Guide: An American Classical Education, was developed from several strong and proven academic programs, including The Core Knowledge Sequence as the original basis of the curriculum model, supplemented by Singapore Math, and Literacy Essentials, and includes significant modification and continuous improvement from the experience of Hillsdale staff, faculty, and teacher leaders from across its network of schools. This curriculum provides its affiliated schools a grade-by-grade sequence of specific topics to be taught in grades K-12 and is the basic curricular framework for history, geography, literature, visual arts, music, and science at ACACM. With cultural literacy as the guiding principle, the K-12 Program Guide will lead students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics that are especially important for cultural literacy will be repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The Hillsdale K-12 Program Guide provides a necessary order across grades and between school levels (elementary, middle, high) such that teachers can base their lessons on what students have and will learn. Additionally, parents can anticipate, and be fully aware of, what their students will learn in each grade. The Program Guide provides additional recommendations for resources so teachers are supported, but also encouraged to reach beyond the immediate resources and take ownership of their own lessons. Hillsdale member schools have found this approach valuable in striking a balance between teacher support and teacher freedom.

ACACM will also include instruction in Latin, beginning on a formal basis in 6th grade, preceded by the teaching of Latin and Greek roots in grades 4 and 5. The Well-Ordered Language curriculum will be the basis for formal grammar instruction in the upper elementary grades. In high school, ACACM will follow the Hillsdale course sequence. This includes four years of history; four years of literature, math, and science; three years of foreign language; one year of composition and the arts; one year of government and moral philosophy; and a semester of economics.

Academic Learning Structure: Elementary Grades (K-5)

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

Literacy

Literacy Essentials (for teaching "explicit" phonics, reading, and language arts). Literacy Essentials Is an "Orton-based" program. It contains the elements common to programs from this heritage. Instruction is multi-sensory, explicit, and direct. Teachers will instruct using question and answer analysis and graphic organization of the content. The curriculum covers the areas of phonemic awareness, the alphabetic code which includes 72 common English spelling patterns or phonograms (first Basic Code then advanced code), orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and reading comprehension. Additionally, the program provides instruction in both manuscript and cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition. ("Literacy Essentials." 2020. https://journeytoliteracy.com/)

The central position of language in the curriculum continues throughout the elementary and middle school grades, using the "Well Ordered Language" series for grammar instruction. In Grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through ninth grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

Numeracy

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

Core Content Knowledge

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

Academic Learning Structure: Middle School (6-8)

In middle school, the recommended courses are literature, grammar, composition, civics (in grade 7 or 8), history and geography, science, Singapore Mathematics (generally 6A-6B in grade 6 and pre-algebra in grade 7). Algebra I will typically be taken in grade 8. Music, art, and Latin will be included each year. As with the early elementary grades, the Hillsdale College K-12 Program Guide will provide a grade-by-grade sequence of specific topics to be taught in grades 6 through 8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science. As with the lower levels,

content-specific teachers will work with ability-grouped students in math and reading comprehension classes to ensure that all students are challenged and instructed appropriately.

High School (9-12)
As ACACM grows to include high school grades, it will follow the Hillsdale K-12 Program Guide for upper grades. This includes four years of history (three required by TN); four years of literature (four required by TN); four years of math (four required by RN); four years of science (three required by TN including Biology, Chemistry or Physics, and a third lab course); three years of foreign language (two required by TN); one credit of fine arts (one required by TN); composition (one credit); and government, economics, and moral philosophy as classes that are integral complements to the four core areas of study. In addition to the requisite courses, students will have opportunities each year to choose electives to fulfill Tennessee's elective focus requirement. As outlined, students enrolled in ACACM will exceed the coursework and 22 credits required by Tennessee for a regular high school diploma. All students will have, within their planned schedule, time that can be used for additional support in any of their core or elective courses. Highly qualified teachers will be available during students' extra help time to provide re-teaching, additional practice opportunities, or enrichment lessons. In this way, instruction will still focus on mastery and Socratic methods to ensure optimal learning opportunities for all students.

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

Social Studies: In history classes, students begin with Western Civilization I & II in 9th and 10th grade, learn American History in 11th grade, and finish with a year of Modern European History (1789-2000) and American Government in grade 12. Students will earn a minimum of 4 credits to fulfill Tennessee's requirements for graduation.

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

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

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

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

Foreign Languages: ACACM's foreign language curriculum will continue with the formal study of Latin for all students in grade 9. In order to fulfill Tennessee graduation requirements, students will be

encouraged to continue with Latin in grade 10 and beyond. If they choose to earn the requisite two credits of foreign language in a different way, other modern languages will be offered including Spanish. For college entrance, it is advisable that students take three years of a foreign language and students will be encouraged and guided toward this goal. In this way, the language requirements of the school will meet or exceed Tennessee standards and be in line with college expectations.

Health: A graduation requirement for high school students is 1.5 credits for physical education and wellness.

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

Upon graduation, it is ACACM's goal that all students will read well, enjoy it, and understand its importance throughout their lives. Reading is at the very heart of ACACM's curriculum. Students will read the classics for pure enjoyment and for the lessons learned. They'll find out about "The Emperor's New Clothes," laugh with "The Bremen Town Musicians," and sail with Odysseus in the *Iliad* and *Odyssey*. The core curriculum choices ensure that students know about world geography: where the Straits of Gibraltar are, and the Bosporus and Dardanelles, and why they're important. They'll explore events in history from the cradle of civilization in the Euphrates Valley to European, African, and eastern development over the centuries. They'll learn the tragic history of wars in Europe and the U.S. involvement in them. They'll learn why Columbus claimed he sailed to the "new world" and about the conquest and settlement of the American continent including the "little settlement" at Plymouth Massachusetts. Prominent throughout the study of history will be the explanation of what is and isn't meant by the term "American Exceptionalism." Students will learn of the "shot heard 'round the world'' at Lexington Green and what prompted that event. They'll learn about the "Great Wars" of the 20th century and what the "Iron Curtain" was and the "Berlin Airlift"—including its infamous "Berlin Candy Bomber." During their study of history in high school, they'll confront the dilemma of using "the bomb" to end WWII in Japan. The fundamentals of economics will be part of the curriculum and will introduce students to the differences in controlled and free-market economies. They'll learn about "The Invisible Hand" and understand what Milton Freedman meant by saying, "there's no such thing as a free lunch." This curriculum gives both the guidance and flexibility to teachers to optimize learning and meet or exceed each of Tennessee's state standards in social studies. (Barney Charter School Initiative of Hillsdale College. "Model Application Elements, v3." Hillsdale College, 2020.)

Basic Learning Environment

Only time-tested, research-based instructional methods and strategies will be used by teachers. ACACM will not be inclined to jump on the bandwagon with the "new and shiny" use of technology, media, or experimental teaching methods or strategies often seen in public schools. In keeping with this belief, the following list comprises the primary instructional methods that will be utilized and refined by the teachers and staff of ACACM:

Teacher-led Discussion or Lecture - These methods of instruction allow the teacher to impart his or her knowledge to the students. Students will be taught how to take outline notes beginning in the early grades, which helps to engage them during the lecture. Teacher-led discussion and lecture in the form of storytelling or read-alouds will be used most frequently in the lower grades.

The Socratic Method - This method includes the use of direct, intentional questions to guide students' understanding of problems and their solutions. This will be a fundamental part of instruction, particularly in literature and history courses. The Socratic method is appropriate for the anticipated student population since it assumes more discussion and less independent reading without guidance.

Explicit and Systematic Phonics Instruction - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," Journal of Educational Psychology, 100(1), 2008: 123-134).

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

Ability Groupings - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of reading, writing, and math. Ability groupings will allow ACACM to tailor instructional techniques and class time to meet the needs of all types of learners. ACACM will provide individualized supports for all learners while maintaining the same expectations and outcomes ensuring that all students are held to the high standards set by Tennessee. Students will be placed into ability groupings upon admission using initial assessments that indicate strengths and weaknesses. Those students with IEPs will receive accommodations as required on an individual basis. Students will be moved across groupings as additional assessments suggest. IEP verbiage will be evaluated regularly against the progress of the student to ensure the student is continually challenged in an appropriate and developmentally sound manner. All students will be responsible for mastery of the same skills and concepts and will be required to take the same assessments regardless of grouping (using accommodations as required by the IEP, as applicable). Teachers will use differentiated instructional strategies to optimize the learning of all students.

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

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

the teacher or parents about a student's attentiveness or ability to make sense of the teacher's lesson. Ultimately, developing the skill of note-taking leads to the development of stamina for challenging and complex work which is imperative for the promotion of a strong work ethic. Each of the study skills introduced to and used by the students serves multiple and long-term goals.

The judicious use of these teaching methods will set the tone for the day-to-day school and class environment which is that instructional time is important and school is a place to learn. All courses will utilize a classroom-based model and while basic configurations may vary slightly from year to year based on content area and the age of students, all will support the concept that the teacher is the authority figure and content expert. Daily homework will constitute the majority of independent study for students and will increase in complexity and time requirements commensurate with students' grade levels. Class sizes will be kept reasonably small, consistent with Tennessee's requirements and guidance, to ensure the teacher-to-student ratio is most effective. Supporting the instructional practices and structural decorum of the school will be the daily inclusion of character education via the explicit study of virtue, beauty, and truth. Students and their families will understand the high expectations the school has set and all members of the school administration, faculty, and staff will model appropriate and authentic behavior.

The mission of American Classical Academy Madison (ACACM) is to train the minds and improve the hearts of students through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and successful lives are built, in the firm belief that such lives are the basis of a free and just society. ACACM will prepare its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its content-rich curriculum with a strong emphasis on civics, ACACM will provide a classical education with a constant view towards developing exceptional American citizens.

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

All founding members of ACACM, in line with Tennessee's Department of Education, believe fervently that all students can learn and should be held to high, yet attainable standards. This is evident in every state initiative and will be true in all aspects of the operation of ACACM. Too often students who are identified as English Learners or with a learning disability are dismissed by a system originally set up to support them, but in turn ends up lowering expectations, making excuses for failure, providing the erroneous message that they are not capable of learning what or how in comparison to their peers. Regardless of the challenges a student may face, ACACM is committed to using all resources - human, material, and financial - to be certain that all students are reaching their full academic and civic potential.

In order to realize this vision, ACACM will implement the Hillsdale College K-12 classical education program with a core focus on science, math, literature, and history. Along with these core subjects, emphasis will be placed on the subjects of art, music, and foreign language. In high school, ACACM will also include government, economics, and moral philosophy as classes that are integral complements to the four core areas of study. By adopting this rigorous curriculum, ACACM is making it clear to all educational partners - students, parents, administrators, faculty, staff, and community members - that

a very high value is placed on education. This is not only well-suited for the targeted population of ACACM but is absolutely necessary. Families in Montgomery County do not have an opportunity to challenge their children to learn and excel with a classical academic model and character development because a charter school based on teaching a classical American education does not exist in the county. Tennessee has vowed to allow families to choose the best educational opportunities for ALL students: ACACM will make that promise a reality to those who choose it.

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

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

Use of Differentiation and RTI[2]: ACACM will provide differentiated instruction in its literacy and reading curriculum. The Literacy Essentials program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, the school expects to meet many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified. ACACM will develop a program to provide struggling students with additional literacy instruction, likely through flexible scheduling blocks or classroom pull-outs. Additionally, students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. Likewise, appropriate formative assessments will be used to evaluate the math and numeracy skills and content knowledge of all students. These assessments and the teaching materials will be used to provide direct instruction, practice, and extension content for all students.

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

By believing in the ability of all students to learn and providing a safe and respectful environment in which to learn, ACACM is committed to becoming a highly successful asset to Montgomery County. ACACM's targeted student population deserves the opportunity to explore and flourish as scholars and citizens through the use of a demanding, yet highly rewarding classical American education.

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

The foundation for ACACM's curriculum is the Hillsdale College K-12 Program Guide. The K-12 Program Guide provides a grade-by-grade sequence of specific topics to be taught and comprehensive recommendations for teacher and student texts and other resources. Topics taught include history, geography, literature, visual arts, music, language arts, science, and math. The content of the topics is based upon basic principles that are lasting and solid; for example, important events of world history, essential elements of math, and essential elements of written expression. This curriculum, adapted by Hillsdale member schools over several years of use and with the input of teachers, Hillsdale K-12 Education staff, and Hillsdale College faculty will prepare ACACM's students for all Tennessee state assessments. All Tennessee State Standards will be taught thoroughly through the use of the fully aligned K-12 Program Guide and supplemental curricula.

Since learning becomes more meaningful if knowledge is built on prior knowledge, the Program Guide provides a specific outline of the skills and content to be learned grade by grade. Thus, all children are exposed to the knowledge required in a shared, literate culture. Teachers and parents are all on the same page, and the chance of unhelpful repetition and/or gaps as children move from grade to grade are eliminated.

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

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

(h) If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and

(z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

NA

(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.

NA

1.4 Academic Performance Standards

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

American Classical Academy Madison's (ACACM) long-term academic achievement goals are to exceed all average achievement levels of Montgomery County and the state of Tennessee. Further, ACACM will endeavor to increase student achievement levels at a consistent, challenging, yet attainable rate.

ACACM will address the following academic achievement elements as identified in Tennessee's ESSA plan.

Performance Areas and Pathways

1. Grade 3-5 Success Rate - TCAP data, including math, English language arts, and science (grade 5 only)
2. Grade 6-8 Success Rate - TCAP data, including math, English language arts, and science
3. Grade 9-12 Success Rate - TCAP data, including math, English language arts, and science

For grade band success rates, the absolute performance pathway is the number of students on track or mastered for all subjects in the applicable grade band, while the AMO target pathway is the target set to reduce the percentage of students who are not scoring on track or mastered for all subjects in the applicable grade band. Additionally, for grade band success rates, the value-added pathway is the TVAAS composite in the applicable grade band.

4. Graduation rate

- The absolute performance pathway measures the percent of students in a graduation cohort who graduated within four years and one summer.
- The AMO target pathway is a target to increase the percent of students who graduate within four years and a summer.
- The value-added pathway is a student-level comparison that measures the percent of students meeting the Ready Graduate criteria. The growth expectation will be set based on the state-level performance.

5. Chronically out of school

- The absolute performance pathway measures the percent of students who are chronically out of school.
- The AMO target is a cohort-level comparison target to reduce the percentage of students who are chronically out of school.
- The value-added pathway is a student-level comparison to measure the reduction in chronic absenteeism for students who were chronically absent in the prior year, setting a growth expectation based on state-level performance versus the prior year.

6. English Language Proficiency Assessment (WIDA ACCESS)

- The absolute performance pathway measures the percent of English learners who meet differentiated growth standards or exit on WIDA ACCESS.
- The AMO target is a target to increase the percentage of English learners who meet differentiated growth standards or exit on WIDA ACCESS.
- The value-added pathway is a student-level metric based on the percent of students who recently exited ESL service (T1-T4) scoring on track/mastered on the TNReady ELA assessment in the current year.

Annual academic achievement goals will be set by the School Accountability Committee (SAC) based on empirical and anecdotal evidence. As baseline data, ACACM will use metrics aligned with the adopted curricula, nationally normed assessments, and Tennessee's Department of Education initiatives:

- Kindergarten Entry Inventory: 100% participation with observation from all five domains entered into the KEI platform (DRDPTech)
- Literacy Essentials: Students achieve 80% of items indicated per grade band
- Singapore Math: at or above grade level for 80% of students
- DIBELS: at or above grade level for 80% of students
- NWEA MAP: at or above grade level for 80% of students
- ACT for 11th graders: 100% participation rate; individual students score greater than 21 composite
- TCAPs- achievement levels will meet or exceed all Tennessee average scores. (Current data is not available due to the suspension of state testing due to COVID) (Tennessee Department of Education. "ESSA." 2020. https://www.tn.gov/content/dam/tn/education/cpm/essa /ESSA_district_accountability_fact_sheet.pdf)

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

Academic achievement goals will be set by ACACM's SAC with input from several stakeholders. The SAC will use various sources and evidence to determine the most appropriate goals on a yearly basis. These sources may include the Tennessee Department of Education, TVAAS reports, guidance from Hillsdale, input from parents and students, and results from teacher surveys. Additionally, goals must be set based on empirical data collected from assessments and the trend data connected with it.

To respond appropriately to academic achievement goals, the SAC will meet regularly to determine if specific benchmarks are being met. Tangible quantitative and anecdotal evidence will be analyzed. Given thorough evaluation, the SAC will make recommendations for revising the goals when needed. As goals are revised, so too, will be the communication, training, and implementation measures aligned to them.

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

ACACM, as a Hillsdale member school, will have extraordinary resources available to it. There is expertise from a community of Hillsdale member schools and educational expertise of the Hillsdale College Education team that will be made available to ACACM. Additionally, taking full advantage of state training and assessment literacy materials - including TNReady scores reports and TVAAS data - will be a requisite step. If ACACM falls below state, district, or its own academic achievement goals, support will be provided to the principal and SAC to identify the root cause of the shortcomings. Through guidance and strategic planning, corrective measures will include redefining roles, responsibilities, material choices, etc. as they pertain to the goals. If the state of Tennessee has implemented corrective action measures, these will be followed as defined.

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

In 2011, the Mayo Clinic released a study of almost 6,000 students on the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and more common in boys than girls. ("Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys." *ScienceDaily*, 15 Nov. 2001. Web. 11 Jan. 2022.) This study is just one of many that identify the lack of reading ability as a root cause for various other learning disabilities. Responding to this, Tennessee's Department of Education has prioritized literacy through a number of aggressive initiatives. ACACM has also prioritized early literacy as evidenced in the deliberate choice of Literacy Essentials as a foundational phonics and reading program. By building this foundation, ACACM believes it is proactively arming students with the skills needed to succeed in all content areas.

If, despite this strong background, students present academic difficulty, programs that address remediation directly and target specific deficiencies have been proactively adopted. The research-based, multi-sensory, phonics, and reading approach that addresses multiple student learning styles is Literacy Essentials. Literacy Essential is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Literacy Essentials provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges. English Language students (ELs) will also benefit because Literacy Essentials provides limited concepts at a given time and is practiced until students achieve mastery. One of the best forms of remediation is through a solid phonics program. Likewise, all students will benefit from the Singapore Math Program because of the strong conceptual foundation in basic mathematics it provides. Again, students who show difficulties will have the opportunity to work in ability-level groups to engage with the appropriate skill, rigor, and content level. Singapore Math's curriculum is written to allow teachers to identify and focus on specific skills - moving students to a mastery level - before advancing to the next level.

ACACM will have at least 120 minutes each day in kindergarten through grade 5 focusing on the various aspects of English language study: phonics, reading, vocabulary, the study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day. To parallel literacy study, a dedicated numeracy time of 80 minutes will be implemented each day.

In addition to using the tools provided within the Literacy Essentials, Singapore Math, and Hillsdale's K-12 Program Guide curricula, low-performing students may also be identified through the use of ACACM's assessments and diagnostic tools. Tennessee's RTI^2 framework will be utilized to accommodate, modify or scaffold instruction as deemed necessary and appropriate. According to TDOE's RTI^2 Implementation Guide, "Response to Instruction and Intervention (RTI^2) is a problem-solving framework for teaching and learning. Helping students succeed is the fundamental mission of our work and RTI^2 is a significant priority towards this end. This work is about empowering districts to give every student the opportunity to meet high expectations and the support to reach them. Ultimately, RTI^2 will have a significant impact on all student learners by building the infrastructure of a multi-tiered system of supports and empowering teachers across the state to meet the needs of each individual student" (Tennessee Department of Education. (2021). "2019-20 Accountability Protocol.") The implementation

guide is comprehensive and will serve as a clear model for the ACACM faculty and staff. A wide variety of interventions, as outlined in Tennessee's framework will be employed including, but not limited to: differentiated (environment, process, product) instruction, extra help/time, small group or individual tutoring, or re-teaching of core content.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, ACACM will provide for additional support by utilizing the multi-tiered systems of support and Tennessee's RTI^2 guidelines. (Tennessee Department of Education. "Overview of Student Supports." 2020. https://www.tn.gov/content/dam/tn/education/reports/student_supports_overview.pdf)

(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.

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

In order to achieve high rates of attendance, ACACM will rely heavily on ensuring the mission and vision of the school. By providing a highly engaging classical American education, students will want to attend school. Teaching concepts of high interest using stimulating and challenging curricula and employing time-proven, highly effective teaching methods, students will take pride in, and want to participate in, their educational process. Students will want to attend school, participate in their learning and enjoy the process of interacting through Socratic and didactic exercises with their teachers and peers.

The following section of a sample Hillsdale Model School Family/Student Handbook explains the specific policy in detail:

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted breaks.

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

Absences

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

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

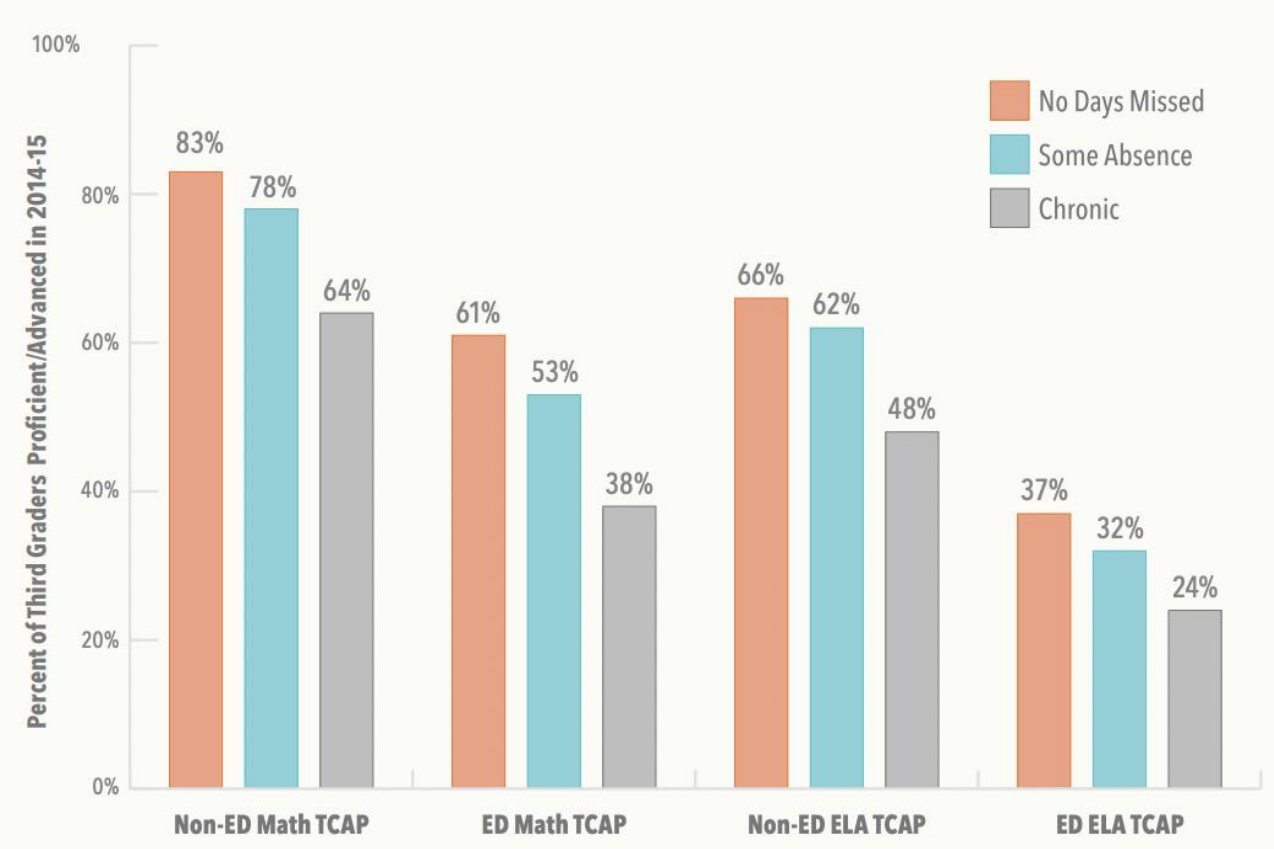
Excused Absences
The following will be considered excused absences:
• Absences for medical reasons
• Absences for documented mental or emotional disabilities, with a note from a doctor or specialist
• Pre-arranged absences of an educational nature
• Important family events
• Attendance at any school-sponsored activity for which a student is eligible
• Bereavement (notify the school if the absence will extend beyond three days)
• Court appearances
• Religious holidays and observances
• The School may require suitable proof of excused absences, including written statements from medical sources.

If a student has more than 2 unexcused absences in one month or 18 days in any year, the student may be classified as chronically absent (habitually truant) according to Tennessee law. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardians of the student receiving an unexcused absence will be notified by the school of the unexcused absence. (DRAFT Hillsdale Model School Family Handbook, v1. Barney Charter School Initiative of Hillsdale College. 2020.)

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

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

Misconceptions exist, such as "missing school is only harmful when many consecutive days are missed." Chronic absenteeism is not necessarily marked by students missing school for large chunks of time but could also be the result of missing sporadically over the course of the year." (Attridge, Jonathan. "Chronic Absenteeism in Tennessee's Early Grades." Tennessee Department of Education, 2016. https://www.tn.gov/content/dam/tn/education/reports/rpt_chronic_absenteeism_early_grades.pd). Critical Information will be taught and re-visited several times during the school year. This same study also points out that chronic absenteeism rates tend to be higher in state-tested grades beginning with third graders. "While around three percent of non-economically disadvantaged (ED) students are chronically absent in third grade, around 11 percent of ED students are chronically absent. Students with disabilities (SWD) are also more likely to be chronically absent; over 12 percent of students who are classified as having a disability are chronically absent relative to seven percent of non-SWD students. Differences in chronic absenteeism rates across racial/ethnic groups in third grade reveal that black students are more likely than the average student to be chronically absent: 12 percent of black students were chronically absent compared to just under eight percent of white students, five percent of Hispanic students, and 3 percent of Asian students." (Attridge, Jonathan. "Chronic Absenteeism in Tennessee's Early Grades." Tennessee Department of Education, 2016. https://www.tn.gov/content/dam /tn/education/reports/rpt_chronic_absenteeism_early_grades.pd). This same study found that "students who are chronically absent in a particular school year were more likely to have been chronically absent in a prior year" and "students who miss at least three days of school in August are five times more likely to be chronically absent than students who do not miss three days of school in August." (citation- early absenteeism study). The following chart is particularly alarming and shows the importance of early identification of students who present a pattern of chronic absenteeism early in their academic careers.



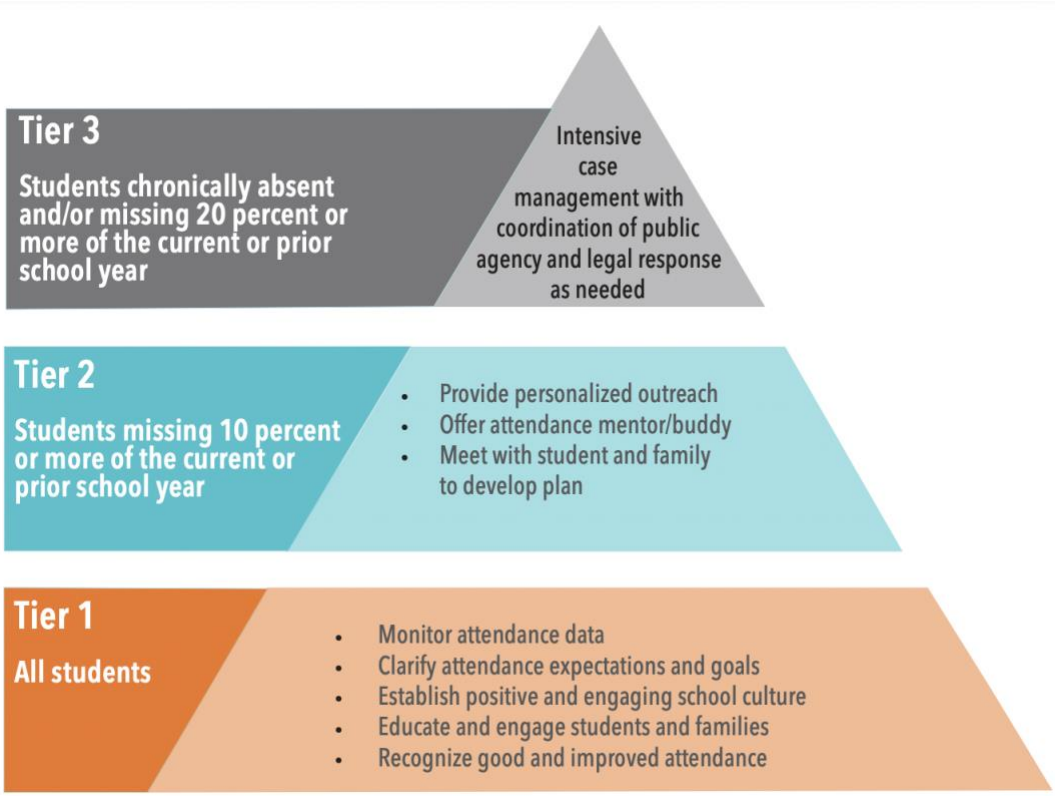
(Attridge, Jonathan. "Chronic Absenteeism in Tennessee's Early Grades." Tennessee Department of Education, 2016. https://www.tn.gov/content/dam/tn/education/reports/rpt_chronic_absenteeism_early_grades.pd).

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

1. Understand student attendance history and monitor absenteeism patterns regularly. ACACM will make it a priority to be aware of who has been chronically absent in previous years and monitor who is absent at regular intervals (at least quarterly). Student attendance patterns in August can provide signals on student attendance patterns for the rest of the year. ACACM will focus on students from historically underperforming subgroups for whom the likelihood of missing school is greater and its impact is more profound in harming academic performance.
2. Communicate the importance of attendance and the negative impact of chronic absenteeism with parents. ACACM will identify the assistant principal and classroom teachers as being responsible for reaching out to parents, when parents will be contacted, and when follow-up will occur. Of utmost importance is the knowledge of existing student and family supports—such as family resource centers and healthy school teams— to involve community stakeholders in the development of a comprehensive strategy to promote student attendance. Strong relationships with families beginning when students enter elementary school is essential to reducing chronic absenteeism.
3. Support chronically absent students by intervening early. ACACM will pay special attention to students whose attendance data indicate they may be at risk for being chronically absent. This outreach involves key school personnel and students' families. Ideas for intervention include

identifying means of fortifying positive connections to support students' and families' engagement with school.

By exposing teachers to data and studies regarding trends in chronic absenteeism, providing them with documentation tools, and opening clear communication venues - among school staff as well as students/parents - this issue will be effectively addressed as quickly as possible. As TDOE states, "Early intervention is key to promoting better attendance patterns and addressing the underlying causes of chronic absenteeism." Using the multi-tiered approach developed by Attendance Works, ACACM will ensure proper steps are taken in a timely manner to establish a high attendance rate throughout the school. ("Why Chronic Absence Matters." Attendance Works. 2021. http://www.attendanceworks.org/tools/schools/3-tiers-of-intervention/)



("Why Chronic Absence Matters." Attendance Works. 2021. http://www.attendanceworks.org/tools/schools/3-tiers-of-intervention/)

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

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

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If a student transfers from a different school, ACACM will respect the promotion and retention decisions of the previous school, however, if the student is found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed

most appropriate by the classroom teacher and principal. If the parent refuses this request, and instead chooses the original grade level, a signed document of this choice will become part of the student's permanent file. High school transfer students will be placed in a grade band based on the closest match to the number and courses previously earned. Regardless of the number of credits previously earned, transfer students must understand that additional time may be needed to meet Tennessee and/or ACACM's graduation requirements. ACACM faculty and staff believe fervently in the importance of students to not only be in attendance on a regular basis but also in alignment with the school's mission and vision, to actively participate in their learning. Consequently, students must attend 90% of a class in order to receive a passing grade and credit for that class. (Barney Charter School Initiative of Hillsdale College. "Model Application Elements, v3." Hillsdale College, 2020.)

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her needs and abilities. It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the subsequent grade. In certain cases, the school administration may recommend or require that a student be retained. The ACACM faculty and staff take this decision seriously, understanding the emotional, social, psychological, and academic ramifications it has on a student. Because of that, honest and open communication with all stakeholders - students, parents, teachers, administrators - is absolutely critical. It is equally important to use all data - quantitative and anecdotal - to make the best decision possible. Matriculation to the next grade level will adhere to the following guidelines:

Kindergarten-Grade 5- A student will be considered for promotion if he or she can read just above grade level and is competent in the other core subjects (English, Math, History, Science, and in sixth grade, Latin). Students in kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the Literacy Essentials curriculum and be considered "on track" with Singapore Math assessments. Beginning in Grade 3, students who fail end of course exams in reading or math may be retained. Ability-grouping and a common math scheduling block provide for some flexibility in a student's math placement (potentially allowing a student to be promoted to the next grade despite poor achievement in math), but no student will be allowed to stay more than a year behind his or her grade-level cohort in math.

Grades 6-8- A student must attain C- or higher grades in the core subjects (English, Math, History, Science) to pass to the next grade. If a student does not earn a 70% or above in any semester of a high school credit course (Algebra I, Geometry, Algebra II, Latin I-III), then the student must retake the course in order to receive credit. Students who fail end of course exams in reading or math may be retained.

Grades 9-12- Students must earn a grade of 70% or above in both semesters to earn full credit for a high school course. In cases where a student fails a state-required end-of-course assessment, the students may be required to retake the course. Students can either retake courses the following year if the schedule allows or earn credit through another suitable program approved in advance by the principal.

Grade level classification of high school students is composed of two requirements: 1.) Units of credit for each grade, and 2.) Sequence of courses for each grade and prerequisites for each course. (Barney Charter School Initiative of Hillsdale College. "Model Application Elements, v3." Hillsdale College, 2020.)

(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.

ACACM's curriculum, assessments, and teaching materials are all aligned to Tennessee's state standards. As such, the exit standards for each grade band are based on achieving the equivalent of "meets standards" on a minimum of 70% of those standards. Literacy Essentials diagnostic assessments are used as well as McCall-Crabbs and McCall-Harby readers and reading comprehension testing. NWEA MAP tests relate performance against grade-level expectations. Likewise, achieving similar benchmarks within the Singapore Math assessment platform is required. The same performance standards apply to students in the upper-middle and high school grade bands.

Graduation requirements are outlined and detailed in section 1.6 of this application. In summary, in order to graduate with a regular diploma, all ACACM students will earn the requisite number of credits in the courses required by Tennessee's department of education. Additionally, students will have participated in all required assessments including the required TNReady (end of course) tests, the civics assessment, the ACT (during grade 11), and any other tests as required by TDOE. Students obtaining the Alternate Academic, Occupational Diploma, or Special Education Diploma will fulfill all requirements as outlined in section 1.6. Ultimately, all graduates of ACACM will show evidence of both Tennessee's vision: We will set all students on a path to success; and ACACM's vision: to have a citizenry worthy of the legacy of this country's founders and the continuation of the American experiment, through a classical, Great Books curriculum designed to engage students from kindergarten through high school graduation in the highest matters and the deepest questions of truth, goodness, and beauty.

1.5 Phase-In / Turn Around Planning

NA

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

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

The American Classical Academy Madison (ACACM) will open as a K-5 school and add upper middle and high school grade bands as the 2023-2024 cohort of student progress to those levels. Understandably, the Tennessee graduation requirements and policies regarding high school students may change during the life of the ACACM charter contract. ACACM will adhere to any and all state requirements as these grade bands expand. ACACM will ensure compliance with high school graduation requirements as the school continues to move into high school grades. If ACACM offered high school courses and graduates today, the school would ensure the items which follow.

Credits
ACACM students must earn an average grade of 70% or greater in both semesters to earn full credit for a high school credit course. In cases where a student does not score "on track/performance level 3" or "mastered/performance level 4" on the Tennessee-required end-of-course assessment, the student may be required to retake the course. Students can either retake the course the following year if the schedule allows or earn credit through another suitable program approved in advance by the principal. Tennessee requires students to earn 22 credits in order to graduate. By requiring students to earn six credits per high school year, ACACM provides opportunities for students to exceed this baseline.

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

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

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

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

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

In adherence to school virtues of courage, moderation, justice, responsibility, friendship, prudence and wisdom, all students must be responsible for their own learning, ACACM does not participate in the inflation of student grades, since doing so poorly prepares students to lead independent, responsible, and productive lives. Nevertheless, the practice of grade inflation does permeate through all levels of education, and to ignore this would do a disservice to ACACM students as they apply for some colleges and scholarships. In order to maintain the integrity of ACACM's elements of scholarship while recognizing the pressures of the broader academic world, the school has adopted the following weighted grading policy. For purposes of official high school transcripts only, honors courses and courses that count for both high school and college credit will be weighted on a 5-point scale as follows:

Grade	GPA
A+	5.00
A	4.85
A-	4.70
B+	4.30
B	4.00
B-	3.70
C+	3.30
C	3.00
C-	2.70
D+	2.3
D	2.0
D-	1.7
F	0.00

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

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

OCR's Letter to Runkel, 25 IDELR 387 will also be strictly followed in order to protect students with disabilities.

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

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

Following the lead of the majority of public high schools in Tennessee, ACACM will utilize the Tennessee Electronic Transcript Exchange to facilitate the ease of transcript sharing with parents, students, colleges/universities and future employers. According to National Student Clearinghouse, "The Tennessee Electronic Transcript Exchange, created by the National Student Clearinghouse in partnership with the Tennessee Higher Education Commission (THEC), enables Tennessee high schools to send their students' transcript data via a statewide exchange that then provides transcripts to colleges and universities electronically, securely, and for free. The Exchange, which is part of the Clearinghouse's National Transcript Center, is certified compliant with the Family Educational Rights and Privacy Act (FERPA) by iKeepSafe, a leading privacy nonprofit organization. The Exchange streamlines the process for high school counselors and registrars to exchange transcripts with other educational institutions and entities, like the NCAA Eligibility Center and NAIA Eligibility Center, both within Tennessee and outside the state. The increased efficiencies gained by using the Exchange allow staff to spend more time guiding and counseling students to empower positive college selection based on individual student achievement and ability, which contributes to better postsecondary enrollment, persistence, and completion outcomes."

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

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

ACACM acknowledges that one means of identifying student readiness for postsecondary success is using various metrics of national, state, and local tests. Tennessee has taken concerted efforts to ensure that all assessments are directly aligned to the state standards. Additionally, the TDOE has identified that "Tennessee high school graduation requirements mirror course admissions requirements for most four-year institutions." By ensuring that ACACM's graduation requirements meet and exceed that of the state, students will be ready to meet the challenges of post-secondary work.

Historically, since opening its first school in 2010, Hillsdale-affiliated schools have far outperformed local public schools. In late spring, 2021 data regarding all Hillsdale's Barney Charter School Initiative (BSCI) affiliated schools across the United States was summarized by the Hillsdale College K-12 Education. The study represents data from almost 15,000 students attending 24 different schools. The demographics of these students include 23% economically disadvantaged, 7.7% IEP, 7.24% EL population, and 38% students of color. For years, Hillsdale-affiliated schools have shown high performance rates on many levels. The 2021 summary confirms earlier reports. Using 2018/19 assessment data (the most recent

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

Along with the success of the BCSI schools as a group of Hillsdale-affiliated schools, student data shows parallel accomplishments. BCSI's students' average ACT score was 24.4 outperforming Montgomery County (20.8), the state of Tennessee (21) and the nation (20.6). Based on the 2020 data available, only one high school in Montgomery County scored higher than Hillsdale-affiliated schools. BCSI student's SAT average score was 1191. (well above the national average of 1050. SAT average scores for Montgomery County and TN were not available.) Of the 2020 cohort of students, 75% transitioned to a 4-year college and 6% enrolled in the U.S. military. Tennessee, in the recently released "TDOE Graduation Rate and Ready Graduate Indicator Report" identified that across the state, schools report that only 40% of graduates met the Ready Graduate state indicator in 2020. In Montgomery County, that percentage ranged from 10% to 53%. Although Hillsdale schools do not have a comparable measure for Tennessee's Graduate Ready indicator, other metrics aligned to this indicator show that BSCI students would score equal to this or higher.

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

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

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

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

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

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

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

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

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

- earn postsecondary credits while in high school;
- become familiar with postsecondary expectations;
- develop confidence and skills for success in postsecondary;
- make informed postsecondary and career decisions; and
- decrease the time and cost of completing a certificate or degree.

As enrollment grows and ACACM extends to include upper-middle and high school grade bands, a concerted effort will be made to investigate these options fully. It is the goal of the school to assist students and families to take full advantage of all opportunities: Advanced Placement courses, Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment Courses, Industry Certifications (as appropriate), International Baccalaureate Courses, Dual Credit, and Statewide Dual Credit opportunities.

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

The TDOE website lays out the following rationale for providing several diploma opportunities for Tennessee students: "The work of schools is preparing individuals for postsecondary success based on the individual's goals and aptitudes. The four diploma options in Tennessee support all students in achieving those goals. For students with cognitive disabilities, this is a critical and life-long decision as the diploma earned can impact eligibility for adult support and employment services." Whenever possible, ACACM will provide each special education identified student the opportunity to pursue a standard diploma and will provide all lawfully required opportunities for its students to graduate from high school. All teachers, the student services director and special education teachers will work closely to ensure that the student's IEP or 504 Plan is followed. Above all, the educational community will help all students learn to be his or her own advocate and subsequently maximize opportunities for success.

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

Regular High School Diploma

In order to graduate with a regular high school diploma and be equipped with the knowledge and skills to successfully embark on their chosen path in life, Tennessee students must:
(1) earn the prescribed 22 credit minimum;
(2) complete the ACT or SAT; and
(3) have a satisfactory record of attendance.

• Math: Students must achieve four high school level units of math, including Algebra I, II, and Geometry (or the equivalent courses, Integrated Math I, II, and III) and an additional math course higher than Algebra I (further math courses). Additionally, students must be enrolled in a math course each year of high school.
• ELA: Students must achieve four high school level units in English language arts, including English I, II, III, and IV.
• Science: Students must achieve three high school level units of science, including Biology I, either Chemistry or Physics, and one additional laboratory science course.
• Social Studies: Students must achieve three high school level units in social studies, including U.S. History and Geography, World History and Geography, U.S. Government and Civics (1/2 credit), and Economics (1/2 credit).

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

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

Alternate Academic Diploma

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

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

Occupational Diploma

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

An occupational diploma may be awarded to a student with disabilities at the end of his or her fourth year of high school who has:
(1) not met the requirements for a regular high school diploma;
(2) received special education services or supports and made satisfactory progress on an IEP;
(3) satisfactory records of attendance and conduct;
(4) completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the TDOE; and
(5) completed two years of paid or non-paid work experience.

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

Special Education Diploma

A special education diploma may be awarded at the end of the fourth year of high school to a student with disabilities who has:
(1) not met the requirements for a regular high school diploma;
(2) satisfactorily completed an IEP; and
(3) satisfactory records of attendance and conduct.

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

1.7 Assessments

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

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

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

- Provide feedback about students' academic progress and how it aligns with grade-level expectations;
- Give parents and teachers a big-picture perspective about how a student is progressing compared to peers across the district and state, including a student's strengths and growth opportunities;
- Build confidence and transparency about students' readiness for postsecondary and the workforce among Tennessee colleges, universities, and employers;
- Help educators strengthen instruction and reflect on their practice;
- Hold the state accountable to serving all students fairly;
- Highlight schools where students are excelling, so the state can learn from those who are doing well. (Tennessee Department of Education. (2018). "Tennessee Comprehensive Assessment Program." https://www.tn.gov/education/assessment.html)

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

ACACM's Baseline Assessment Plan: One of the cornerstone teaching strategies of classical education is the use of ability grouping to individualize instruction and strategically move students toward content and skill mastery. In order to achieve this goal, baseline assessments are critical and will be administered at the beginning of each academic school year. Examples of these tests include:

Kindergarten Entry Inventory - Developed and used in California as the DRDP-K (2015) and renamed the KEI for use in Tennessee.
Singapore Math Placement Tests - Students who switch to Singapore Math from another curriculum may not have the necessary background to begin at the level corresponding with their grade. Placement

tests will be used to determine the appropriate placement based on skill and knowledge ability. A student must master at least 80 percent of the content at any given level before they can move up. In this manner, a strong foundation in mathematical concepts is obtained by all students.
Reading Assessment Tests - To identify where students are in reference to reading fluency and comprehension.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment Tests - Administered at the start of the year for Grades 1 through 6. This test has been approved by TDOE as an alternate universal screener as part of the Tennessee Literacy Success Act.
Northwest Evaluation Association (NWEA MAP) – Used to measure each student's progress or growth in school and are administered early in school year one in order to set the base line and set realistic and attainable goals. NWEA will be administered again in the spring each subsequent year. This test has been approved by TDOE as an alternate universal screener as part of the Tennessee Literacy Success Act.

ACACM's Ongoing Comprehensive Assessments: It is important that student growth is continually monitored and students, as needed, are moved to appropriately challenging groups. In order to accomplish this, administering companion assessments throughout the year as well as regularly evaluating the use of tiered supports from Tennessee's RTI^2 model is critical. The following assessments will be utilized for this purpose:
Singapore Math Placement Tests - Administered at least twice during the year or as needed.
Literacy Essentials Spelling Assessment Tests - Daily spelling mastery is assessed using a rotating 30-word test for Grades 1 through 6. This is a monthly test using the Orthography Scale which tests mastery of spelling patterns.
Phonics/Spelling - Literacy Essentials - Assessed weekly using a development and sequential matrix until mastery; reviewed regularly.
Comprehension - McCall-Crabbs and McCall-Harby readers and reading comprehension tests.
Cognition - Assessment materials aligned to Literacy Essentials
Composition/Grammar - Portfolios of composition and grammar work are maintained for assessments in those areas and will be evaluated monthly for grade level work.
DIBELS Assessment Tests - Administered twice more during the year for grades 1 through 6.
Hillsdale K-12 Program Guide Assessments - Administered throughout the year to evaluate the specific content in the units and lessons being taught. The assessments are formatted to provide teacher flexibility allowing for differentiated instruction. These assessments include ELA, science and social studies content.
Classroom Tests - Administered weekly; developed by teachers and/or ACACM staff. These assessments include mathematics, ELA, science and social studies.
Formative Assessments - Classwork, presentations, portfolios, etc. will be evaluated weekly throughout the year as indicators of student progress.
National Latin Exam - All students in grades four and five will be introduced to Latin roots during the study of grammar. Formal study of Latin will begin in Grade 6, continue through Grade 8, and then be offered as a language elective in high school. Performance will be measured with classroom assessments and the National Latin Exam.

Rationale for Selecting Assessments
All assessments have been selected with the intent to measure student progress towards mastery of the Tennessee academic state standards. Each of the above assessments is linked to a content-rich curriculum that uses time-tested instructional approaches with proven track records of success. In concert with the main goal of positively impacting student growth, each of these assessments supports the mission and vision of ACACM. By engaging students in the robust, content-rich, and knowledge-

based instruction which continually moves toward mastery, the assessments developed to gauge incremental growth encourage the virtues most aligned with classical education: perseverance, responsibility and honesty.

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

Just as the Hillsdale College K-12 curriculum, as outlined in section 1.3, is aligned with Tennessee's state standards, so are all assessments. This assurance comes from a strong foundation in assessment literacy by all members of ACACM. Part of this literacy begins with a thorough understanding of the TCAPs. By understanding the TNReady test blueprints, cognitive level of questions, and how the state assessments are directly aligned to the verbiage of the standards, all ACACM faculty and staff will have a strong and consistent model to follow. By replicating this model, all faculty created assessments will likewise be directly aligned to the standards. Assessments created and provided by all supplemental curriculum (NWEA, Dibels, Singapore Math, Literacy Essentials, etc.) are fully vetted and documented as being aligned with Tennessee's State Standards. The Hillsdale K-12 Program Guide curriculum has been revised several times as is the case for all associated assessments. Additionally, Hillsdale College has also created a crosswalk to Tennessee's Academic State Standards with overwhelming alignment. Consequently, ACACM is confident that all assessments linked to Hillsdale curriculum are aligned to the Tennessee state standards.

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

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

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

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

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

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

Dedicated time and resources will be scheduled to ensure that all teachers, special education staff, and administrators have sufficient time to collect and analyze student academic data on a regular basis. It will be the responsibility of the SAC to determine a working model which identifies clearly the venues, times, goals and individuals involved in data review. In this manner, student assessment and performance data will be regularly evaluated to guarantee that all students are receiving the support and instruction necessary. Once the SAC or additional faculty and staff as designated by the SAC define parameters for identifying a student as being "not on track" to reach a specific metric, Tennessee's proven RTI^2 model will be used to determine the level (Tier I, Tier II, Tier III) of intervention appropriate. At the elementary level, the curriculum allows for ease in differentiation, so teachers will be able to readily accelerate or reinforce a student's learning once a need has been identified. At middle school levels, through strategic ability grouping and offering accelerated and foundational course work, the school will be able to pace students according to their instructional needs. At all levels, staff will utilize Tennessee's proven RTI^2 model with fidelity. As the school grows to include high school grades, the amended recommendations for the use of the RTI^2 model will be used.

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

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

Detailed information regarding teacher accountability is available on the TDOE website. Due to the various conditions affecting the administration of TCAP assessments and subsequent TNReady scores,

ACACM administration and staff will work closely to adhere to the most current guidance provided by the department.

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

As explained in section 3b, the SAC is the group of administrators and teachers representing all grade levels and content disciplines charged with leading several initiatives within the education community. The specialized training received by the SAC will be shared with all members of the faculty and staff through various formats including all school communications, staff meetings, faculty work sessions, and individual coaching. The assistant principal will serve as the in-house expert who will coordinate these efforts. He or she will attend trainings offered by the district, state, and other organizations in preparation for proper analysis and use of assessment data. Ongoing training of ACACM's teachers to interpret and improve student assessment results will be of the highest priority. All teachers and administrators participate in an in depth two-week training by BSCI every year. In this training, of major focus is the use of assessment to inform intervention and instruction. By providing this type of assessment literacy training, teachers will have the tools to appropriately prepare students for the testing experience, thereby reducing or eliminating misconceptions, confusion, and stress.

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

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

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

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

Using all the data available (growth and achievement), educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students. ACACM is

committed to taking full advantage of all resources provided by the state and partners to better understand and use these resources.

1.8 School Calendar and Schedule

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

See **Attachment A - Annual Academic Calendar** as proposed for the 2023-2024 school year. The American Classical Academy Madison's (ACACM) draft school calendar was designed to closely mirror that of the district in which it will reside. It was developed based on the proposed Clarksville-Montgomery County School System 2022-2023 calendar and includes the start date, end date, holiday breaks, parent conferences, teacher in-service and professional development days, and more. The calendar can be amended based on consideration of inclement weather, state testing dates or legislative actions. The calendar consists of 184 instructional days (annually 1,196 hours of classroom instruction) and 200 teacher days. Calendars are issued to new families during the new student orientation at the start of the school year. The calendar is also available to stakeholders and the community as it will be posted on the school's website.

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

ACACM's classical education program is designed to be rigorous and challenging. Each day will consist of six and a half (6 ½) instructional hours which totals 1,196 hours a year. ACACM's instructional time allotted for literacy/reading exceeds the 90-minute minimum for the Tier I foundation recommended by ESSA as a best practice.

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

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

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

ACACM'S calendar and schedule will be optimal for student learning in two ways. First, both are developed and designed for efficiency and effectiveness; they were developed and designed based on scientifically research-based strategies that have proven to be effective at schools implementing the Hillsdale College's Barney Charter School Initiative classical education model around the country. A well-thought out and organized day increases the school's effectiveness and efficiency to maximize the instructional time that will be provided throughout the year. To address the various needs of all students ACACM plans to develop and implement the School Accountability Committee (SAC) which will include classroom teachers, administration, a student services director, intervention specialist(s), ESL and Title Teacher as may be needed, and staff or contractors whose role is to address RTI^2 needs of students enrolled in the school. The team may also include a psychologist and speech and occupational therapist as needed. Once the school is operational, this team will create a schedule and develop a process in which the team will work to establish, monitor and adjust student education plans to ensure

the school is meeting the needs of all enrolled students. From time to time some students will need specialized services outside of what ACACM traditionally provides, and those services will be provided through experienced and reputable high-quality contracted service providers.

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

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

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

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

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

In planning activities and programs for students, ACACM considers the importance of family and parent involvement. Providing great culture leads to outstanding academics, and ACACM believes parents are an integral part of its team. Below are a few ways in which the school may engage and celebrate parents:

- Parent-Teacher Organization (PTO)
- Field Trips
- Volunteer Opportunities
- Fundraisers

(e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

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

1.9 Special Populations

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

Hillsdale College recognizes the importance of hiring and placing a highly educated and experienced individual as the principal of each classical academy with which it is affiliated. This will be the case with American Classical Academy Madison (ACACM). As part of the recruitment and hiring plan, addressed in more detail in section 1.11 of this application, ACACM will work to hire teachers with experience or in-depth training in dealing with students of varying abilities and backgrounds. As the hiring process proceeds, the School Accountability Committee (SAC) will be formed and comprised of the principal, assistant principal, student services director, intervention specialist(s), teacher leaders from each grade band and discipline, and special services teachers or providers (speech, occupational therapists, and Title I). The SAC will take the lead in facilitating the assessment and development of plans for special populations. ACACM endorses a shared responsibility model of education which will result in all members of the educational community being involved in helping each student reach their full potential.

In opening, ACACM will serve students in grades K-5. The school's educational staffing will directly parallel the specific needs of the student body and will, at a minimum, employ staff in the positions listed below. As enrollment grows and additional grade bands are added, staff will increase at a proportional rate.
Principal- 1
Assistant Principal - 1
Student Services Director - 1
Classroom Teachers- 16
Intervention Specialists- 2
Co-curricular Teachers - 3
Other support staff (hearing, vision, speech, nurse, etc.) - contracted to ensure on-demand service are available for all students as needed

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

ACACM believes that all students are highly capable learners and therefore will allocate human, material and time resources to maximize the opportunities for students to realize their highest potential in academic and personal growth. Tennessee's Department of Education has likewise invested vast resources in developing, evaluating and adjusting its Response to Instruction and Intervention (RTI^2) program to assist schools and teachers in supporting all students' individual learning needs. In summarizing attributes of this system, the 2018 study *Assessing Progress: Four Years of Learnings from* RTI^2 *Implementation in Tennessee* defines RTI^2 as, "a framework for teaching and learning that includes regular screenings to identify student areas of need and a tiered model of intervention for those that need additional help." (Tennessee Department of Education. "Assessing Progress: Four Years of Learning from RTI^2 Implementation in Tennessee." 2018.
https://www.tn.gov/content/dam/tn/education/reports/rpt_rti_report_assessing_progress.pdf)

The study continues to identify some of the more poignant results of utilizing this framework: "Since RTI² was first implemented in Tennessee, we have seen significant drops in the number of students identified with an SLD and a substantial rise in the equity of identification across different student subgroups. We believe RTI² continues to be the right framework for our state, both to keep students from slipping through the cracks and to provide a set of flexible structures to support students who need additional instruction in certain areas." (Tennessee Department of Education. "Assessing Progress: Four Years of Learning from RTI² Implementation in Tennessee." 2018. https://www.tn.gov/content/dam/tn/education/reports/rpt_rti_report_assessing_progress.pdf).

ACACM and all Hillsdale- affiliated schools utilize such a framework, especially as Tennessee defines Tier I of this multi-tiered system: "ALL students receive research-based, high quality, instruction using Tennessee state standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction." (Tennessee Department of Education. "Assessing Progress: Four Years of Learning from RTI² Implementation in Tennessee." 2018. https://www.tn.gov/content/dam/tn/education/reports/rpt_rti_report_assessing_progress.pdf).

In using highly qualified and compassionate teachers to implement Tier I instruction to all students, ACACM's classroom teachers, who spend the large majority of the school day with students, will be able to identify individuals who need additional support. These observations may lead to the following: special education supports, EL services, supports for at-risk, and enrichment/acceleration for the intellectually gifted. ACACM will meet the needs of ALL students by properly training faculty and staff in the utilization of the RTI² model prior to the beginning of each school year. The primary resource for this training will be the TDOE descriptive document "Response to Instruction and Intervention Framework" and all supporting materials aligned to it.

This training is only one part of ACACM's proactive plan to meet the needs of all students. Fundamental to the early learning of ACACM's students is the mastery-based literacy and numeracy curricula chosen by the school: Literacy Essentials and Singapore Math. Both of these stress mastery of content, skills and concepts before advancing a student to the next level. Using these materials, teachers will be able to pin-point with accuracy where students are struggling and will be able to address those struggles before moving on. Additionally, the deliberate construction of a flexible student schedule coupled with the fervent belief in ability grouping for literacy and numeracy instruction will further allow for the effective means of identifying and then having the opportunity to provide appropriate interventions to individual students. The student daily schedule (detailed in section 1.8 of this application) has been built to provide 120 minutes of literacy instruction and 80 minutes of numeracy (math) instruction daily in the primary grades. This instructional time allows the opportunity for teachers to meet with small groups of students who have been ability-grouped. In this way, teachers are able to focus their attention on each group of students to carefully evaluate skill and content attainment and growth. Ability-grouping affords teachers the opportunity to target teaching strategies and instructional pace to meet that group's needs. Within these groups, teachers, with support from the student services director, intervention specialist(s) and other student support staff, are able to offer Tier II and Tier III interventions to students in need. At ACACM, differentiated instruction is not a novel or stigmatized practice; differentiation is at the core of the school's framework.

The primary instructional model for all students is a mainstreamed, full inclusion day. Within that day are opportunities for small group (ability grouping) and individual instruction. When needed, both a "push-in" and "pull-out" model for intervention may be employed. In accordance with all Tennessee and

federal laws, statutes and rules, students who meet criteria for any of the special populations will be provided requisite services determined by the severity/complexity of the need.

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

In 2015, Tennessee developed its RTI² framework in response to two very important observations made throughout the state: "First, there was ample evidence that lower-performing students were not making the progress they needed to access grade-level material, an issue that was only likely to worsen given the more rigorous demands of the new standards. Second, data suggested that a large contingent of struggling students were being identified with a specific learning disability (SLD) for reasons that were as likely to be related to unmet instructional needs as they were to any definite disability. The result was that poor, minority, and male students were highly overrepresented in the special education population, and they were disproportionately likely to receive a disability label that would then stick with them throughout their school career." (Tennessee Department of Education. "Response to Instruction and Intervention Framework." https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf)

In implementing the RTI² framework, Tennessee moved away from a discrepancy model; basically a "wait to fail" approach, where SLD identification was based on a discrepancy between a student's actual and predicted achievement according to his/her cognitive abilities. (Tennessee Department of Education. "Response to Instruction and Intervention Framework." https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf)

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

In addition to IDEA and Tennessee rules, regulations and policies, ACACM will utilize the following resources to properly identify students of special populations while avoiding mis- or over-identification:

- **Students With Disabilities**: TDOE's "School Leadership for Special Education: An administrator's companion guide to the Special Education Framework." 2021. https://www.tn.gov/content/dam/tn/education/special-education/framework/School_Leadership_for_SpEd.pdf.
- **English Learners:** Tennessee State Board of Education. "English as a Second Language (ESL) Program Policy: 3.207. 2018. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/3000/3.207%20ESL%20Program%20Policy%207-27-18.pdf. The Access 2 assessment will be used as prescribed.
- **At-risk Students:** Note: this group includes students scoring in the lowest 10% on standardized tests, chronic absenteeism, homeless and/or migrant students. Resources include: TDOE. "Supporting all Students in Academic Growth." https://www.tn.gov/education/student-support.html

- **Intellectually Gifted Students**: TDOE. "Tennessee State Plan for the Education of Intellectually Gifted Students." 2010. https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_gifted_manual.pdf

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

Students With Disabilities: All federal and state rules, laws, and policies will be strictly followed. ACACM will use a full-inclusion model; however, in keeping with a student's least restrictive environment, pull-out interventions or (in high school) Tier II courses may be utilized. By design, ACACM will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee's RTI^2 framework will be followed with fidelity to provide the general education curriculum utilizing suggested strategies and practices at each tier. Highly trained classroom teachers will work with the student services director, intervention specialist(s) and other support staff to ensure students with disabilities have the opportunity to reach their full academic and personal growth. Students with disabilities will participate in all state and local testing, using accommodations, modifications and alternate tests as is deemed appropriate and allowable.

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

At-risk Students: All federal and state rules, laws, and policies will be strictly followed. ACACM will use a full-inclusion model; however, guidance from the Student Services Department will be considered when determining a student's least restrictive environment. By design, ACACM will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee's RTI^2 framework will be followed with fidelity to provide the general education curriculum utilizing suggested strategies and practices at each tier. Highly trained classroom teachers will work with support staff to reach their full academic and personal growth potential. Of particular concern with at-risk students is the high correlation of underperformance to chronic absenteeism. Knowing this, care will be given to track and address attendance issues as well as other social/emotional components of the student's life. At-risk students will participate in all state mandated testing using accommodations in keeping with state policy and as deemed appropriate.

Gifted Students: All federal and state rules, laws, and policies will be strictly followed. In working with gifted students, it is critical that all faculty and staff recognize Tennessee's definition: "Intellectually Gifted means a child whose intellectual abilities, creativity, and potential for achievement are so

outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities." (TDOE. "Special Education: Intellectually Gifted." https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html).

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

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

Students with disabilities: All federal and state rules, laws, and policies will be strictly followed. The state of Tennessee has invested great effort, time and financial resources to revise its "Special Education Framework'' and has recently released the companion document "School Leadership for Special Education''-- both of which will serve as primary resources for teachers and administrators as they monitor and evaluate the progress and success of ACACM's students with disabilities. Along with other valuable information, these documents provide guidance, instruction and best practices for writing instructionally appropriate individualized education programs (IEPs). IEPs are crucial for various reasons, the most important being that they are the primary documentation tool for all stakeholders and legally outline all aspects of a student's path to success. To this point, human, material, time and financial resources will be allocated to ensure that all stakeholders are well trained and informed regarding the planning, implementation, and accountability features of this important document. On a day to day basis, a student's intervention specialist and ACACM's student services director will hold the responsibility for ensuring that all IEP goals are achieved. As part of the reporting mechanisms in place in Tennessee, ACACM, as an approved charter school, will coordinate with its authorizer to share any/all relevant information regarding the service of students with disabilities. As a student with a disability approaches middle school grade levels, all stakeholders will be involved in important conversations regarding graduation, diploma options and transition plans. It is ACACM's goal to have all students graduate on time with a regular diploma. Consequently, guidance and all appropriate supports will be provided to students to reach this goal. If that goal is not attainable, ACACM will support family and student decisions to strive for alternatives including meeting requirements to earn one of three additional diplomas offered by the state of Tennessee: Alternate Academic Diploma, Occupational Diploma, or Special Education Diploma. Of great importance is the fact that, while Tennessee obtained a graduation rate of 98% in 2019, the Ready Graduate accountability indicator rate was 40%. ("Graduation Rate and Ready Graduate Indicator Report." *Tennessee Department of Education*, TDOE, Jan. 2022, https://www.tn.gov/content/dam/tn/education/accountability/acct/TDOE%20Graduation%20Rate%20and%20Ready%20Graduate%20Report.pdf.)

ACACM will strive to exceed that indicator score in order to properly achieve its mission and vision.

English Language students: All federal and state rules, laws, and policies will be strictly followed. Federal law requires Tennessee, and all states, to "assess the English proficiency of all English learner students. Additionally, states are required to annually measure English learners' progress in reading, writing, listening, and speaking." (TDOE. "English Learner (EL) Assessments." https://www.tn.gov/content/tn/education/assessment/english-learner-assessments.html.

In order to accomplish this mandate, ACACM will use the ACCESS 2.0 assessment to not only assist in setting a baseline for each EL student, but also to measure yearly growth, determine proper class/course assignments, and assess a student's need for additional ESL services. The ACCESS 2.0 is an assessment developed by WIDA and administered once per year. In order to look at incremental growth and achievement, teachers of ACACM will use the RTI^2 framework and data from all relevant assessments typically administered to students to determine an "Individualized Learning Plan" (ILP). ACACM faculty and staff will follow all provisions of State Board Policy 3.207 as they relate to EL students. Page 15 in particular outlines considerations for EL students who may also qualify for special education services and includes the following: "1. Interference from an EL's home language may cause him/her to be unable to discriminate or clearly produce English sounds. This is not necessarily a learning, speech, or hearing disorder. 2. It generally takes ELs eighteen months to two years to develop conversational speech and five to seven years to develop proficiency in the academic language used in school."(TDOE. "English as a Second Language Manual." 2018. https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf.)

As part of the on-going monitoring system, ELs must be compared not only to other EL students but also to native English-speaking peers. In this way, not only are English communication skills assessed, but also the ability to acquire new information (content knowledge). ACACM will follow the very specific guidance outlined in SBP 3.207 regarding how an EL student exits the ESL program: "Exiting from ESL service is based on a student's proficiency in all areas of language—listening, speaking, reading, and writing. This proficiency should be measured using a variety of criteria and documented to support the decision to exit the student from ESL services. WIDA scores must also support the decision to exit a student. English proficiency is based on attaining fluent English proficient on the summative, spring WIDA ACCESS for ELs 2.0 assessment. ELs must obtain both a composite score of 4.2 and a literacy score of 4.0 on the ACCESS to exit ESL services." (TDOE. "English as a Second Language Manual." 2018. https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf.)

At-risk students: Students identified as at-risk will be monitored and assessed for progress in much the same manner as other special population students. All federal and state rules, laws, and policies will be strictly followed. Addressing issues of chronic absenteeism, homelessness, or social/emotional struggles as root causes will be a priority with this group of students. ACACM will utilize the RTI^2 framework as well as all social supports as are appropriate to assist these students with making progress toward growth and achievement. Since each "at-risk" student situation is unique, the SAC or a similar team of professionals will determine the best combination of services needed by the student. As services are introduced, implemented, and evaluated, the RTI^2 framework will be the most efficient model to use.

Intellectually gifted students: All federal and state rules, laws, and policies will be strictly followed. It is important to note that Tennessee identifies intellectually gifted students under the special education

umbrella because the student's "intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services." (TDOE. "Special Education: Intellectually Gifted." https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html).

With this definition, ACACM will monitor and evaluate the progress of these students through careful observation, honest communication, and the use of the RTI^2 framework. Gifted students may also, if determined to be of value, have an IEP. The IEP, if implemented, holds the same weight as with other students with disabilities and serves as a legal document to guide a student's path through school.

1.10 School Culture and Discipline

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

The American Classical Academy Madison (ACACM) Student Handbook is in draft form and is included as **Attachment B - Student Handbook.** This draft model handbook will be reviewed by the school's attorney and updated to ensure compliance with Tennessee state and local district rule and law in addition to any federal requirements.

(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.

ACACM will utilize the Hillsdale College K-12 classical education model to develop within its students the intellectual skills and character upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of human existence and remain compelling today because they present these truths in memorable, or beautiful, ways.

ACACM will aim to cultivate and orient its learners by instilling within them a desire for truth and wisdom, a love of virtue and beauty, and the moral character that are requisite for personal self-government, for vigilant, responsible citizenship, and for the good life. In so doing, the school will invoke the same eternal questions, truths, and means enshrined in the Greco-Roman, American, and Western Traditions of which it regards itself as the inheritor and guardian; these include the classical, liberal arts, the natural and moral sciences, the practice of dialectic, and the perennial considerations of classical philosophy.

Classical education upholds a standard of excellence. ACACM's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character. At ACACM, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition.

CCA will implement a discipline policy that helps to develop a moral culture that leads to great citizenship.

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

Too often, expectations of students with respect to their behavior are considered distinct from a school's curriculum. ACACM will instill good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues that will build students' moral vocabulary and point them to the character traits necessary to live a good and happy life. This process will be implemented by introducing pillars of character and virtues including courage, moderation, justice, responsibility, friendship, prudence, and wisdom. ACACM will explain the

virtues to students in detail and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues through daily activities. In addition to cultivating a moral culture that will pervade the classrooms and the halls and thereby create an environment of "positive peer pressure," the school will teach character through the curriculum.

ACACM will implement a discipline policy and code of conduct as outlined in the school's student handbook and policy manual. Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, ACACM will develop students who choose to exercise maturity and respect for each other, for staff, and property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of students and the overall vision of ACACM. Through age-appropriate expectations and discipline procedures, an environment where all students can learn without distraction will be created. Staff will act as role models for students, and through open discussions between students, teachers, principal, and family members, students may use the disciplinary time to learn more about themselves and about others, and learn the value of making ethical decisions.

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

(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.

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

- The breadth of study represented by our core program (math, literacy, literature, science, and history) and essential secondary classes in physical education, art, and music are designed to engage the interests of all students and provide a comprehensive educational experience. Many students who struggle in core classes may find their voice in art, music, and PE.

- The ability-grouping model for mathematics gives the school a lot more flexibility to meet the needs of each student, especially students with disabilities, English Learners, and students at risk of academic failure.

- The school culture will be one of wonder and joy. While we expect there to be some academic and intellectual rigor, we don't expect to celebrate that aspect of it. We want to introduce students to the wide world of knowledge available to them, not stifle their natural curiosity with unnecessary academic exercise. In this sense we will celebrate academic excellence, but perhaps not in the traditional sense of academic performance but rather in terms of quality of inquiry.

If adaptive physical or specialized mental health support is needed, ACACM will access additional support and services from third-party specialists to meet the needs of all student populations. To provide specialized services, ACACM will contract with an entity that can provide the appropriately skilled and credentialed resources to further support the ACACM staff in meeting the needs of all students enrolled at the school.

The Individuals with Disabilities Act of 2004 (IDEA) and the 2006 regulations that implement IDEA govern the discipline of students with disabilities. The principal or the assistant principal may suspend a student only in accordance with the rules of the school board which comply with rules and regulations to provide additional safeguards for all students including all special populations.

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

Student discipline is addressed in the draft student handbook as included as **Attachment B - Student Handbook**; however, ACACM will work with counsel to develop, adopt, and implement student discipline policies to ensure guidelines are clear and discipline measures are detailed. The school will ensure its policies are in compliance with Tennessee rule and law, and will have annual training on discipline procedures so the principal, assistant principal and staff are confident in implementing the school's discipline requirements. See **Attachment C - Student Discipline Policy.** The board will work with counsel to draft, review and finalize discipline policies that are in alignment with Tennessee requirements during the planning year. The board will adopt fully compliant discipline policies and will establish processes by which the school will follow the board's policies well in advance of the school's opening.

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

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

• A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;

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

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

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

While general discipline language is included in the draft student handbook and the draft discipline policy, the American Classical Education, Inc. (ACE) as the school's board, will work with counsel during the planning year to develop and adopt policies that comply with Tennessee rule and law.

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

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

1.11 Recruitment and Enrollment

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

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

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

The school's board will adopt enrollment and admission policies to align with Montgomery County and the Tennessee State Board's authorized charter school policies guidance.

T.C.A. 49-13-113- Enrollment
ACACM's draft Enrollment Policy, included as **Attachment D – Enrollment Policy**, identifies the midyear enrollment period, enrollment deadline, and process and procedure required to conduct a lottery and maintain a waitlist if and when this may be required. ACACM's lottery process will be conducted in compliance with statutory requirements and approved by the Tennessee Department of Education.

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

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

Beginning in late 2021, ACE began work with its founding team members to determine the best locations for its first Hillsdale classical academy in Tennessee. The founding board is in the process of gathering data from the first ACACM survey distributed to 1711 residents of five local counties in Tennessee. The survey questions were written to accomplish four targeted goals:

1. gain insight into community interest in school choice;
2. measure specific interest of the respondents in the American classical education model;

3. identify possible ACACM ambassadors; and
4. begin to create a contact list of parents and families in relation to recruitment purposes.

A survey was distributed to parents throughout the area to introduce the concept of the classical education model and gauge parent interest in enrolling their child(ren) in ACACM. To-date,110 responses have been received with an overwhelming 81% of responses indicating support of a tuition free public classical education school in Montgomery County, and 25% of the responses indicate that they have children and would value learning more about the opportunity of a classical education model opening in the area. ACACM will continue to distribute surveys and monitor results as the school furthers its marketing campaign.

Benefitting from the lessons of previously launched Hillsdale Barney Charter School Initiative (BCSI) schools, ACACM's school principal will be hired no later than September 2022. Bringing the school principal on early in the planning year to spearhead a strong local outreach, marketing, and enrollment campaign has proven beneficial in establishing confident and committed relationships with families and community members.

A marketing and community outreach campaign is currently under development to create relationships with local district and community members, parents, businesses and organizations to increase awareness of ACACM's mission and vision. ACE and its executive director will initially spearhead these efforts until they are assumed by the principal and a local advisory committee. Part of this community outreach campaign will involve Hillsdale College's seven million supporters across the country. Over sixty-seven thousand (67000) Tennesseans subscribe to the Hillsdale College newsletter and the ACACM's board will reach out to these members to strengthen and widen the network of local supporters including churches, local nonprofit organizations, local businesses and families or parents of potential future students. When the principal is hired and the local advisory committee is in place, the school's board will continue to grow this network of supporters and potential ACACM families.

Informational sessions and other events will be hosted to provide opportunities for members of the community to learn about ACACM and the exemplary track record of the Hillsdale classical education model. Information about ACACM's expectations of students and parents, and details about the school's classical academic program and planned extra-curricular activities and clubs will be provided in a number of venues utilizing a variety of strategies. It will be critical that information is presented in a clear and compelling manner at local events and celebrations and ACACM's principal will have resources available to him or her to ensure these events provide the community with a clear description and understanding of the Hillsdale classical education model.

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

There is currently a great need for school choice in Montgomery County. As discussed in section 1.2 of this application, a trend is developing in families' preferences away from traditional district public schools in favor of private schools, public charter schools and homeschooling.

Eighty percent (80%) of parents surveyed by the National Parents Union during the 2020-2021 school year expressed a desire to engage schools with more input and feedback – a hallmark of charter schools – and a majority want more options for their students during and beyond the COVID-19 pandemic. According to the National Alliance for Public Charter Schools (NAPCS), many parents were dissatisfied with their students' experiences in traditional K-12 public schools during the pandemic and that dissatisfaction motivated them to learn more about other educational options available. For many families, charter schools' nimbleness and flexibility make them the right public school of choice.

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

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

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

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

National Public Radio (NPR) recently reported on enrollment trends, showing steady growth in homeschooling, with an unsurprising spike during the COVID-19 pandemic. As is the case for charter schools, the increase in families choosing to homeschool their children may suggest dissatisfaction with their traditional public school, motivating them to learn more about other available educational options. Messaging and marketing ACACM to homeschooling families will be an important theme in some outreach efforts.

ACACM will work to reach parents interested in choice through home-school publications, radio and billboard advertisements

Several factors support ACACM's confidence that there is significant and currently unmet need for a classical education charter school to be established to meet the needs of Montgomery County families:

- Strong population growth
- Consistent upward trend of families with K-12 students interested in education choice
- Lack of public charter school options across the region

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

Word of mouth is, for established schools, a highly effective recruitment strategy. Being new to the community, ACACM will market itself without the benefit of support from existing students and their family members, but it will be able to use compelling performance data from existing schools in neighboring states and from across the country.

Initial efforts will focus on building relationships within the community ACACM will serve. ACACM's board has engaged with Hillsdale College's supporters throughout the Clarksville-Montgomery County area and interest is rising in the early stages of the charter application process. Additionally, engaging with the Clarksville Area Chamber of Commerce and learning more about its members and community-wide organizations such as The Clarksville Montgomery Arts and Heritage Development Council, the Clarksville-Montgomery County Education Foundation, the and Clarksville-Montgomery County Historical Museum. Connecting with churches like United Methodist Urban Ministries, Grace Lutheran Church and Preschool, other organizations serving community neighborhoods and families like Community Action Partnership, United Way of Greater Clarksville Region, and The Community Foundation of Middle Tennessee – will be a high priority. Outreach to local houses of worship and the local business community will be essential in informing parents and others about ACACM and its unique educational model.

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

Pre-Opening Marketing &
Community Outreach & Engagement Plan

Task	Purpose	Date	Team
Meet with Key Community and District Leaders	Introduce ACACM to leaders and create contacts, support and partnerships	Jan-Dec 2022	Founding Board and Local Ambassadors
Attend Local Community Meetings/Events	Introduce ACACM at community meetings and engage with surrounding communities	Feb-Dec 2022	Founding Board and Local Ambassadors
Visit Community Child Care and Resource Centers	Create a partnership with local centers that can provide resources for ACACM families and can generate prospective students	Feb-Dec 2022	Founding Board and Local Ambassadors
Round Table-Key Leaders	Meet with key leaders to discuss how ACACM can serve the community	Feb-Dec 2022	Founding Board and Local Ambassadors
Meet with Local Businesses	Introduce ACACM and create partnership for future opportunities	Feb-Dec 2022	Founding Board and Local Ambassadors
Visit Local Churches	Introduce ACACM to all local religious communities and create a partnerships / collaborations to provide awareness to the congregations	Feb-Dec 2022	Founding Board and Local Ambassadors

Community Talks/Radio/Presentations/Social Media Campaign	Conduct interviews and talk with local radio and influencers to further educate and engage the community about ACACM	Jan 2023-July 2023	Founding Board, Principal and Local Ambassadors
Community Events	Participate in community meetings and events to show community engagement	Jan 2023-July 2023	Founding Board, Principal and Local Ambassadors
Hold Monthly Open Houses	Invite key leaders	Jan-May 2023	Founding Board, Principal and Local Ambassadors
Conduct Parent Information Nights/Enrollment Orientations	Host monthly orientations for prospective families	Jan-July 2023	Founding Board, Principal and Local Ambassadors
Conduct Neighborhood Canvassing	ACACM Leadership Team travels door-to-door in key neighborhoods to share school information and enroll students	April-July 2023 1 day per week, every week	ACACM Leadership Team
Invitation Day for all Interested Enrollment/Families	Local community centers and programs are invited to the school to meet teachers and staff, and learn more about the school and education model	May 2023	Founding Board & ACACM Leadership Team/Teacher/ Staff
Schedule Community Fun Day	Host a community celebration to announce the opening of ACACM	June 2023	ACACM Leadership Team
School Pre-Opening Family Walk-Throughs	ACACM is open for school walk-through	July 2023	Founding Board & ACACM Leadership Team

ACACM's recruitment plan will use traditional strategies including signage (both yard signs and billboards) placed throughout the community, paid advertising (both online and in various local print

publications), earned media (including Spread the Positive), participation in various community activities and meetings, door-to-door canvassing and, once a facility is secured, open house/building tours.

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

The school's board members, executive director, and local ambassadors will be assigned public relations and marketing responsibilities beginning February 2022, prior to a principal being hired. Working with a consultant, the board has already launched its website and is currently developing a general brochure about the school, its unique educational model, and its plans to serve Montgomery County communities. The brochure and recruitment and marketing materials will be complete and ready for distribution in early 2022.

The board is also working to hire an executive director to help lead the organizational effort to create and manage social media profiles and pages; establish a database of potential community partners and individuals/organizations that have expressed interest in ACACM; and to create and distribute a regular newsletter. All are scheduled for completion in 2022. The board will ensure the planning year is most effectively used to gain support and interest in enrollment well in advance of the school's opening in the fall 2023.

When hired (no later than Sept. 2022), the principal will join with members of the board and its executive director to continue building the network of support and responding to interest shown by the community. The principal will take the lead in managing the marketing campaign, coordinating monthly enrollment events, and (if not from the immediate area), getting to know the community.

Three of the most recent Hillsdale member schools opened in 2021-2022 with enrollment exceeding 400 students. Enrollment targets for all new Hillsdale schools are aggressive and ACACM will be no different. The principal will be responsible for achieving enrollment targets of 50% of capacity by March 2023 and 75% capacity by May 2023. ACE is confident that the enrollment goals will be met because the school has a strong recruitment and enrollment plan coupled with a community engagement timeline that builds the necessary awareness and support over time. These two plans working together help to ensure the school can meet enrollment goals.

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

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

achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific areas of focus, describe the plan to market that focus.

ACACM will welcome all students and will not discriminate in its student admission policies in any way as stated in the school's draft handbook and enrollment policy. See **Attachment D – Enrollment Policy**. The classical educational model has broad appeal without limits to certain segments of the population – particularly to families seeking an alternative to a traditional public education, private schools or homeschooling. ACACM will seek out general community service organizations to increase awareness of its unique approach to K-12 public education, and will work with the Montgomery County Chamber of Commerce to identify a comprehensive list of potential strong community partners.

Montgomery County's population aligns with ACACM's goal to serve a diverse student body representative of the rapidly changing community. Evidence from over 20 Hillsdale member schools across the country shows that the classical model is appropriate and successful with all student demographics and student populations.

Outreach to various local organizations dedicated to providing support to economically- and other disadvantaged members of the community will be important: Big Brothers Big Sisters of Clarksville, United Way, Goodwill, and other local social service organizations will all be focus of the information campaign. Erroneously, some may feel that a school stressing a teacher-centered classroom reading the Great Books of Western culture and the words of the country's founding fathers might be too rigorous or confining for today's students -- especially those from economically disadvantaged backgrounds or with a learning disability.

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

Researchers also found that "Spring grades for 2nd grade CKLA students were greater than that of comparison students on all tests." Moreover, Kindergarten and First grade students in CKLA schools scored higher than comparison students on their TerraNova Reading tests in both their first year of the CKLA program and in year 3 of the study (2010-2011). Based on pre-test and post-test data, researchers also found that initial low-performing students benefited most from the CKLA program: "CKLA intervention had an impact for all students, regardless of their incoming fall reading scores, but the effects were strongest for students with lower incoming scores." Qualitative data was also collected by conducting CKLA teacher and administrator surveys. The survey results showed that teachers and administrators had "high levels of satisfaction with the CKLA Program and a preference for the program over other 2nd grade reading curricula." The state of Tennessee's vision is "We will set all students on a path to success." Montgomery County endeavors to "empower today's students to grasp tomorrow's opportunities." The American Classical Academy Madison leadership fervently believes that students,

when given the tools to do so, and the safe environment in which to explore, want to learn, rise up to meet high expectations, and yearn to see beauty and truth in the world.

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

For many established charter schools, word of mouth and referrals to family and friends by satisfied students and parents are the most effective recruitment strategies. As students achieve success, they are eager to share their experiences with others who may be seeking an alternative to the traditional K-12 educational experience. Encouraging and providing opportunities for students and family members to promote ACACM, particularly through social media, will be effective. This has been the case experienced by other Hillsdale member schools across the country. The enrolled students and families become a community and word spreads of the high-quality education, the mission, vision and virtuous efforts of the school. By focusing on student core knowledge and personal growth the students themselves become the advertisement for the school.

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

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

Continued growth at the 20 operational Hillsdale member schools around the country have been evidenced by waitlists - sometimes as large as a grade band's full capacity - and scheduled expansions of those schools. ACACM expects that its annual growth will be similar, but reflective of community needs and interest.

1.12 Parent and Community Engagement and Support

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

Community support is paramount to the successful opening of the American Classical Academy Madison (ACACM). The trust of families and community stakeholders is vital in introducing a new school model. ACACM's classical education model will be a different academic program than has been previously available to community members and families. The sponsor is applying for a charter contract to open for the 2023-2024 school year, so the planning will be for eighteen additional months to ensure success. A marketing and community outreach campaign is currently under development to create relationships, share the mission and vision of the school, solicit parental support leading to the achievement of enrollment goals, and attract high-quality leadership. American Classical Education (ACE), as the school's sponsoring board, and its executive director will spearhead these efforts by meeting with potential parents, leaders at educational agencies, organizations, foundations, and local companies in advance of the school principal being hired. Upon the hiring of the principal, he or she will lead the efforts and the board will continue to support the efforts.

A survey has been created and distributed to 1711 residents of five counties throughout the state of Tennessee to gauge interest in the opening of a classical educational model school in their respective school districts, and possible willingness to enroll their child(ren) into a tuition-free classical school. To date, 110 responses have been received from Rutherford, Madison, Montgomery, Williamson and Davidson counties. Of those responding, 89% believe the classical model to be important to K-12 education, 81% support the establishment of a tuition-free classical school, with 25% having children they would like to enroll in a classical model K-12 school. Similar levels of support were received from residents of Montgomery County who responded to the survey. ACE and ACACM school leadership will continue to distribute the survey and monitor results as the school furthers its marketing campaign.

Montgomery County has a reputation for providing families with a solid academic education and a wide variety of extra-curricular activities. Even with that being the case, because of school closures, job instability at the beginning of business shut-downs, and the highly inflated housing market, many families are feeling anxious about what Montgomery County might be able to offer them in the future. Over the past two years, parents have voiced concerns regarding admission policies to the county's magnet schools, have felt pushed out of their own neighborhoods because of rising rent payments, have worried about student mental health due to the COVID crises, and are currently engaged in a debate regarding a redistricting issue that could potentially affect four different high schools. Homeschooling in Tennessee increased over the past two years from --- to ---- And parents have recently been vocal in every county of the state wanting to have more control over what is being taught to their children. Perceived or not, more and more parents are demanding classrooms that focus on the basics, instructional time that uses less technology, and teachers who lead with a conservative tenor. It may not be directly written on the survey responses, but ACE is aware of a change sweeping the nation and is responding to the calls.

(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.

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

It will be important, and is an authentic goal, that members of the board, its executive director, the principal and any others associated with the school -- if they are not already from the area -- integrate into the communities. This effort will be recognized and appreciated by the school stakeholders, community business partners, families, and most importantly the students of Montgomery County. Just as ACACM will expect its students to serve as community leaders, so too, must the leadership team of ACACM.

Monthly town hall meetings will be held in communities where families can provide input and feedback to inform the school's development. Beginning in January 2022, ACACM will offer several information sessions throughout the 2022-2023 planning year allowing parents and students to learn and ask questions about the school's mission, vision, and philosophy, the benefits of the classical education model offered, and learn of successes experienced at other Hillsdale member schools across the country. Families will have the opportunity to learn about expectations of students and parents, details about the school's classical academic program, planned extra-curricular activities and clubs, and visit the facility once it is secured. Most importantly will be the need to form relationships through its efforts to foster communication that will inform ACE and school representatives of where they need to go to meet with families - from local churches, youth activity centers, summer fairs or gatherings at the library. Through these relationships and the subsequent communications, they will afford, ACE and ACACM's leaders will be able to exhibit the virtues upon which the school is formed. It will only be through honesty and integrity that the people of Montgomery County will learn to trust in the school and what it has to offer their children.

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

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

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

ACACM seeks to partner with like-minded individuals and organizations that have the drive to empower community members, families, and children through access to quality educational programs and

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

Parent involvement is critical to student recruitment and retention. ACACM will adopt a parent engagement policy and implement a number of Hillsdale-recommended parent engagement strategies as are in place at many other Hillsdale member schools across the country. Hillsdale member schools have extensive involvement and support from parents, which, beyond recruitment, is proven to be beneficial for the students and their continued success. Some offerings at ACACM to encourage continued parent involvement will be coffee with the principal, an open door policy for parents to engage with school leadership and teachers, parent teacher conferences, a PTO, parent tutoring, and parent volunteer programs. In addition to providing vital training and curriculum support, ACACM will be assisted in its outreach efforts through its affiliation with Hillsdale BCSI. Hillsdale has a large network of donors and friends across the United States, including more than seven million people who receive the college's monthly *Imprimis* publication. The Hillsdale College affiliation will assist the school in reaching greater numbers of families within the community, thereby increasing enrollment year one and beyond.

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

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

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

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

ACACM will establish a PTO in the very first year. Across the country, Hillsdale member schools experience active parent-teacher organizations and the school, as well as the students, benefit. The time and talents of the parents and families will be valued and respected. ACACM expects a similar experience in an engaged and active parent teacher organization. ACACM's PTO, once established, will implement programs to benefit the school, its students, its families, and by extension the greater community.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

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

Essential to school success is effective and ethical leadership from a strong board of directors that is fully committed to the school's mission and vision. Beyond fulfilling their statutory responsibilities, not-for-profit charter school boards serve as guardians of the public trust. Composed of individuals with diverse knowledge and expertise, governing boards help ensure that policies and programs bring their mission to life. Boards are responsible for oversight of school academic performance, compliance with state and federal laws, school finances, human resources, strategic direction, public relations and advocacy.

American Classical Education, Inc. (ACE) will serve as the governing authority for American Classical Academy Madison (ACACM). It will initially comprise nine members with cumulative expertise in board operations, community relations and development, finance, compliance, public relations, marketing, organizational structure and process, education, curriculum, pedagogy, legal, program management, charter school development, grant writing and fundraising.

The nine individuals who will initially serve on the ACE Board bring a wealth of relevant experience to their positions. All members are very knowledgeable of the Hillsdale College K-12 classical education program (Hillsdale) and the Barney Charter School Initiative (BCSI) working to expand the classical education model in cities across the country. Two of ACE's board members – Tyler Horning and Luke Robson -- have previous experience as founding board members for classical academies in Michigan and North Dakota, respectively. Their experiences in developing and implementing charter school start-up plans will be extremely informative as the school addresses various start-up and development tasks and challenges throughout all stages of the process. Two additional members – Patrick Flannery and Jason Kohout – also have particularly valuable experience, both having served as charter school board members.

See below chart of names, skills and expertise of all founding board members followed by summarized biographical information:

FULL NAME	CURRENT JOB & EMPLOYER	FOCUS/EXPERTISE
Michael H. Harner	Chief of Staff, Hillsdale College	Governance, Board Operations, Community Relations and Development
Patrick H. Flannery	Vice President Finance, Hillsdale College	Finance and Compliance
Michael D. Banbury	Vice President Admissions, Hillsdale College	Public Relations, Marketing Organizational Structure and Process
Dr. Daniel Coupland	Education Department Chair, Hillsdale College	Education, Curriculum and Pedagogy
H. Kenneth Cole	Financial Officer, Retired	Finance and Compliance
Jason J. Kohout	Attorney; Partner, Foley and Lardner	Legal
Neal W. Cole	Lead Associate; Booz, Allen, Hamilton	Program Management and Grant Writing
Tyler Horning	Director, The Delp Company	Human Resources, Charter School Operations and Development
Luke R. Robson	Law Student, University of Notre Dame	School Founding, Development and Fundraising

Michael H. Harner, Chair
Mr. Harner's connections to Hillsdale College run deep. Prior to serving in the U.S. Navy in 1982, he earned a Bachelor of Arts degree in English from Hillsdale College. During his 20-year military career as a commissioned officer, Harner gained valuable experience in operations, logistics, administration, maintenance and manpower positions of increasing scope and responsibility in support of naval operations throughout the world. He then returned to his alma mater where he served as alumni director responsible for coordinating, managing and executing the college's development efforts before becoming assistant to the president. In that role, he directly managed complex projects for the college's chief executive. He coordinated research efforts in support of academic presentations, papers, publications and books, and initiated and maintained development contacts with high profile donors. In 2010, he became the chief of staff at Hillsdale College – a position he continues to hold today. In that role, he collaborates with the senior staff team to develop and accomplish institutional goals aligned with strategic aims. He manages a team of 30-plus staff that provides administrative, logistical, development and research support to the chief executive. He spearheaded a comprehensive organizational restructuring and process improvement initiative to address institutional growth, and developed and executed a targeted relationship and account development strategy.

Patrick H. Flannery is a certified public accountant currently serving as Hillsdale College's treasurer and vice president for finance. After earning his undergraduate degree in accounting from Michigan State University, he first worked in the audit department for PricewaterhouseCoopers, and then served in a similar capacity for Andrews, Hooper & Pavlik. He then earned an MBA from Regis University where he also served as an adjunct professor. Flannery has experience serving on city council in Dacono, Colorado and Hillsdale, Michigan where he also served as mayor pro tempore. Flannery also has significant experience in organizational governance having served as a board director for Southern Michigan Bank & Trust and Performance One Insurance, and as a trustee for the Hillsdale County Community Foundation and the Catholic Foundation for the Diocese of Lansing.

Michael D. Banbury currently serves as vice president for admissions and business development for Hillsdale College – a position he has held since 2014. His previous experience in various marketing and college enrollment positions includes work for Hondros College, Mount Vernon Nazarene University and Judson University. He has owned and served as president of two companies: AlphaGraphics and Quest Marketing Solutions. Throughout his career, Banbury has developed strong skills in strategic planning, leadership, marketing, metrics and analytics, enrollment management, sales team building, financial management, budgeting, program development and fundraising. He earned an undergraduate degree in biology, and an MBA from Ashland University. He has held several trustee positions and has a rich history of community service.

Dr. Daniel Coupland has been associated with Hillsdale College since 2006, and currently serves as chair of its Education Department and as a professor of education. He is dean of the recently accredited Hillsdale Classical Education Graduate Program and previously served as dean of faculty. He serves on the Education Policy, Academy Alignment, K-12 Faculty Advisory, Barney Charter School Initiative Strategic Planning, and Academy Strategic Planning committees. Dr. Coupland serves as associate editor for *Principia: A Journal of Classical Education* and holds professional memberships in the Phi Kappa Phi Academic Honorary Society and the Society for Classical Learning. He has received countless awards throughout his career, has presented at a variety of conferences and is well-published. He holds an undergraduate degree in Spanish, a Master's degree in linguistics, and a Ph.D. in curriculum, teaching and education policy.

H. Kenneth Cole began his academic career in education earning his undergraduate degree in history and physical education and Masters degree in physical education before completing an MBA in accounting. He served as assistant chief accountant at his alma mater, Western Michigan University, before serving for six years as controller at Hillsdale College. He was promoted to vice president for finance, serving as treasurer until 2010. He also has teaching experience as an accounting instructor and served as Hillsdale's chief administrative officer for 10 years. Cole retired in 2019 but continued his association with Hillsdale as a part-time senior advisor to the president and secretary/treasurer of the Hillsdale College Independence Foundation. He is an active member of the Hillsdale community and has served on the boards of American Copper and Brass and Southern Michigan Bank.

Jason J. Kohout is a partner at Foley & Lardner LLP, where he practices tax law, specializing in family estate planning and exempt organizations. He is a regular speaker on these topics. He has served on the board of Carmen High School Science of Technology -- a charter school serving over 2,000 low-income, at-risk students in Milwaukee -- for more than a decade and was responsible for negotiating the school's charter. He is a graduate of Harvard College and Harvard Law School.

Neal W. Cole has over a decade of experience as a management consultant with Booz Allen Hamilton where he directs engagements for large government and commercial clients. He has responsibility for the development, marketing, contracting, resourcing and execution of a variety of consulting solutions. He leads multiple teams consulting in data science and analytics, logistics and product support, financial and business case analysis, and other areas of strategy. A graduate of Hillsdale College, Cole earned a Bachelor of Science degree, with a major concentration in biology and a minor in chemistry. His continuing education credentials include a certification in business analytics from the Kelly School of Business at Indiana University and a certification in project management from Georgetown University. He holds the credential of Project Management Professional (PMP®) from the Project Management Institute. Cole serves as president of the Hillsdale College Alumni Association Board and is a member of the Hillsdale College President's Club. He is a life loyal member of the Sigma Chi Fraternity and a trustee of the Alpha Kappa Chapter at Hillsdale College. Cole also serves on the Board of Pregnancy Aid Detroit and volunteers regularly with Junior Achievement.

Tyler Horning is the principal of TDC Life, an independent life insurance and estate planning firm that helps clients organize, improve and execute their insurance needs. Horning initially joined TDC Companies as the founding president of Exclusive Marketing Organization (EMO), a life insurance producer group. EMO later became Lion Street, a national financial services distribution company owned by its member firms. As director of TDC Life, Horning leads a team focused on building and managing meaningful life and high limit disability insurance portfolios. He manages strategic relationships with a national network of CPAs and investment advisory firms that have teamed up with TDC Life and TDC Risk Management to provide insurance planning and consulting to their clients. Horning is a graduate of Hillsdale College and is actively involved with the Hillsdale Alumni Board. He is the founder and current board president of Ivywood Classical Academy, a K-12 public charter school located in Plymouth, Michigan.

Luke R. Robson is a J.D. candidate at the University of Notre Dame Law School – a law school Merit Scholar, DeNicola Center for Ethics and Culture Sorin Fellow, and a part of the Blackstone Legal Fellowship. He earned his undergraduate degree in economics from Hillsdale College where he developed its student orientation program. His experience includes assisting in the drafting of judicial opinions for Judge Grasz, U.S. Court of Appeals for the Eighth Circuit, and serving as a research assistant for Dr. David Waddilove, Notre Dame Law School. As a founding board member, he formed a team to start the Capstone Classical Academy, North Dakota's first classical Christian academy. His volunteer experience includes serving as a Community Sport GOAL Program leader managing multiple youth sports leagues in conjunction with the City of Hillsdale.

The ACE Board will be responsible for oversight, ongoing monitoring and evaluation of the school, and ensuring accountability for academic, operational and fiscal results. The board will be responsible for setting organizational direction: supporting the school's mission, vision and philosophy; developing and supporting long-term goals and strategic planning; and, setting board and school policy. The board's oversight responsibilities include: adherence with the requirements outlined in ACACM's charter contract; providing legal and ethical accountability; and, verifying compliance with local, state and federal reporting requirements.

As outlined in the ACE Board bylaws, included as **Attachment F3 - Bylaws**, there will initially be three board officers. Michael Harner will serve as chair providing leadership to the board, acting as the board spokesperson with the authorizer, leadership and key stakeholders. He will work with school leadership

to plan meetings and develop meeting agendas, and will follow parliamentary procedures in leading board meetings.

Michael Banbury will serve as secretary, working with school leadership to ensure accuracy and retention of board documentation, reviewing draft minutes to be submitted to the full board for review and approval, and performing other duties as assigned by the board.

Patrick Flannery will serve as treasurer, working with school leadership to ensure accuracy of financial documents, reviewing budgets and financial reporting to be submitted to the full board for review and approval, and performing other duties as assigned by the board. Once the board's executive director is hired, officers will benefit from his or her assistance and support in fulfilling their roles.

There will be four standing board committees:

- The Executive/Governance Committee will initially consist of the board chair, board secretary, and executive director once hired. The committee will provide leadership support to the board in the recruitment and orientation of new members, communicating the roles, responsibilities and expectations of individual members. It will also be involved in assessing board effectiveness and will work with school leadership to encourage board development, training and self-assessment.

- The Finance/Audit Committee will initially consist of the board chair, board treasurer, the school's contracted fiscal officer, and the school principal once hired. The committee will be responsible for reviewing and providing input on budget preparation and financial reporting requirements. It will help ensure compliance with financial reporting requirements at the local, state and federal levels, and will work with school leadership to ensure that all board members understand the school's financial reports and overall financial picture.

- The Education Committee will initially consist of the board chair, board secretary, school leaders and representatives from the School Accountability Committee (SAC). This committee will work to help ensure that all board members fully understand the school's educational model and progress made toward the school's academic goals. Committee members must have knowledge of technology and supplemental enhancements which can benefit the school, and will review and communicate testing results and student achievement.

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

Additional committees may be established for communications, advocacy and various special projects as the board deems appropriate.

Each board member has reviewed its Articles of Incorporation, Bylaws, Code of Conduct, Conflict of Interest Policy, and confirmed that they have no conflicts of interest in terms of their service, but understand that if any arise they will be required to disclose any potential conflict of interest and will abstain from any related discussions, decisions or actions related to the conflict, in compliance with the board's conflict of interest policy. Board decisions will be made with the goal of optimizing successful teaching and learning experiences. Student academic achievement, school sustainability and operational integrity will serve as the foundation for board developed and approved practices, policies and procedures. **See Attachment F1 - F7 - Governance Documents** to see all documents referenced in this section.

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

In addition to state report card metrics addressing school performance, board members will receive, review and discuss monthly reports to monitor student academic achievement, school compliance with local, state and federal requirements, and school finances. The board's executive director will utilize Tennessee's Educator Acceleration Model (TEAM) Administrator Evaluation tool to assess the school leader's performance on at least an annual basis. Performance expectations will be clearly outlined using TEAM. The assessment is based on 4 key standards:

A. Instructional Leadership for Continuous Improvement (capacity building, data analysis and use, interventions and progress monitoring)
B. Culture for Teaching and Learning (leveraging educator strengths, environment, family involvement, ownership, and recognition and celebration)
C. Professional Learning & Growth (evaluation, differentiated professional learning, induction, support, retention and growth, teacher leaders and self-practice)
D. Resource Management (community resources, diversity and employee, and fiscal management)

The principal will participate in many professional development programs, including Hillsdale College K-12 Education training for new school leaders and Hillsdale's annual teacher training conference. The school's board, and executive director when hired, will closely monitor all aspects of the principal's performance including management of the challenging start-up process during the planning and initial years of operations. Any problems will be quickly addressed, improvement plans developed and implemented, and ongoing performance closely monitored.

In the event that the principal's performance does not adequately improve, the board may choose to engage an executive coach who may recommend changes to the improvement plan and further development opportunities. The principal's role is critical to the success of the school and the board and its executive director will ensure expectations are clearly communicated and progress is closely monitored and discussed. In the rare case in which termination is ultimately necessary, the process will be thoroughly considered and determined by the board.

To ensure consistency and compliance with teacher and leader evaluation processes, the school will use TEAM for the teacher evaluation process as well.

The board will schedule and conduct an annual meeting wherein school and board performance is reviewed and discussed. This annual meeting will review academic and operational data of the school as well as consideration of additional training opportunities and additional development of the board.

As required by T.C.A. § 49-13-111, the board will participate in annual board trainings. The board will annually conduct a self-evaluation and, during its annual meeting, will discuss annual training topics, self-evaluation results, consideration of further development activities, and the need or desire for additional committees or work groups to address any identified deficiencies and/or areas of improvement.

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

The ACE Board initially consists of nine members with two additional invitations for membership currently being considered by two highly qualified invitees. The board will strive to maintain seven to eleven members at all times to ensure it maintains the diverse skills and talents necessary to operate and oversee a high-performing classical charter school. A full complement of board members is beneficial to the school to encourage regular communication. Efforts will be made to ensure that a quorum is present at each meeting. The school will ensure compliance with open meetings laws, so board meeting activity and engagement is necessary to thoroughly discuss, debate and resolve issues to move the school forward. These are essential for strong and effective governance. The board will strive to secure members who represent diverse backgrounds and expertise, and will address any such gaps when considering new members. In considering candidates for service, the board will review professional and personal experiences and expertise with consideration given to: non-profit governance; education; finance; operations; legal; human capital; community involvement; and, parental point of view. Strong candidates may include: individuals with charter school and/or non-profit board experience; individuals with organizational leadership experience; banking associates; certified public accountants; school treasurers; tax preparers; corporate or non-profit treasurers or fiscal officers; teachers and leadership in higher education institutions; current or retired school leadership; educational consultants; and, special education providers.

Recruitment for new board members may be done through professional contacts or referrals of current board members, leadership of the school and/or local business and personal contacts. Physical and electronic postings may also be made when searching for members, and social media – LinkedIn, Twitter, Facebook and Instagram -- may be used for recruitment and to obtain information and gauge interest of potential board candidates.

Prospective board members will receive an overview of the school and the charter contract, as well as financial and academic performance information. Candidates will also receive a statement of expectations, a conflict of interest policy and disclosure statement, a board meeting schedule and informational references to help them determine if they can make the required commitment to the board.

If the candidate wishes to be considered to serve, he or she will provide a resume, bio or CV including current contact information (phone, email and address), and verify that there are no conflicts by completing a conflict of interest annual disclosure statement. The candidate will meet with board members to discuss background and experience, expectations and any other relevant issues. If a candidate is not deemed suitable to serve at the present time, a letter will be sent to him or her expressing thanks for their interest but declining board membership.

If it is determined that a candidate does have the skills, expertise and time to commit to board service, he or she will be invited to tour the school and attend the next board meeting to observe, ask questions and answer any inquiries board members may have. Candidates will also meet with the school's leader. He or she will be provided with a binder of materials for reference and review and will be asked to complete a state and federal background check.

At its next scheduled meeting, the board will discuss and put to a vote the candidate's application. If a majority of the board votes in favor of the candidate, he or she will be notified and accepted to serve. Upon formal board approval, the new member will sign a Commitment Statement and Code of Ethics/Conflict of Interest Policy.

New board members will receive documents essential to performing board duties: board member roster with contact information; a copy of the school's contract with the authorizer including all attachments (education plan, accountability plan, budget, organizational chart, etc.); a copy of the board's organizational documents including bylaws and meetings schedule; a copy of all adopted governance policies; reference sheets for roles, responsibilities and meeting conduct; required training information and schedule; promotional/informational school brochure(s); school handbook; school and event calendar; and, the current year budget and related financial information.

The initial board is established as a nine-member body with three-year staggering terms so that membership will always consist of experienced members and those who are in the process of developing. The board recognizes that there will be changes in membership due to relocations, health issues and changes in employment, so board members will constantly work to ensure that new potential members are identified prior to the time they are needed to serve.

(d) Describe the training or orientation new board members will receive. What ongoing development will existing board members receive?

ACE governing board members will engage in professional development in compliance with state laws and as needed to fulfill the board's oversight role. The Tennessee Charter School Center (TCSC) must certify all board trainings, so the ACE Board will seek out certified training through the TCSC to meet the six-hour Tennessee charter school board training requirement (T.C.A. § 49-13-111 and the Tennessee State Board rule 0520-14-01-07) for all new board members. New board members will annually participate in two credit hours of training from Table 1 and a minimum of four credit hours of training from Table 2. Experienced board members shall complete a minimum of four hours of training. Evidence of training will be provided to the authorizer annually. The board will work to attain training information through TCSC on an annual basis to determine service providers, courses and topics necessary to meet the requirements for any given year.

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CHARTER SCHOOL GOVERNING BODY TRAINING	6.112

Table 1. Trainings Approved for New Governing Body Members

Course	Training Entity	Length of Course
Charter Board Fundamentals	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
KIPP Nashville: New Board Member Training	KIPP Nashville Board of Directors	2.0 hours

Table 2. Trainings Approved for New Governing Body Members and Experienced Governing Body Members

Course	Training Entity	Length of Course
Strategically Recruiting Your Sustainable Governance Team	BoardOnTrack	1.0 hour
Developing and Supporting Your Board – CEO Partnership	BoardOnTrack	1.0 hour
Structuring Your Board for Success	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
Governing for Growth	BoardOnTrack	1.0 hour
LEAN Six Sigma Principles	The Henson Consortium	8.0 hours
KIPP Nashville: Annual Board Member Training	KIPP Foundation	6.0 hours

Board orientation is an essential process used to ensure continuous and consistent board performance. Many members of the ACE Board have governance experience, but one of the founding members has a unique relevant experience having developed a student orientation program at Hillsdale College.

The ACE Board will ensure that each new member receives materials about the board and the school and obtains access to required certified training and information to encourage knowledgeable and active participation from the beginning of their service and throughout their full terms.

Preparation and orientation of each member is critical to the board's long-term effectiveness. The board will support new members in understanding the functions of the board, its role and their roles as individual members. Once board members have served for one full year, development will continue through participation in selected training options consisting of four hours annually. As board members' terms are staggered, individuals will be well informed in year one of their service and will continually add to their knowledge base annually to ensure that the board is always comprised of trained and informed membership.

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

Teacher Evaluation Grievances

Consistent with T.C.A. § 49-1-302 and State Board of Education rule 0520-02-01 and State Board of Education Teacher and Administrator Evaluation Policy 5.201, ACACM will implement grievance procedures to provide a means for teachers and principals to challenge the accuracy of the data used in their evaluations and adherence to evaluation policies adopted by the State Board of Education. Grievances must be filed at the end of each of the three components of the evaluation model: the qualitative appraisal, or the final average observation score; the student growth measures; and, other measures of student achievement. Grievances must be filed no later than 15 days from the date teachers and principals receive the results for each component, and decisions must be clearly communicated in writing within 15 days of receipt of the complaint. It is unlikely – but possible – that teacher evaluation grievances would reach the board level if the complaint is related to adherence to evaluation policies. These will be handled in a manner consistent with the procedures for other grievances as described below.

All Other Grievances

All meetings of the board will be open to the public and the meetings schedule, including dates, times and locations of the meetings will be published on the school's website as required by Tennessee law (T.C.A. § 8-44-103). Issues relating to school operations will be handled by the principal before being brought to the board. The board has adopted employee and family handbooks addressing complaint processes and how the school leadership is to address complaints as directly and as effectively as they may occur. Efforts to resolve complaints should first occur at the lowest level. Complaints should be addressed directly with staff members in a professional manner. If a complaint cannot be resolved at the lowest level, it should be raised to the next supervisor level, or the principal, for resolution.

If there is no resolution at this level, the staff member or parent may submit a letter of complaint to the board. Complaints will be summarized in writing and referred to the board for its information and consideration.

If necessary for the issue to rise to the level of board consideration, the board will document receipt of the complaint and will investigate and respond to the complaint in writing.

Requests from complainants to meet with the board must include names of individuals to appear before the board, their spokesperson, and the nature of the complaint. If not included in the board's meeting agenda, those who wish to address the board must submit a request to speak form in advance of the meeting start time. Individuals speaking to the board will address remarks to the chair and may direct questions to individual board members or staff only upon approval of the chair. The board will follow its board meeting public participation policy and each person speaking will be limited to three minutes with no more than three people speaking on any one issue. Individuals may not make personal attacks on board members or staff, and are prohibited from making obscene, profane and vulgar remarks or engaging in disruptive actions.

Board members will consider all relevant evidence and perspectives and may or may not respond to the issues at the meeting. The board may choose to further investigate or consult with legal counsel before making a determination which will be communicated to the complainant(s) in compliance with the school's policy. If deemed appropriate, the board may schedule a time to communicate the decision to the complainant(s) during a face-to-face meeting or phone call.

The Student Handbook specifically addresses grievances:

1.12.1 Grievance Related to the Classroom

ACE Board members firmly believe that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
    - Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the principal.
        - Board: If the grievance cannot be resolved with the principal, the parent should refer the matter to the board, preferably in writing.

1.12.2 Grievance Related to Administration

For grievances regarding an administrator who reports to the principal, the grievance should be directed to the individual first, then to the principal. If necessary, grievances left unresolved by the principal should be submitted in writing to the board. Grievances regarding the principal should be directed to the individual first, then in writing to the board.

Attachments:

F.1 Articles of Incorporation
F.2 Proof of non-profit and tax-exempt status
F.3 Bylaws
F.4 Code of Conduct
F.5 Conflict of Interest Policy
F.6 Board member resumes
F.7 Board policies

2.2 Start-Up Plan

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

American Classical Academy Madison (ACACM) will meet all requirements and complete all tasks as expected by the school's authorizer and Hillsdale College K-12 office (Hillsdale) as a new Hillsdale member school. The school has developed the following 22-month school founding board checklist (below). Hillsdale works with its member schools to ensure that many of the startup school tasks and responsibilities are addressed early in the planning year. The 22-month checklist has been developed taking into account the target fall 2023 open date and related tasks and responsibilities that have already been initiated and will continue throughout the planning period. While much is being developed by the founding governing board as volunteers, other related expenses and associated compensation for individuals referenced in the table below is as indicated in the planning and budget worksheet.

With the startup of a new charter school, there are many moving parts to be addressed, initiated, implemented and managed throughout the 22-month planning period. These various tasks, responsibilities and roles will be conducted by either the founding governing board members, its executive director, a consultant, or subject matter expert secured by the board. When the principal is hired, many of the startup tasks will be his or her primary responsibility with board oversight and consultant support. When the operations/business manager is hired, the board and principal will have access to expertise in this role, which will be of great assistance in implementing many of the processes and procedures that have been developed over the previous 22-months.

With so many requirements, various tasks are started early in the process and continue for months, so while each of the following tasks must be addressed, the checklist is fluid and flexible. The following table itemizes tasks, and assigns primary responsibilities, with an associated timeframe for each of the given tasks. It is noted that the responsibility identified may not be a sole responsibility, but a primary oversight responsibility with additional help and assistance coming from consultants, board members, or other roles.

ACACM Start-Up Plan **Individual Assigned:** **B = Board / Executive Director** **P = Principal** **O = Operations/Business Manager** **C = Consultant/Subject Matter Expert** **TOPIC/TASK**	**Primary Responsibility Assigned**	**Oct 2021-Feb 2022**	**Mar-Aug 2022**	**Sept 2022-Aug 2023**
INITIAL PLANNING				
Review authorizer requirements	B	X		
Identify resources (i.e. Tennessee Charter School Center)	B	X		

Recruit like-minded people to join the project	B	X	X	
Research local laws, rules, regulations	B	X	X	
Visit Hillsdale-supported schools	B	X		
Establish project timeline	B, C	X		
Research local market	B	X		
Identify target population	B	X		
GOVERNANCE				
Establish non-profit organization	B	X		
Write bylaws	B	X		
Establish a bank account	B		X	
Develop basic financial plan to cover year-zero, start-up and building/remodeling costs	B	X		
Develop 5-yr budget, financial plan and fundraising budget	B	X		
Investigate insurance requirements	B, C	X		
File IRS Form 1023 for federal nonprofit status as a 501c3	B	X		
Hold weekly/monthly planning meetings	B	X	X	X
Establish committees and assigned responsibilities	B	X	X	X
APPLICATION COMPLETION				
Secure application resources	B	X		
Develop application for charter	B, C	X		
Submit application	B	X		
Continue application process	B, C	X	X	
Anticipate and prepare to respond to authorizer questions & feedback	B	X	X	
Prepare for capacity interview	B		X	
Enter into authorizer contract	B		X	X
POLICIES & PROCEDURES				
Prepare 1st draft of Student/Family Handbook	B	X		
Create initial board policies including conflict of interest	B	X		

Determine lottery/enrollment process specifics	B	X		
Prepare Head of School job description	B	X		
Prepare any templates or policies required for authorizer application	B	X		
Head of School makes any necessary changes and finalizes Student/Family Handbook	P			X
Head of School finalizes Faculty/Staff handbook	P			X
Head of School develops management-level policies and procedures	P			X
Board/Hillsdale to approve handbooks and policies	B, P			X
Board attends board training at Hillsdale College	B			X
BUSINESS PLAN/OPERATIONS				
Determine & approve school opening size & growth plan	B, C	X		
Obtain bids and engage service providers named in the charter application	B, C	X	X	X
Engage local legal counsel	B	X		
Update financial and fundraising plans	B	X		
Finalize Year Zero funding plan	B, C		X	
Update budget & cash flow projections through 1st year of operations based on reasonable enrollment projections	B, P			X
Finalize school location, building plan and financing	B		X	
Head of School begins regular calls with Hillsdale	P			X
Create & assign all required reporting accounts (sponsor, TN Dept. of Education, etc.)	P, O			X
Create inventory management system	O			X
Investigate/determine food service vendor	P, O			X
Investigate/determine technology services provider	P, O			X
Investigate/determine payroll provider	O			X
Create accounts receivable/payable system	O			X
Create federal grants database	O		X	X
Create & publish all enrollment applications/materials	P, O			X

Create system for on-site enrollment records	P, O			X
Create system for sending/receiving student records requests	O			X
Develop employment system/identify vendor	P, O			X
Establish payroll system/identify vendor	O			X
Develop employment paperwork/contract template	O			X
Investigate and recommend insurance carriers/coverage (for school & staff benefits)	B, C			X
Create paid time off tracking & reporting system	P, O			X
Establish unemployment, workers' compensation & pension plans	B, P			X
Develop school safety plan including staff training	P, O			X
Prepare CSP grant applications	B, O, C		X	X
Meet necessary fundraising goals to begin funding year-zero	B, O, C		X	X
PUBLIC RELATION/MARKETING TASKS				
Determine school name, mission statement & virtues	B	X		
Assign PR and marketing responsibilities	B		X	
Create a school logo	B, C	X		
Create general brochure(s)	B, C	X	X	
Create and further develop website	B, C	X	X	
Create and manage a Facebook page (can be private for now)	B, C		X	
Start a system for gathering email addresses and building an interest list	B,C		X	
Create a newsletter template	B, C		X	
Begin building a network of support & interest through social networks & community events	B, C		X	
Meet with authorizer representatives, relevant political officers and others to build support for school's charter	B, P	X	X	X
Finalize marketing/enrollment plan	B, P		X	X
Begin monthly enrollment events	P			X

Begin enrollment marketing campaign	P			X
Begin open enrollment	P			X
Reach 50% of enrollment capacity in at least 2 sections for each opening grade – by March	P			X
Reach 75% of enrollment capacity in at least 2 sections for each opening grade – by May	P			X
FACILITY				
Identify at least one viable school site in the proposed area, including expected development costs, timeline and contractors (not to exceed 18% of anticipated revenue)	B, C	X		
Identify other viable school sites and compare to original site in terms of size, cost, growth, amenities & financing options	B		X	
Execute financing and begin school construction	B		X	
Finalize facility arrangements, including any necessary leases -- by Feb 1	B			X
File building lease/purchase paperwork with state and authorizer	B			X
Schedule & secure inspections: fire, fire extinguishers, food, health & safety, occupancy & boiler	P, O			X
Select and engage service providers including contractors, technology, etc.	O		X	X
STAFFING				
Begin executive search process for Head of School	B	X	X	
Hire Head of School who begins full time by Sept.	B		X	
Head of School finalizes staffing plan	P			X
Head of School posts job openings for faculty & staff positions	P			X
Head of School hires faculty & staff	P			X
Head of School attends Hillsdale training for new school leaders	P			X
Head of School attends teacher training conferences at Hillsdale College – by end of June	P			X

Head of School attends Classical School Job Fair at Hillsdale College	P			X
Hiring at 90% of staffing plan – by end of June	P			X
Hillsdale provides in-service training on-site – by end of July	P			X
ACADEMICS				
Prepare education plan	B	X		
Establish measurable goals	B	X	X	X
Establish plan to support special student populations	B	X		
Prepare curricular alignment documents	B	X		
Finalize Hillsdale agreement for curriculum support	B	X		
Head of School learns Hillsdale curriculum, including Program Guide and other resources	P			X
Head of School visits Hillsdale-supported schools with Hillsdale instructional staff	P			X
Finalize class schedule	P			X
Finalize course catalog and submit to board & Hillsdale for review & approval	P			X
Establish plan for curriculum ordering & supplies vendors, amounts and finances	P, O			X
Place curriculum order	P, O			X
Teachers receive curricular resources for planning purposes – by end of June	P			X
Approval of teachers' classroom management systems – by end of July	P			X

Hillsdale / BCSI Professional Development Timeline for Years 1 & 2

ACACM will receive professional development and support from Hillsdale as it grows toward maturity. While Hillsdale expects to provide this support wherever possible and desirable, it is particularly attentive to the training needs of schools as they develop and mature. In keeping with good practices for governance, leadership, and professional development, Hillsdale will also provide the following:

Opening Year/Year 1

- September/October
    - Host Hillsdale Curriculum & Instruction Team for feedback on teaching, leadership & school culture

- January/February
    - Host Hillsdale Curriculum & Instruction Team for 2nd semester feedback on teaching, leadership & school culture
    - Head of School attends Hillsdale Leadership Conference
- June
    - Teachers & administrators attend Hillsdale training

Year 2

- August
    - Board prepares long-range plan for the school & board succession plan
- January/February
    - Begin implementation of board succession plan
    - Head of School attends Hillsdale Leadership Conference
- June
    - Identify board president replacement
    - Teachers attend Hillsdale training

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

Establishing and opening a new school is a significant undertaking. The board, its executive director, and principal will address many challenges in preparation for the school's opening, including:

1. Hiring the best school leader and teachers possible;
2. Securing an optimal facility with opportunity for growth; and,
3. Achieving student recruitment/enrollment goals.

Leader and Teacher Search. Arguably the most important characteristic of any successful school is a dynamic and effective school leader. He or she will be responsible and accountable for all aspects of school performance including student academic success, fiscal management, culture and operational compliance. The school leader must fully understand and embrace the school's mission and vision as established by the board of directors. The ideal candidate must have a track record of demonstrated success in leadership and management, strategic decision making based on insightful data analysis, student academics, finance, governance and communications. He or she must be an effective leader, problem-solver and motivator, and determined to pursue and achieve excellence – even when facing significant challenges.

Hillsdale provides strong support and leverages its significant experience in interviewing and vetting all candidates for its member schools' leadership position and will do so for ACACM. Hillsdale provides support on principal selection and evaluation to ACACM in two important ways. First, as a national network with a significant presence in the world of classical education, principal candidates will approach Hillsdale in search of leadership positions. Where possible, Hillsdale and its BCSI schools will share these connections with ACACM. Second, and more importantly, Hillsdale will use its considerable experience of 20 existing Hillsdale member schools and dozens of principal candidate evaluations to help evaluate potential candidates for ACACM. The Hillsdale evaluation process includes two steps. The first step is a one-hour phone interview involving three members of the Hillsdale team who represent experience in both leadership and the areas of classical curriculum and instruction. Assuming success in the first step, candidates will be interviewed by two panels of the Hillsdale team with 4-6 members on each panel. The first panel focuses on leadership questions, including operations, budgets and boards;

the second panel focuses on questions of curriculum and pedagogy, including a candidate's understanding of and support of teachers in a classical school context. Following this process, Hillsdale will issue a formal opinion of the principal candidate to the ACACM board and, at that point, it is up to the ACACM board to make a decision on the principal selection for the school.

Additionally, three members of the board are well-positioned to help identify strong candidates who may be interested in the school leader position. Dr. Daniel Coupland chairs Hillsdale's Education Department and is dean of its Classical Education Graduate Program. Through his many connections with former students, he may be able to recommend qualified individuals that the ACACM Board can reach out to. Neal Cole serves as president of the Alumni Association Board, and Tyler Horning is actively involved in its activities. They may also be well-positioned to reach out to or recommend strong candidates for consideration.

Like other Hillsdale member schools, ACACM will seek the best teachers who are masters of their subject matter, enthusiastic and eager to serve K-12 students. New teachers are often recent college graduates with sound learning from Hillsdale College and other similar schools, adult professionals making a mid-life career change, and those already working in public schools who embrace classical education.

Securing Optimal Facilities. Given the significant facilities funding gap between charter schools and traditional public schools, securing an optimal facility is a challenge for all new charters as will be the case for ACACM. ACACM seeks a facility that will provide an outstanding learning environment to support student success. In addition to facility basics required by all schools, ACACM seeks a facility with additional classroom space for specials, a large gym, library, auditorium, and desires a 10-acre site to allow for parking, designated transportation lines, outdoor recreational space, and potential room for growth.

According to a survey conducted by the Tennessee Charter School Center, Tennessee charters face significant facilities challenges: 61% do not have adequate space for full enrollment, 22% do not have adequate space for their current enrollment, and facilities costs represent on average 13.5% of schools' operating budgets. Securing a suitable site will be a high priority in order to allow adequate time for building and/or renovations and other improvements that will be necessary to open the school on day one.

Two members of the ACACM Board have previous experience as founding board members for classical academies and will play important roles in the challenging tasks of identifying potential facilities, assessing viability, determining costs associated with renovations and other needed improvements, and negotiating terms for purchase or lease. The board is working with a broker at CB Richard Ellis (CBRE), a national commercial real estate firm that has been instrumental in helping charter schools find adequate facilities for many years. CBRE has offices all over the country, including one locally. CBRE has experience in all areas of real estate and will leverage its expertise and capacity to assist the governing board in valuing, planning, leasing, occupying, or purchasing property for design and building of a new facility.

Achieving Initial Enrollment Goals. Student enrollment will be another important priority with challenges. Word of mouth is, for established schools, a highly effective recruitment strategy. Being new to the community, ACACM will market itself without the benefit of support from existing students and their family members, but it will be able to promote the classical education model and its academic

and enrollment successes in other markets. Initial efforts will focus on following the school's plan to increase awareness and build relationships within the community ACACM will serve.

A strong social media presence will be essential, highlighting the benefits and successes of Hillsdale member classical academies and promoting the benefits of the classical academy model in student achievement. ACACM will follow a strong marketing and recruitment plan using traditional tactics including signage (both yard signs and billboards), paid advertising, earned media, participation in various community activities and meetings, door-to-door canvassing, and once a facility is secured, parent information nights, open houses and building tours will be conducted.

First-year recruitment will be the biggest challenge as enrollment drives funding. Essential to success is maximizing efficiencies by ensuring that teacher to student ratios are on target with a full complement of teachers to meet students' needs at the beginning of the first school year.

Student transportation is extremely important to families in choosing a school, so it is essential that ACACM's location is easily accessible to appeal to families interested in enrollment. When a potential facility is considered, location of families, convenience of transportation and need of transportation will all be considered in an effort to ensure that the location of the facility is convenient for families to access.

ACACM will tap into the expertise and experiences of its board members, two of whom have previous experience as founders of classical academies. Two additional members have served as charter school board members. Additionally, Michael Banbury has extensive experience in marketing and enrollment management and will be an excellent resource in addressing recruitment/enrollment challenges.

In addition to the ACACM Startup Plan, the school's board knows that a community engagement and awareness campaign must begin immediately. The board has identified Montgomery County as an ideal location to open a classical charter school and the board will further assess need and viability in specific neighborhoods as they consider optional facilities identified by CBRE. The community outreach and engagement plan as included in Section 1.11 identifies the various community members, local businesses, nonprofits, and churches that the founding board will contact in the coming months. It further identifies the timeline for canvassing the neighborhoods, holding informational nights, community open houses and more.

2.3 Facilities

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

The American Classical Education, Inc. (ACE) Board recognizes the importance of providing the school's staff and students with a physical environment conducive to effective teaching and learning.

A report published by the 21st Century School Fund, *For Generations to Come: A Leadership Guide to Renewing Public School Buildings*, identifies the negative impacts of inadequate school buildings, including: alienated students; low staff morale; high rates of teacher attrition; inability to provide specialized curricula; reduced learning time; distractions from learning; reduced ability to meet special needs; lack of technological proficiency; health problems for staff and students; safety hazards; and, less supervision of students' behavior. The board understands that better school buildings support increased student learning potential, and is committed to building or leasing a facility that will initially serve its K-5 students well and, as the school grows, will ultimately meet students' needs throughout their high school years. Ideally, American Classical Academy Madison (ACACM) will ultimately serve all K-12 students in one building, or neighboring or adjoining buildings, on a large (10 acre) campus.

The desired size and layout call for a facility with over 50,000 square feet, two-stories with primary grade classrooms located on the lower level and middle and secondary classes on the second floor. A multi-purpose space, with adjacent food warming capabilities, will serve as a cafeteria, gymnasium, and auditorium, on the first floor.

The upper floor will be serviced by an ADA (Americans with Disabilities Act) compliant elevator. A playground and recreation field will be included in the site plan. An emphasis on safety will be included in facilities design including a "single point of entry" and perimeter fencing.

Initially, with projected enrollment of 340 students, ACACM will need 16 classrooms for year one: 3 for each of grade levels K-3 (12) and 2 for each of grade levels 4-5 (4). A minimum of 32 square feet per student will be required, with about 800 square feet per classroom preferred. Classrooms for kindergarten students will feature a conveniently located set of restrooms and handwashing stations, preferably within or next to each of the classrooms. Additionally, there will be an adequate number of restrooms located throughout the building for all other grade levels and staff.

Consistent with other successful Hillsdale member schools, ACACM will ensure ample space is available for growth of classroom space and offices as the school's enrollment grows. Separate classrooms will also be provided for music and art. Ideally a large library space can be provided and will be alternatively used as a study hall, space for special events, and/or for one-on-one tutoring space.

A gymnasium and auditorium with ample space for physical education and performing arts are also a priority for schools as facilities are being considered. As the school grows to serve students through grade 12, 32 classrooms will be desired as well as a room for art, music and a science lab that feature gas lines, sinks and vented hoods are strongly desired.

Three-thousand square feet of space for administrative offices, printers, copiers and other standard office equipment, and storage will be required. A total of two additional work rooms and an adequate number of restrooms for teachers will also be necessary.

Outdoor greenspace will also be desired with ample room for parking, transportation pick-up and drop-off lines and recreational areas for use by younger students for recess activities and by older students for basketball and other organized sports activities. Ideally, facilities will be located on a ten-acre site to allow for future growth opportunities.

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

ACACM's year-one budget includes an allocation of 18% of total revenues for facilities, with 15% of annual revenues projected for ongoing facilities costs and expenses. See **Attachment IN – Planning and Budget Worksheet**.

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

As previously stated, two board members have experience as founding board members, opening and operating classical academies in different locations. ACE Board members recognize that every location has different strengths and weaknesses, and that knowledge of the local area is key in finding the "just right" facility for the school within the school district. The board has a list of key criteria, as previously described, for a perfect facility and knows that potential facilities are not always listed on the MLS for sale at the time of search. Oftentimes, the facilities acquired or leased by successful classical academies have been found through local contacts and this is where CBRE provides great value. The board and its consultants have worked with CBRE to find facilities for other development projects – negotiating lease or sale terms and providing guidance throughout the build-out and/or renovation process. CBRE provides services from architect selection through construction management. The board will leverage CBRE's expertise to secure and renovate the ideal facility for ACACM's year one opening.

(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.

The ACE board has secured an experienced commercial real estate consultant through CB Richard Ellis (CBRE), a large national commercial real estate firm that has worked to find suitable facilities for charter schools in various different states. CBRE's commercial broker, Cleveland Bain, is working to locate and provide facility options for board consideration. CBRE has been effective in assisting charter schools in finding the right properties, as well as selecting architects, developers, contractors and ensuring the buildout process is effectively managed to stay on time and on budget. Outreach will also be made to the Clarksville-Montgomery County School System, to local friends and supporters of Hillsdale College, and local businesses and organizations to investigate additional sources for facilities that may not yet be on the market, but may become available during the application approval process.

(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.

ACACM is committed to providing equal opportunities for all students, including those with any physical disabilities that may require building features to aid in their mobility and access to restrooms, classrooms, common areas and equipment. Working with CBRE, the board will ensure that ACACM meets all ADA and state/local requirements regardless of whether its facilities are a new build or renovation of existing building(s).

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

Facility Needs

Phase 1: The school will lease a building to serve the needs of the school year 1. If the first facility secured is not ample space to grow with the school to serve K-12, then the board will work on Phase 2 of development while operating the school in its Phase 1 site.
Phase 2: During year 1, the school will purchase a larger site or they will purchase land and build a single K-12 campus on an undeveloped parcel.

The ACE Board has not yet selected a facility for ACACM, but is working with CBRE to identify at least one viable school site and to determine development costs.

In the coming weeks - January - February 2022 - the board will work with their team, CBRE and local ambassadors to narrow down first potential sites.

In the coming months - Prior to July 2022 -- the board will work with its team, CBRE and consultants to identify other potential school sites for comparison to the first identified site in terms of size, cost, growth potential, amenities and financing options.

In the first and second quarters of 2022, the board will select a site for ACACM, negotiate terms of the purchase, lease or build, execute financing, and begin renovations or construction.

By Feb. 1, 2023, the board will finalize its facility arrangements and submit required documentation to its authorizer and other relevant entities for approval.

All inspections – fire, fire extinguishers, health and safety, boiler, occupancy, etc. – will occur in the spring and early summer of 2023, well in advance of the school's opening.

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

The ACE Board would like to find its ideal location prior to year one; however, board members are aware that it may not be possible to find a parcel of 10 acres with all of the square footage needed to serve K-12. The board is confident in its ability to renovate an existing building suitable to meet its needs in serving K-5 in year one. The board is prepared to enter a lease or purchase to serve the school's needs

as it grows, and is searching to determine what options may be available in Montgomery County at this time. In a tough real estate market, it is essential to have a back-up plan. In the unlikely event that ACACM is unable to secure a suitable site to meet its needs to serve K-5 in year one, its first year of operations will be pushed back by one year, from fall 2023 to fall 2024.

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

The ACE board has engaged Cleveland Bain, a commercial broker employed by CBRE's Nashville office,
to begin searches with the above referenced facilities and property criteria in Montgomery County. Unfortunately, at the time this application must be finalized for print and distribution, an ideal location has not yet been identified for ACACM.

While there are limited options on the market with the desired square footage, the board has been made aware of a couple different potential lease options. One potential site that ACE is currently looking at is a smaller facility with 21,000 square foot located at 30 Crossland Avenue, Clarksville, TN 37040. While this property is not ideal, the board is working to determine if it may be a short term solution for year one, while a larger and more ideal campus type setting is secured and improved. The goal will be to find a property that will be able to meet the needs of a K-12 school, or secure property that can be improved to grow with the school as its student population grows over its initial years of operation.

The school's board is continuing the search for additional facilities. ACE is confident that in the next several months a location will be identified and a market and cost analysis will be conducted to further
support the selection of the school's location.

2.4 Personnel/Human Capital

a. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

American Classical Education, Inc. (ACE) will enter into a contract with the school's authorizer to open and operate the American Classical Academy Madison (ACACM). As the governing board, ACE will be responsible for the school and will report to the school's authorizer. Because ACE is applying for multiple schools, the governing board will hire an executive director for the organization and will engage with the school's accountant and auditor directly while also directing the school principal. The principal will report to the board through the executive director. The principal will be the leader of the school and the following positions will directly report to him or her:

- assistant principal
- office manager/registrar;
- operations/ business manager;
- classroom teachers;
- Intervention specialists and specials teachers; and
- student services director
- student special and health services staff

Facilities services will report to the operations/business manager; intervention specialists and student services will report to the student services director; and instructional aides will report to classroom teachers.

A copy of the organizational charts and school job descriptions are included in **Attachment G – School Organizational Chart.**

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

ACACM will be an equal opportunity employer and will not discriminate against candidates or employees on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability or any other protected class in accordance with all applicable laws. All employment will be at-will which will be communicated during the interview process and prior to offers of employment.

The school's board completed an executive search for an executive director and made an offer of employment on January 20, 2022. A search for ACACM's principal is in the early stages and will continue in the coming months. No later than July 2022, the board will select the best qualified candidate and negotiate his or her terms of employment. Consistent with Hillsdale College K-12 Education's

philosophy, it is critically important that the principal be hired a full year prior to a school's opening, ACACM's principal will assume his or her full-time position by Sept 1, 2022.

Three members of the board are well-positioned to help identify strong candidates who may be interested in the school leader position. Dr. Daniel Coupland chairs Hillsdale's Education Department and is dean of its recently accredited Classical Education Graduate Program. Through his many connections with former students, he may be able to recommend qualified individuals that the ACACM Board can reach out to. Neal Cole serves as president of the Alumni Association Board, and Tyler Horning is actively involved in its activities. They are also well-positioned to reach out to or recommend strong candidates for consideration.

Hillsdale College K-12 Education (Hillsdale) provides strong support and leverages its significant experience in interviewing and vetting all candidates for its member schools and will do so for ACACM. Hillsdale provides support on principal selection and evaluation to ACACM in two important ways:

First, as a national network with a significant presence in the world of classical education, principal candidates will approach Hillsdale College in search of leadership positions. Where possible, Hillsdale and its Barney Charter School Initiative (BCSI) will share these connections with the ACE Board in consideration of the ACACM principal and leadership positions. ACE's Board will conduct initial interviews -- with individuals who appear to be viable candidates based on their resumes – posing the following questions:

1. How would you define classical education, and what are the hallmarks/evidence of a classical school?
2. What qualities make for a good school leader at a classical school, and what experiences from your past have allowed you to develop those qualities?
3. What challenges do you envision arising from the tension between your school's classical vision and the pressures from your authorizer/state/district, and how do you intend to balance your obligations to both of these realms?
4. How would you describe your ideal relationships with your school board and with the rest of your leadership team (assistant principal, business manager, etc.)?
5. When hiring a teacher, what qualities are you looking for, and what questions might you ask in an interview in order to ascertain if a teaching candidate has those qualities?
6. What is your vision for faculty culture, and how do you plan to implement that vision?
7. When you walk into a classroom, how might you tell if a teacher is struggling, and how might you go about helping/coaching that teacher?
8. What is your vision for student culture, and how do you plan to implement that vision?
9. What character traits do you want to see in a graduate of your school, and how might you envision helping students to develop those traits over the course of their time at your school?
10. What would you say to a prospective parent who asks: "Why should I enroll my child in your school?

Second, and more importantly, Hillsdale will use its considerable experience of 20 existing Hillsdale member schools and dozens of principal candidate evaluations to help evaluate potential candidates for ACACM. The Hillsdale evaluation process will include review of the strongest candidates identified by the school's board and will include two steps. The first is a one-hour phone interview involving three members of the Hillsdale team who represent experience in both leadership and the areas of classical

curriculum and instruction. Assuming success in the first step, candidates will be interviewed by two panels of the Hillsdale team with 4-6 members on each panel. The first panel focuses on leadership questions, including operations, budgets and boards; the second panel focuses on questions of curriculum and pedagogy, including a candidate's understanding of and support of teachers in a classical school context. Following this process, Hillsdale will issue a formal opinion of the top principal candidate(s) to the ACE Board which will ultimately be responsible for making the principal hiring decision.

ACACM's principal will attend Hillsdale teacher training conferences and the Classical School Job Fair at Hillsdale College by the end of June 2023, and Hillsdale's training for new school leaders in the spring/summer of 2023.

ACACM's school leader will be entrusted with the education and well-being of students and the overall reputation of the school, its constituency, and its surrounding community. He or she will be charged with considerable fiduciary duties in managing the daily operations of the school in staying in compliance with the ACE approved budget for the school, but also as a leader and contributor to the future viability of American society through the passing on of wisdom and virtue to its future citizens. The school leader is the single most impactful and important figure in a school and its surrounding community — the guardian of a learning tradition that must characterize the school and influence its mission.

General characteristics of a good candidate include:

- Prudent leadership and the ability to discern the ends that fulfill the nature and purpose of classical learning, and the ability to chart a course to reach those ends. The ability to instruct and inspire people to follow, to commit, assume responsibility, and perform with others in an effective manner. The ability to develop self-governing leaders within the school.
- 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.
- High moral character with leadership skills that generate trust and hold the confidence of others. Unwavering personal integrity, honesty, decisiveness, and empathy.
- Well-organized, able to delegate with clear direction, and confidence to assume responsibility for all aspects of school performance and operations.

Knowledge and aptitude required for the position:

- A broad understanding of the classical liberal arts, its roots in the Western tradition, and its historical presence in American education prior to the 20th century.
- Knowledge of the craft of the educator, and the ability to teach well.
- The ability to communicate effectively in both oral and written forms.
- The facility to maintain a high degree of energy and personal productivity, and to effectively manage others. The ability to prioritize and get things done.
- A general understanding of personnel management principles, including recruiting, hiring, supervising, evaluating, and promoting individual and organizational development.
- The intellectual and emotional strength to have difficult conversations, when necessary, and the prudence to know when to do so.

- A general understanding of financial management principles including planning a budget throughout a school year; he or she understands the needs and expectations of regular audits and a proven system of sound fiscal controls and processes.
- An understanding of the school's state accountability and accreditation systems for public charter schools, and laws and administrative rules.
- The fortitude to act with fidelity to the scope and sequence of the Hillsdale College model for classical education.
- The insight to understand and achieve local, state, and federal compliance.
- An aptitude for the business and operational aspects of school leadership and the ability to prioritize and multi-task.
- The ability to build an effective administrative team that clearly understands and supports the school's mission.
- An awareness of his or her own strengths and weaknesses, and a willingness to hire individuals with strengths and weaknesses that offset their own.
- Has a clarity of focus yet open to others' ideas.
- Pleasant, engaging, personable, and empathetic—important traits as he or she interacts in a positive manner with parents, benefactors, community members, teachers, students, and others.
- Knows how to build trust through excellent communication, including strong listening skills; consistent with expectations and follow-through. Firm and kind, prudent and just.
- Understands and communicates with the broader classical movement to promote education that is elevating and high-minded. Aptitude and capacity to engage young men and women in discussion of the nation of our world and humanity, and our ability to evolve into a better society and more noble human beings. Public-spirited, ambitious about the school and its effect on the wider community, state, and, ultimately, the nation. Committed to the local community as an active participant, an enthusiastic advocate for classical education, and a belief that a classical education model is good for all learners of every background.
- Interacts with children in a positive manner and believes that classical education is on the path to true happiness.

Duties and responsibilities of the position:

- Provides general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
- Observes and effectively coaches teachers at defined intervals; documents result 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, school constituencies, authorizer or accreditor, and other government agencies.

Evaluation. ACACM will utilize the Tennessee Educator Acceleration Model (TEAM) to assess principal performance, considering 4 key standards:

A. Instructional Leadership for Continuous Improvement (capacity building, data analysis and use, interventions and progress monitoring)
B. Culture for Teaching and Learning (leveraging educator strengths, environment, family involvement, ownership and recognition and celebration)

C. Professional Learning and Growth (evaluation, differentiated professional learning, induction, support, retention and growth, teacher leaders and self-practice)
D. Resource Management (community resources, diversity and employee and fiscal management)

The board's executive director will be trained in the TEAM evaluation system in order to evaluate the principal. The evaluation process includes observations, input of staff, and review of student data. The executive director will conduct observations of the principal's leadership and will collect data aligned with the TEAM rubric.

(c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.

Teacher quality is fundamental to student success. In additional to strong fundamental teaching skills, those hired to teach at ACACM must have firmly held beliefs that:

- All students can and will learn;
- All must read at or above grade level by the end of the third grade to be positioned for academic success through graduation;
- Assessment data are essential to identifying and addressing individual and class-wide weaknesses in achievement; and,
- Strong partnerships between home and school enhances student success.

In addition to supporting the principal search, three members of the board are well-positioned to help identify strong candidates who may be interested in various teaching positions. Dr. Daniel Coupland chairs Hillsdale's Education Department and is dean of its Classical Education Graduate Program. Through his many connections with former students, he may be able to recommend qualified individuals that the ACACM Board can reach out to. Neal Cole serves as president of the Alumni Association Board, and Tyler Horning is actively involved in its activities. They may also be well-positioned to reach out to or recommend strong candidates for consideration.

Like other Hillsdale member schools, ACACM will seek the best teachers who are masters of their subject matter, enthusiastic and eager to serve K-12 students. All should have a broad understanding of the classical liberal arts, its roots in the Western tradition, and its historical presence in American education prior to the 20th century.

Job openings will be posted broadly: on career and education websites, at schools of education, and shared with selected individuals and groups via email. ACACM will also attend local college career fairs, and utilize social media. Candidates will be instructed to submit a resume and cover letter for consideration. Those who appear to best meet the established criteria will be invited to participate in a brief initial interview by phone. Those who seem to be well-suited to teaching positions will be asked to provide a sample lesson plan for review by the principal. In-person interviews will be scheduled for the best candidates. Before an offer of at-will employment is made, previous employment, verification of credentials, state and federal background checks, and reference checks will occur.

The principal will post job openings for faculty and staff positions beginning no later than January 2023, offering positions to strong candidates in the following weeks and months. The start date for teachers will be July 2023. Candidates for other key positions that provide needed support to the principal in the months leading up to the school opening – office manager/registrar, operations/business manager and facilities services -- may have earlier start dates as deemed appropriate by the principal and approved by the board.

While ACACM has not selected its principal or hired staff yet, the affiliation with Hillsdale College, and Hillsdale member schools brings with it an expectation of success as experienced at the other 20 operational BCSI classical schools around the country.

With the COVID-19 pandemic challenges resulting in illness, school closures, student absences and loss of testing data for almost two years, we have available to us the most recent member school data from BCSI member schools.

While the leadership is not yet selected for this school, the Hillsdale K-12 program that is being replicated at ACACM is the same classical education model that has attained successful performance results across the country. See **Attachment H – Student Achievement Data.**

(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.

ACACM will cast a wide net to identify the best candidates for employment and membership in the school's leadership team. As an equal opportunity employer, ACACM will not discriminate against candidates or employees on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability or any other protected class in accordance with all applicable laws.

Strategies for developing a pipeline of teachers will include local, state, and national recruitment efforts including participation in local college career fairs, outreach to Teach For America, paid advertising (primarily online, but may also include various print publication), postings on ACACM's website as well as various career and education websites, local schools of education, and will be shared with selected individuals and groups via email. Social media postings on Facebook, Instagram, Twitter and LinkedIn will also be utilized to communicate open positions and announcements regarding recruitment events and activities.

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

ACACM leadership will pursue appropriately licensed and credentialed teaching staff. Throughout the interview process, license and credentialing requirements will be communicated with all applicants. Before any offer of at-will employment is made, previous employment, verification of licensure, state and federal background checks, and reference checks will be addressed.

In addition to requesting proof of required credentials, a condition of employment will include verification and review of each individual's credentials as posted on the Tennessee Department of Education's website.

(f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

ACACM will utilize the Tennessee Educator Acceleration Model (TEAM) to assess teacher performance, considering:

- Planning (instructional plans, student work, assessment, expectations, managing student behavior, environment, and respectful culture)
- Instruction (standards & objectives, motivating students, presenting instructional content, lesson structure & pacing, activities & materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem-solving)

The principal and assistant principal will be trained in the TEAM evaluation system requirements and will be responsible for evaluating teachers. The classical education model encourages regular teacher observations and feedback to stress the importance of continuous improvement in instructional delivery. The principal and assistant principal will observe classes frequently and promptly provide teachers with positive feedback and recommendations for additional improvement. Teachers can expect a formal observation to happen in the middle of the year and, if needed, close to the end of the year. These observations will be part of a teacher's annual evaluation.

Each spring teachers will be asked to complete a self-evaluation form, which uses the same format as used by the principal and assistant principal. These will be combined as an annual evaluation and performance review. The primary reason for performance reviews is to develop better teachers, but they also serve to document and make teachers aware of how their performance compares to the goals and job description. The annual evaluation is also a good time to discuss interests and future goals.

The principal and assistant principal will look for opportunities to share teachers' best practices – celebrating successes in all aspects of their performance including student academic achievement, attendance, classroom behaviors, school culture and engagement with parents. A recognition program will be developed with criteria for various awards, with outstanding accomplishments recognized during staff meetings, in newsletters, and student assemblies.

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

The principal will participate in many professional development programs, including Hillsdale's training for new school leaders and Hillsdale College's teacher training conference. The ACE Board's executive director will closely monitor all aspects of the principal's performance including management of the challenging start-up process. Any problems will be quickly addressed, improvement plans developed and implemented, and ongoing performance closely monitored.

In the event that the principal's performance does not adequately improve, the ACE Board may choose to engage a consultant or an executive coach who may recommend changes to the improvement plan. The principal's progress will be very closely monitored. In the rare case in which termination is ultimately necessary, the process will be initiated by the board chair. The assistant principal will serve as the interim principal with consideration given to making the position permanent.

All teachers will participate in annual in-service training which will include key components of Hillsdale College's annual teaching training conferences attended by the principal. Teachers must commit to participation in ongoing professional development opportunities not only to fulfill licensure/credentials requirements, but also to remain focused on continuous improvement in teaching strategies.

Teachers must also participate in regular one-on-one meetings with the principal, assistant principal and/or teacher mentors. For those new to the teaching profession or early in their teaching careers, these meetings must occur on a weekly basis. Teachers also participate in weekly meetings to review student data with more in-depth data review on a quarterly basis.

During one-on-one meetings, any unsatisfactory aspect of teacher performance is identified and discussed. Corrective action plans are developed and progress monitored. If significant improvement is not achieved, the teacher and principal/assistant principal will work to design a customized professional development plan including a detailed timeline. Expectations will be made very clear. If adequate ongoing progress does not occur, the teacher will be subject to termination.

Terminations will be initiated by the principal. As is the case for termination of the principal, the following will occur: verification that termination complies with state employment law; notice of termination will be created; an exit interview and close-out meeting with be scheduled with the terminated employee; the principal or designee will ensure that all school property is returned; final pay, benefits termination and COBRA (if applicable), status of payroll deductions (if applicable), exit interview form, and address to which correspondence is to be sent (e.g. W-2 form) will be reviewed with terminated employee; all benefits will be terminated.

(h) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.

ACACM's compensation structure is based on a salary scale that acknowledges level of education and years of service for instructional staff. ACACM will strive to be competitive with the local district and in addition to salary ranges the school will provide teachers with the state retirement system benefits or better if the district offers a superior retirement plan. Compensation packages include medical, dental, and vision coverage plan options that are also competitive with local district options.

High-performing teachers will receive regular increases in financial compensation and may be asked to assume additional responsibilities in areas of individual interest providing variety and a higher level of autonomy and feedback. ACACM will strive to retain high-performing teachers and staff, so top performers will receive special recognition for accomplishing goals. Teachers will be eligible for performance bonuses and there will be continued and future opportunities for advancement and development.

While salaries will be indexed by market, considerations for compensation will be as competitive as the BEP rates will allow when considering the demands of academic programming. Financial plans call for a school-wide teacher salary average of $46,074 in Year 1, with specialized services staff earning higher pay commensurate with duties. Signing bonuses will be considered for exceptional new hire candidates for additional competitive incentive. Increased enrollment and considerations such as Title I and other funding will provide additional opportunities for teachers providing related services.

(i) Explain whether the employees will be at-will or whether the school will use employment contracts.

The relationship between the school – an employer -- and its employees will be at-will and may be terminated for any legal reason by either party. The school intends to participate in the state retirement system to provide benefits to its teachers. ACACM intends to provide comparable salaries, insurance, and benefits to its teachers and staff to ensure that it is competitive and can hire and retain high-quality employees. Employment contracts will be used and will serve to outline position, title, job duties and salary, and will be signed by the employee.

(j) Include a copy of the school's employee manual and personnel policies as Attachment I.

See **Attachment I: Employee handbook**

Complete the staffing chart below outlining your staffing projects. Adjust or add functions and titles as needed to reflect variations in school models.

POSITION	START-UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal		1	1	1	1	1
Dean(s)						
Student Services Director		1	1	1	1	1
Special Education Teachers		2	2	3	3	4
Classroom Teachers		16	18	20	22	24
Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		3	4	5	6	7
Student Support Positions (e.g. social works, psychologist, etc.)		1	1	1	1	1
Operations/Business Manager		1	1	1	1	1
Office Manager / Registrar		1	1	1	1	1
Registrar				1	1	1
Teaching Aides or Assistants		6	7	8	9	10
Additional Staff is Contracted						

2.5 Professional Development

(a) **Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.**

Professional development is an essential component of the school's success. Professional development will occur for two weeks before the opening of the school and throughout the school year. Four additional times per year, there is an all-day formal Professional Development for key topics of interest and a review of data, curriculum, differentiation, and subject matter work. Weekly planning sessions will also occur and include some level of professional/teacher development. This is inclusive of modeling and practice of instructional execution.

Additionally, Hillsdale College K-12 Education (Hillsdale) will host an intensive professional development session for all teachers and school leaders of newly opened schools. Prior to the beginning of each school each year, Hillsdale conducts annual training for all Hillsdale member schools. A previous Hillsdale new school summer training agenda is provided below. The school will utilize professional development at regularly scheduled times throughout the year to assure performance and accountability targets are met. Staff development will focus on meeting school accountability goals and the review and analysis of student performance throughout the year.

Additional professional development, teacher training, and data review discussions will occur based on the principal's teacher observations, teacher requests, and principal and SAC recommendations.

The school will have 14-16 days of professional development per year.

Calendar, Daily Schedule, and Common Planning

The following activities will be included in the school calendar and daily schedule:

- 7-10 days of Hillsdale new school training including Gifted, ELL, or ESL training.
- Regular principal directed professional development sessions
- 7-10 days of professional development composed of common planning with grade or subject peers. This will allow mentoring and collaboration by the more experienced teachers. Each teacher is expected to be scheduled for five out of eight periods. One of the available periods is dedicated to common planning.

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

The principal is primarily responsible for creating, managing, and overseeing a professional development plan and all professional development activities for staff and faculty. The school benefits from the direction and assistance of Hillsdale professional development and the school operations/business manager works to assist in coordinating professional development activities. Additionally, the

operations/business manager is responsible for creating, managing, and overseeing professional and technical development activities for administrative and student enrollment personnel.

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

Hillsdale College K-12 Curriculum / Core Knowledge Sequence Training

All staff and K-5 teachers will receive Hillsdale and Core Knowledge (CK) professional development during the school's first year. All staff members will participate in the "Getting Started with the Sequence" program for Grades K-8. The school administration and teachers will participate in CK Coordinator and Leadership Institute workshops, which can be scheduled during the school's allotted professional development days throughout the school year. The first three days of this training will occur prior to the school's opening.

Literacy Training

Consultants/trainers from Literacy Essentials may be used, and the school will develop in-house expertise in order to conduct ongoing internal training. Hillsdale support and instruction will also take place in school-wide and grade-specific training. Professional development opportunities may occur on-site or by attending local, state and/or national conferences.

Singapore Mathematics Training

The school will provide ongoing training to build staff expertise in Singapore Mathematics to increase capacity and provide models that will utilize the curriculum resources effectively. Singapore Math contains various elements which comprise daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with the conceptual and skill-building framework to teach math. This framework presents a logical sequence addressing lesson content, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate such for students.

Hillsdale College / Barney Charter School Initiative

The school will benefit from an intense 10-day new school start-up training for all teachers and administrators in year one and will benefit from teacher and leader training at Hillsdale annually thereafter.

Socratic Seminar Training

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Students read a text item and are then asked open-ended questions. Hillsdale will provide training on the Socratic Seminar and NCA may engage with other trainers as needed. Training will cover the following:

1. Formulating questions to encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
2. Group norms
3. How to train students in Socratic Seminar discussions

Virtue Instruction Training

The school will provide training to staff in virtue Instruction to include:

1. Pillars of virtue
2. Discipline and classroom management
3. Mediation and conflict resolution
4. Bullying prevention
5. Effective communication
6. Integrating character education into the curriculum
7. Discussion techniques to teach ethical reasoning
8. Student culture and inclusion

With a new school, new teachers, and a new educational model, one would expect the majority of professional development to focus on curriculum and instruction; however, other essential topics that will also be covered in the school's professional development. Of primary concern are classroom management, good discipline and decorum, special education needs, English language learners, and differentiated instruction. Student culture, trauma-informed care, conflict resolution, effective communication with students, parents, school policies, and operations expectations for grading, reporting, etc., will all be covered in the school's professional development plans.

The school principal will have access to information and resources and will engage additional service providers and experts to provide professional development as needed to ensure each component of the curriculum and educational model is met. The principal will use teacher feedback to determine other areas of professional development to be provided during regular sessions throughout the year.

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

The Hillsdale College Barney Charter School Initiative summer training program is comprehensive and addresses required topics and topics of interest for new and returning school leaders, board members and teachers. The follow is the agenda from last year's training and session/subject matter:

New School Training Outline, Summer 2021

K-12 Education, Hillsdale College

Day 1 – Philosophy of American Classical Education

July 26, 2021
8:30a-3:30p
Presenters: Dr. Benjamin Beier or Dr. Kathleen O'Toole

Outline:
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 Hillsdale College's work with affiliated schools

Day 2 – General Pedagogy

July 27, 2021
8:30a-4:00p
Presenters: Becky Lincoln and Julie Apel

Outline:
8:30-10:00 Intro to HC K-12/BCSI/our 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
- Upper School History
- Upper School Science (separate tracks)

12:00-1:00 Lunch by Upper School Subject
1:00-3:10 Tracks by Teacher Area:
- K-6 Science; K-6 History
- Upper School History; Upper School Science
- Latin
- Upper School ELA

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

Day 3 – Classroom Management

July 28, 2021
8:30a-2:00p
Presenters: Becky Lincoln and Julie Apel

Outline:
8:30-10:00 The Role of Classroom Management in Classical Education
10:00-11:30 Coffee with New Teachers
12:30-1:50 Upper School Teachers' Procedures Practicum
2:00-3:30 Elementary Teachers' Procedures Practicum

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Day 4 – Singapore Math, Day 1

July 29, 2021
8:30a-3:30p
Presenter: Nicholis Wagner

Outline:
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

July 30, 2021
8:30a-3:30p
Presenter: Nicholis Wagner

Outline:
8:30-9:30 Overview of Dimensions Curriculum
9:40-11:20 Bar Modeling Practice (5 minutes break sometime near the middle)
11:30-12:30 Math Facts & Number Talks
12:30-1:30 Lunch and Ribbon-Cutting
1:30-2:30 Ability Grouping & Q&A

Day 6 – Literacy Essentials, Day 1

August 2, 2021
8:30a-3:30p
Presenters: Lyna Heaton, Lyndsey Rariden

Outline:
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

August 3, 2021
8:30a-3:30p
Presenters: Lyna Heaton, Lyndsey Rariden

Outline:
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

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Day 8 – Literacy Essentials, Day 3

August 4, 2021
8:30a-3:30p
Presenters: Lyna Heaton, Lyndsey Rariden

Outline:
8:30-9:30 Two-way Words; Question and Answer Flow with Students
9:30-11:00 Practicing Spelling Words
11:00-12:00 The Logic of Spelling to Read; Beginning of the Year and Daily Routines
1:00-3:00 Teacher Guide Organization (for grades K-3); Using McCall-Harby and McCall-Crabbs.
3:00-3:30 Conclusion

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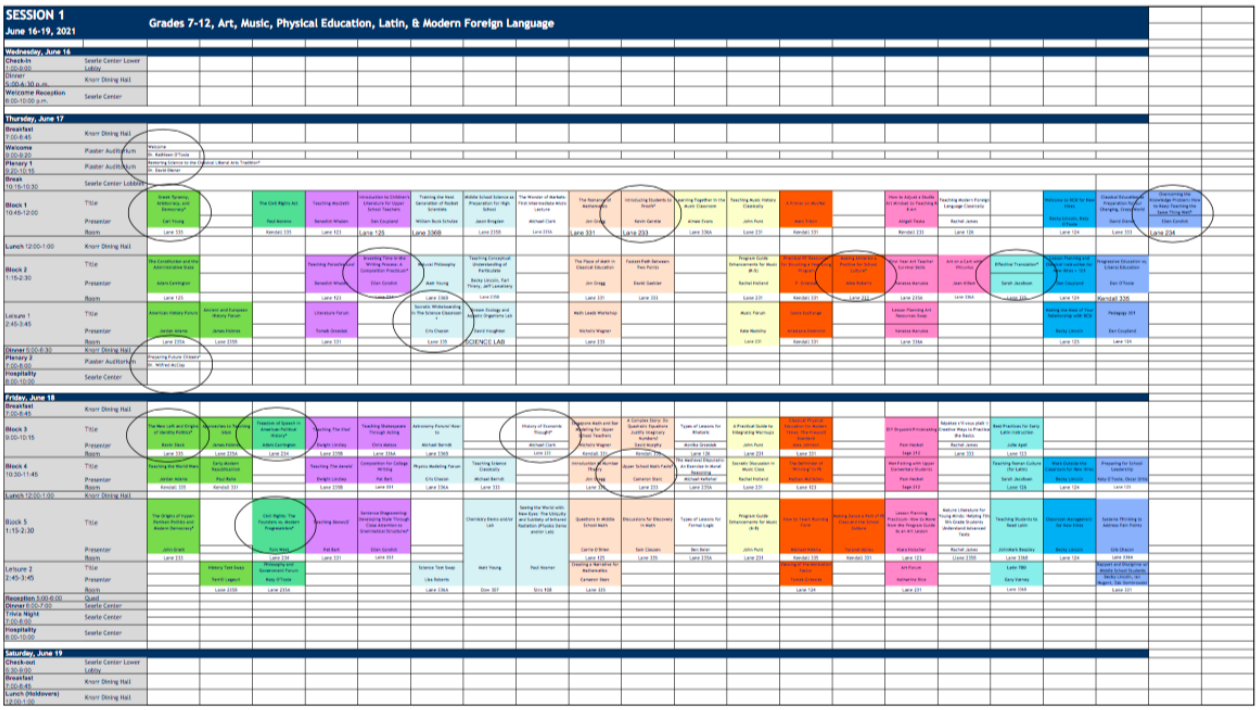
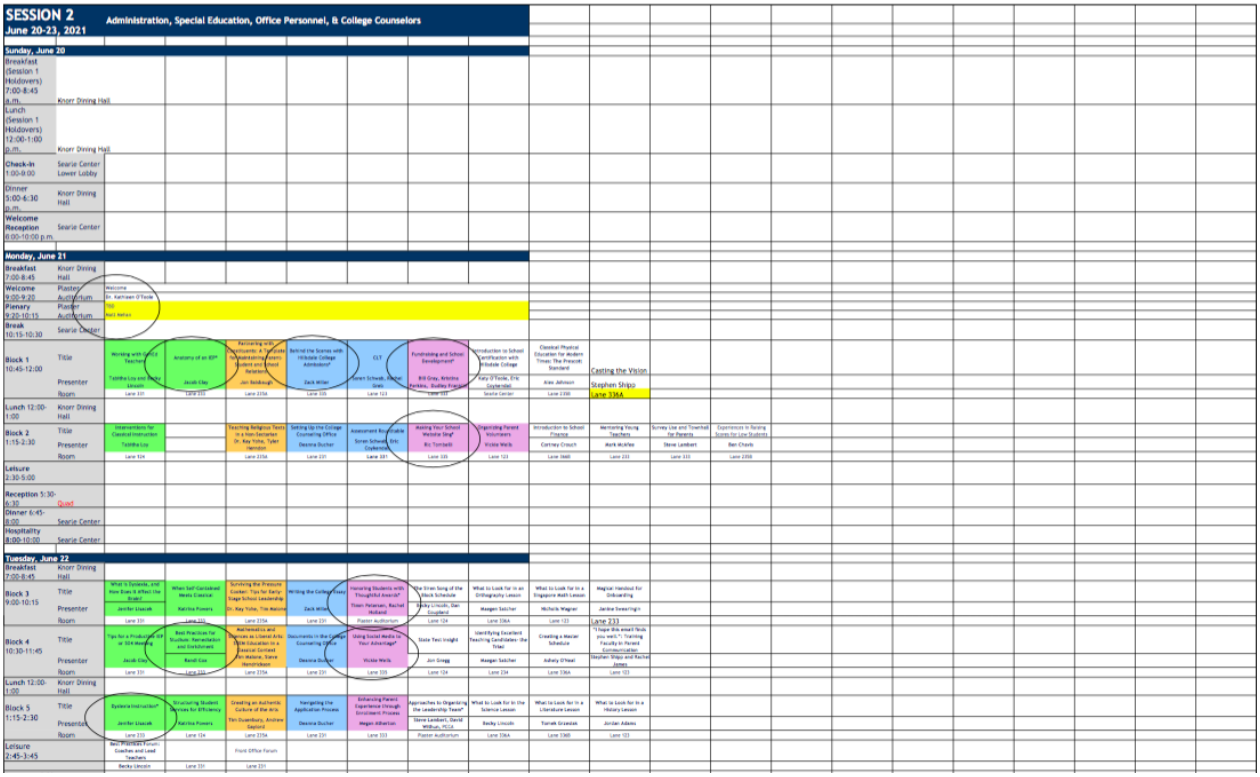
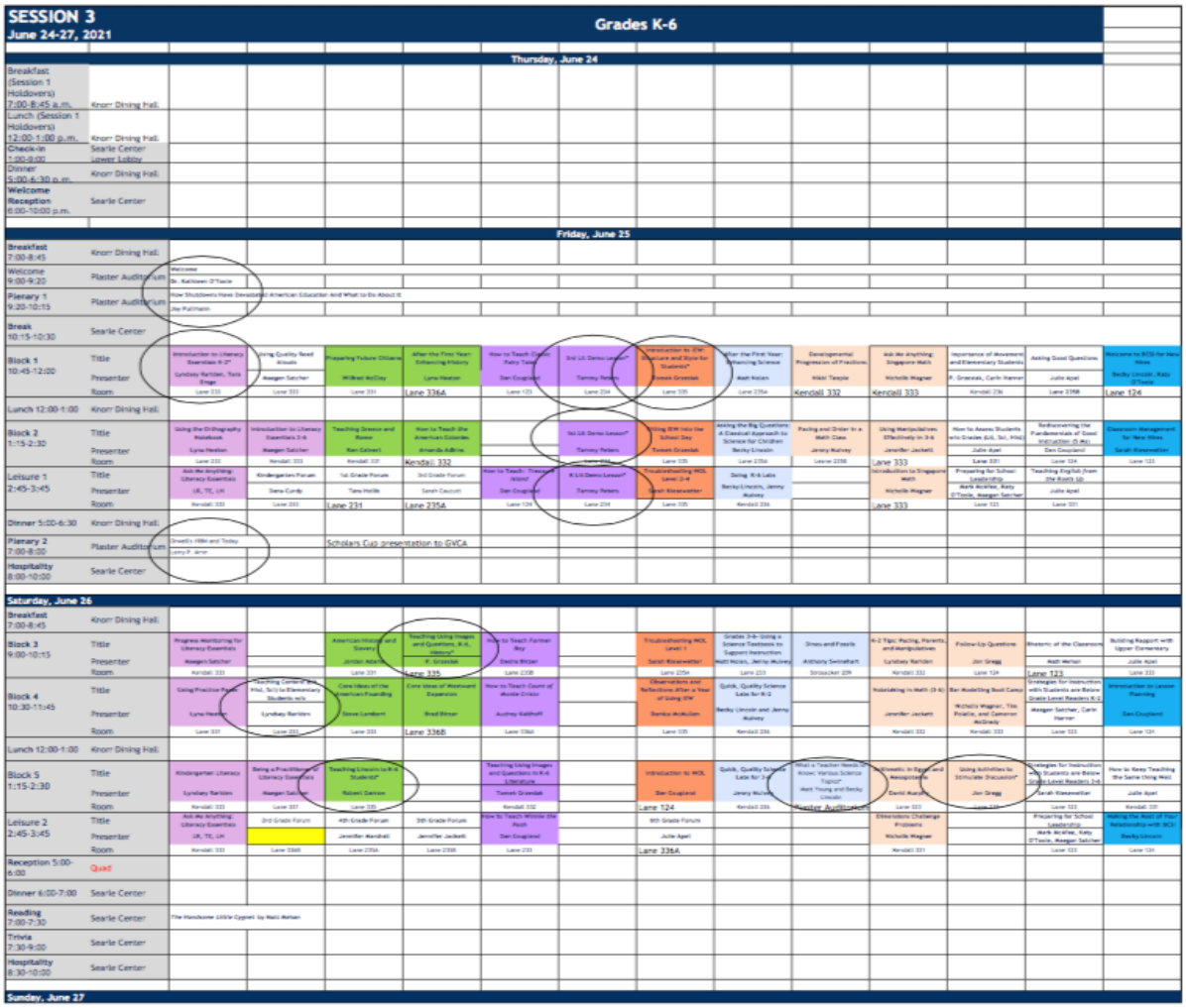

SESSION 1
June 16-19, 2021
Grades 7-12, Art, Music, Physical Education, Latin, & Modern Foreign Language


SESSION 2
June 20-23, 2021
Administration, Special Education, Office Personnel, & College Counselors



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

ACACM understands that respecting the culture and experiences of students, staff and families is essential to meeting academic and social needs within the school community. The school leadership believes this should not be a separate priority, but that a consistent focus on diversity, inclusivity and culturally relevant discussions should be woven into day-to-day instruction and professional development.

It is embedded in how the school teachers and staff interact, speak to, and encourage students, staff and families. Training that strengthens this practice will include the development and internalization of lessons that include activating prior knowledge, making learning contextual, strategically setting up classrooms, and strategically building authentic relationships between students and teachers.

The daily focus and discussion surrounding the school's mission, vision, and virtues including courage, moderation, justice, responsibility, friendship, prudence and wisdom keeps these important topics at the forefront of everyone's mind. It is what the school culture is built upon. ACACM is also committed

to receiving consistent feedback from all stakeholders to inform the diversity, inclusivity, and cultural needs and satisfaction.

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

ACACM benefits from the affiliation with Hillsdale and its mission to develop future leaders to teach and lead in classical academies. The affiliation with Hillsdale College and its Barney Charter School Initiative provides the school with access to continued professional development and key resources in teachers and leaders trained in the classical model, which is necessary to successfully grow the school and meet the needs of students during such growth.

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

All teachers and administrators will undergo group professional development in order to ensure a uniform understanding of core components and alignment with the school's mission, vision and standards. As teachers become highly skilled in the core components of the school's curriculum, accommodations will be made to allow for more tailored and personalized professional development plans. This will also serve as a recruitment tool as teachers will have budget allocations to participate in professional development within a range of acceptable topics.

ACACM will also benefit from professional development accessed through the Tennessee Department of Education Best for all Central Online Academic Tool for Families and Educators (Best For All Central-Tennessee Online Professional Development Tool).

On an ongoing basis, individualized professional development will address the needs of new staff, gaps, or deficiencies identified throughout the year. The table below identifies which training will be conducted uniformly or individualized.

Training	Uniform	Individualized
Core Knowledge Sequence Training	Annual Summer Training	New teachers and as needed and beneficial
Literacy Essentials Training	Annual Summer Training	New teachers and as needed and beneficial
Singapore Mathematics Training	Annual Summer Training	New teachers and as needed and beneficial
Socratic Seminar Training	Annual Summer Training	New teachers and as needed and beneficial

Virtue Instruction Training	Annual Summer Training	New teachers and as needed and beneficial
Special Needs Training	Annual Summer Training	Monthly focused staff training
Exceptional student education	Annual Summer Training	Monthly focused staff training
Trauma-Informed Teaching and Learning	Annual Summer Training	Monthly focused staff training
Culturally Responsive Pedagogy	Annual Summer Training	Monthly focused staff training
Safety Training (CPR, Heimlich, Anti-bullying, Child Abuse Identification, Violence Prevention, Blood Borne Pathogens, Restraint and Seclusion, etc.)	Annual PDs	All staff annually

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

New teachers are key to the school's success and ACACM wants to ensure that mid-year hires are as successful as those attending summer professional development. ACACM will work diligently to ensure appropriately credentialed and skilled teaching staff is hired prior to the start of the school year and staff recruitment will be a focus while enrollment is building during the planning year.

Teachers hired prior to the start of the year will have the benefit of attending the Hillsdale intense training in the summer. Teachers who are brought on after the summer training will wait until the following year. However, new teachers will have time to observe classroom instruction with their peers to learn classroom management systems, familiarize themselves with the mission, vision and focus on virtues in the classroom and around the building. Regularly scheduled professional development days and weekly meetings with leadership offering professional development on relevant topics, new teachers and teacher leaders will be engaged and well-informed of the school's culture and practices.

Additionally, with multiple classes per grade level, teachers will have a community to access for any questions on process. The school accountability committee is key in ensuring the school meets its goals and committee meetings will be ongoing in addition to professional development offerings so that internal educational processes remain the focus of the school's educators regardless of hire-date.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment J, please provide the following:

(a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.

American Classical Academy Madison (ACACM) will secure the required insurance at all levels required by the school's charter contract with its authorizer.

(b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Alliant Insurance Services, Inc. is an insurance provider working with charter schools, organizations and other business entities across the country. Alliant Insurance Services has consulted with ACACM and has provided a letter confirming the school will secure the appropriate insurance in the required types, levels of coverage, and assurance that the Department of Education within ten (10) days of any cancellation as attached and as required in **Attachment J – Insurance Coverage**.

2.7 Transportation

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

American Classical Academy Madison (ACACM) does not currently plan to provide transportation for all students in year one. The American Classical Education, Inc. (ACE) Board will ensure that transportation is not a barrier to students obtaining a quality education and during the planning year ACACM will communicate with parents about transportation.

If transportation services prove to be a needed service, the board will investigate options and pursue a contract for services with a transportation provider. Once the facility is determined, the school will have a better understanding of the neighborhoods in which students reside and the proximity of the facility to family homes and neighborhoods. The need will be assessed regularly during the planning year as each potential location is fully evaluated and considered.

If transportation is not determined to be a barrier for ACACM enrollment, families will be responsible for transporting their students to and from the school. If the board determines that this is a challenge for students' families, they will develop a request for proposal and will solicit competitive bids for a contract for transportation services during the planning year. If the board chooses to move forward with a transportation contract, the board will select the best service provider for bus transportation and the school principal will work with the selected transportation provider to establish policies and processes to comply with State Board LEA policy 3400.

(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.

ACACM will establish a relationship with an experienced transportation provider, like First Student, Grayline Tennessee, or another reputable busing company that provides local transportation services, to contract with for field trips or special activities as determined on a case-by-case basis. Extracurricular activities such as clubs, tutoring or after school programming will call for parent or guardian transportation.

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

- **Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.**
- **Describe how the school will transport students with special transportation needs and how that will impact your budget.**
- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.**
- **Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116**

If the ACACM Board decides to contract for transportation services, the school's operations/business manager will oversee transportation needs, serve as the transportation supervisor for the school, and will work with the transportation provider to ensure all requirements are met and all procedures comply with rule and law. The operations/business manager will work with the school's principal and the board to ensure that appropriate policies are adopted and that processes are established to comply with State Board policy 3400.

Any student with an IEP designating transportation will be provided with appropriate transportation in compliance with IEP requirements. ACACM is committed to meeting students' special needs and will work with a reputable transportation service to provide required transportation. The school will ensure that appropriate accommodations are made and that related expenses are accounted for in the school's budget.

If ACACM determines that transportation services are needed to assist students in regularly attending school, the board will develop a request for proposal and will enter into a contract for transportation during the planning year. The operations/business manager will obtain the required management training and any additionally required annual training and ensure that school policies are adopted and followed in compliance with the State Board requirements, T.C.A. 49-6-2116 and any additional contractual requirements.

Whether transportation is provided for individual field trips, special needs and activities only, or if the board determines that regular transportation is to be offered to all students, the board will adopt policies and procedures to comply with rule, law and contract compliance if transportation services are provided. ACACM will ensure that the operations/business manager will participate in the supervisory management training and will follow board adopted policies and procedures in compliance with rule and law and the Tennessee State Board of Education's Authorized Charter School Transportation Procedures accessible here.

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

If ACACM's board of directors and school principal determine that transportation services are not needed, the school will work with the Parent Teacher Organization to seek parent permission to circulate names and contact information of those interested in providing volunteer parent drivers and carpooling options to ease the burden of transportation throughout all grade levels. The school will work with the parent organization to accommodate needs and ensure communication of transportation options are available to students and their families.

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.

During the planning year, American Classical Education, Inc. (ACE) will establish a request for proposal and will solicit competitive bids for the American Classical Academy Madison (ACACM) contract for food services. ACE will work to secure a food service vendor to provide meals for all ACACM enrolled students ensuring that all state, district and federal guidelines and regulations are followed.

ACACM will offer a breakfast and lunch program at all grade levels from year one and beyond. ACE board members believe that nutrition is important to feed the brains and the minds of students so that they may focus on learning. The school will collect income verification forms during the student enrollment process, and such documentation will be retained and submitted as required for Free and Reduced Lunch program eligibility.

Ideally, ACACM will contract with the district for the school's food service program; however, regardless of which food service provider is contracted with, all federal nutritional requirements will be met. The school will contract for food service meals (breakfast, lunch and snack) to be provided for all students Monday – Friday. The contracted food service provider will ensure meals meet nutritional requirements and all documentation and reimbursement requests and records will be submitted and retained in compliance with federal, state and contractual food service program guidelines.

(b) How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

ACACM will be a public school and will have a diverse student population. The facility has not yet been selected, therefore, as a charter school applicant, ACACM is gathering and assessing demographic information for the entire district.

The school will collect income verification forms during the student enrollment process to ensure accurate free and reduced income eligibility documentation is retained for federal reimbursement purposes. ACACM will communicate to parents the importance of this information is as many parents are hesitant to provide this type of personal information. The school will use this information to determine the National School Lunch Program free and reduced program eligibility to connect families with lower income levels to access additional support and wrap-around services.

Depending on student demographics in the first year of operation, ACACM will apply to become a National School Lunch Program community eligibility provision (CEP) school which will assist the school in budgeting and providing for future food service cost projections.

CEP designation is not an option in year one. The school will collect the income verification forms along with enrollment paperwork for each student. ACACM will work to determine if CEP is an option in the future, and if so, the application will be submitted for year two of school operations. If the free and reduced percentage of students does not warrant a CEP application, the school will continue to collect student meal fees at an appropriate reduced rate for eligible students and families. Participation in the free and reduced program will be anonymous and there will be no discrimination against participating students.

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

The school will identify and assess local food service providers as the school's board believes this service is better outsourced during initial years of operations. Many schools prefer to contract for these services and will equip the facility kitchen with coolers and warming units so that when the meals are delivered by the vendor, they are appropriately maintained until served.

The school would prefer to partner with the local district for meals and food services. However, the board will create a request for proposal to receive competitive bids and will work to select a qualified and experienced local food service provider within the timeframe needed. The ACE Board will ensure that all requirements are met at the facility level and that a contract is entered into including, but not limited to, the following to ensure all students' needs are met year one and beyond:

A food service contract will address:

- Price per meal, milk, condiments, packaging and transport
- Compliance with process for delivery
- Maintenance of warming, cooling equipment and associated fees
- Maintaining compliance with National School Lunch Program regulations
- Maintaining compliance with USDA requirements
- Management of TN Department of Health Inspection
- Development of age appropriate menus
- Maintenance of daily food production records
- Maintenance of daily food meal service and reporting process
- Managing food allergy and/or special needs documentation and compliance
- Any additional school/authorizer requirements

The school operations/business manager will oversee food service operations. The budget will include estimated expenses related to the food service program as to be reimbursed by the National School Lunch Program.

2.9 Additional Operations

(a) Technology:

List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

Classical education is designed to develop the whole student, and one of the main goals is to teach students to learn how to learn. The American Classical Academy Madison (ACACM) believes that technology is an end – not a means – of education, one of many ends that can be successfully pursued with a well-rounded liberal arts foundation. ACACM focuses on developing the whole person, which includes, especially in younger grades, interactions with physical books and physical handwriting. Classical education at its core believes that books, not screens, lead to better reading and comprehension.

By building on the time-tested fundamentals of the school's classical education model, ACACM will enable students to use technology to become active producers rather than passive consumers. Beginning with test preparation and typing curriculum, students will learn the basics of keyboarding skills that will prepare them for necessary skills needed in upper grades. ACACM's upper school will utilize Google Classroom, preparing students for the world of work using the same tools as Fortune 500 companies.

The school will employ a technology service provider to ensure it is equipped with an internet infrastructure necessary to support future growth. ACACM will have computers with wireless internet capabilities to allow for testing at all grade levels.

The school's technology provider will ensure access to and is in compliance with State Student Information Systems requirements and local district recommendations on student information systems. All teaching staff and administration will have access to Infinite Campus, or other student information system if used by the local district, and the school's information system will report to the State's Information Management System. All teaching staff will be equipped with a laptop for convenience in inputting and reviewing student data.

Classrooms will have projectors for teacher instructional use. Some staff members may receive speakers and assistive technology, such as white boards, as needed. Administrators will have laptop computers and the main office will house copy machines, printers, and a laminator to be used by the faculty and staff.

- **Describe how the proposed school will ensure student access to the technology required for state-mandated assessments;**

All state assessments will be delivered to students online using secure technology tools and resources. ACACM will have a computer lab with enough laptop computers for all students to access for mandated state testing.

- **include infrastructure requirements and costs in the budget section.**

The school will contract with a reputable technology service provider that is experienced in working with schools and educational institutions to install cable, internet, phones, and the network infrastructure to ensure that the school is equipped with the necessary resources to meet its technology needs. The school will not use technology to drive instruction, however, the infrastructure will be in place for the school as needed to support instruction and for testing purposes.

(b) Student information management:

- **Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.**

ACACM must maintain a student information system (SIS) to house student information, and the ACE Board is committed to only collecting, maintaining and using personal information that is necessary and relevant to carrying out effective operation. All personal information maintained in the student information system will be used in a lawful manner for legitimate purposes.

The school will not release personally identifiable information or data to any third party entity. Reasonable precautions will be taken to protect personal information maintained in the student information system from unauthorized modification, destruction, use or disclosure. The school will annually review all third party data sharing agreements to ensure compliance with FERPA regulations.

ACACM will not tolerate unauthorized use or release of personal information and will eliminate personal information from the student information system when it is no longer necessary or relevant.

The school will annually notify all parents and families of their rights relating to student records under FERPA including the right to review, request amendments to education records, and to have control over the disclosure of personally identifiable information included in their student's education records.

The school will annually notify faculty and staff of the requirements and prohibitions of FERPA in relation to retention and sharing of student records.

(c) School health and nursing services:

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

ACACM will operate in compliance with the Coordinated School Health approach to promoting student health. The school 's classical education model incorporates physical activity, ensuring a healthy environment, and provides health education, and access to counseling and student health services.

Direct student health will be managed by a registered nurse who will develop Individualized Health

Plans, manage immunization records compliance, maintain essential medical information, and manage and oversee any medication administration for student enrollment. The nurse will manage records for vision and hearing screening requirements, and additional student needs. He or she will provide first aid training to all staff, and will address the medical needs and required documentation for students on an as-needed basis.

(d) Safety and security:

- **Describe your plan for ensuring the safety and security of students, staff, guests, and property . Identify the person or position responsible for school safety operations.**

As the school's primary 'safety officer' the ACACM principal will be responsible for creating a sense of security by implementing policies and procedures ensuring that students, teachers and parents feel safe. The principal will set the expectations and oversee the procedures and processes that keep the school secure.

The principal will be responsible for the creation and implementation of an overall Emergency Safety/Crisis Plan (to include but not limited to severe weather, natural disasters, chemical accidents, medical emergencies, school violence and terrorist threats). He or she will be responsible for obtaining approval of the plan and obtaining the necessary signatures from required authorities. The principal will also be required to file the safety plan with all appropriate parties, and will plan to ensure that each required emergency management test is conducted no later than December 31 of each year.

- **What will be the process and timeline for creating a school crisis plan?**

The ACACM school administration will begin working on the school's Emergency Safety/Crisis Management Plan during the planning year. The plan will be developed prior to the school's opening by the principal (in conjunction with classified and certified school personnel, a member of the governing board, emergency service providers, and community partners) as is optimal. Together, these individuals will form an emergency response team, in which each member will have a role and responsibilities (as delineated in the safety plan) if and when an emergency may occur at the school.

The emergency response team will begin by conducting a risk assessment and then follow-up with details to include: maps (floor plans and areas surrounding the school); equipment and materials (i.e. flashlights, first aid, etc.); roles and responsibilities; safety policies and procedures; and, intervention and prevention strategies. The development, oversight and ongoing management of the school's Emergency Management Plan is a critical part of the school's overall safety measures, helping to ensure that staff, students and families have a plan and protocols in place for emergencies including evacuation, lockdown, severe weather, shelter-in-place, and reunification procedures. The principal will ensure that the school safety plan follows state and district guidelines and that annual drills are completed as required.

(e) School maintenance:

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

ACACM will establish a request for proposals to accept bids for custodial and maintenance services for year one of the school's operations. During the initial years of school operations, a contract for custodial and maintenance services will be secured. A request for proposal will be submitted to obtain quotes for these services during initial years. Bids will be evaluated and vendors will be selected on criteria including reputation, level of services and fee structures. The selected vendor will be responsible for the facility cleanliness and workmanship and maintaining quality equipment, materials and supplies to carry out all requisite duties.

Management of contractually required practices for cleaning and maintenance will be necessary with regard to sanitation, cleaning, chemical documentation, safety and health. The ACACM operations/business manager will be responsible for overseeing all school custodial, maintenance staff and duties.

(f) Describe any additional operations, as applicable.

Additional operations or supplementary programs are not required for year one.

(g) For a sponsor of an existing school in the ASD only

NA

2.10 Charter Management Organization

NA

2.11 Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission.

Please see all requested waivers below:

T.C.A. Citation or State Board of Education Rule	Description of Statute, Policy or Rule	Proposed replacement policy, practice, or rule	How this waiver is necessary to fulfill the charter school's ability to meets its goals or comply with its mission
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	American Classical Education (ACE) approves salaries during the annual budgeting process. ACE's payroll system will reflect appropriate use of public funds.	Compensation will reflect the ACE model approved pay scale which will help to retain high-quality teachers.
T.C.A. § 8-23-206(a)	Longevity Pay	ACE approves salaries during the annual budgeting process. ACE's payroll system will reflect appropriate use of public funds. Compensation will reflect the ACE model approved pay scale.	Teachers may be provided with additional compensation for performance, which will help to retain high-quality teachers.
T.C.A. § 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506; SBE Rule 0520-02-02	Career Ladder	ACE approves salaries during the annual budgeting process.	No funding is currently available for career ladder initiatives.

T.C.A. § 49-5-5205; SBE Rule 0520-01-01-.01	General Requirements for Evaluation	ACE approves salaries and compensation plans during the annual budgeting process.	The classical model is unique and ACE must have the ability to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and philosophy to deliver a high-performing classical education model.
T.C.A. § 49-5-408-409; SBE Rule 0520-02-02-(2)	Evaluation Contracts and Termination of Contracts	ACE oversees performance evaluations and performance management.	It is important that ACE can design its hiring process, pay, benefits, promotion and that such are aligned with the model's mission philosophy. Employees who attain the required levels of performance, as outlined in their performance management goals, will be offered a renewal contract.
SBE Rules 0520-02-03-01 Through 0520-02-03-14	Educator Licensure	ACE will ensure that all school employees are appropriately licensed and qualified to succeed in their roles through its hiring and onboarding process.	This waiver will provide the school with the flexibility needed to properly staff the school.
T.C.A. § 49-5-501-513	Tenure	ACE oversees performance evaluations and performance management of all its employees.	ACE employees are evaluated annually and will be at-will employees,
SBE Rule 0520-01-02	Administrative Rules and Regulations	ACE will operate the school in accordance with applicable laws and policies.	Having responsibility and autonomy of the school's administrative practices allow the school to focus more of its limited time and resources on increasing student achievement.
SBE Rule 0520-01-02-.03	Employment Standards	ACE will ensure that all school employees are qualified for their roles through its hiring and onboarding process.	ACE desires the flexibility needed to properly staff the school with the most qualified candidates for the role.

T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(6)	Licensed Principals	ACE principal will participate in the Hillsdale principal leadership training.	ACE will recruit the most qualified principals experienced in classical education to fulfill its mission.
SBE Rule 0520-01-02-.04	Leave for Teachers	ACE will adopt its own personnel policies including leave in compliance with all state and federal laws and approved by the board.	ACE leave policies will be compliant with laws, meet the needs of teachers and minimize disruptions to student learning.
SBE -01-03-.07	Library Information Center Personnel	ACE will provide students with access to libraries and maintain library personnel	A substantial library will be available to students as soon as practical. The school plans to include a library in its CSP grant and desires flexibility on implementation and staffing.
T.C.A. § 49-3-316	Local Fiscal Accounting	ACE approves the budget through the annual budgeting process. ACE will ensure that public dollars will be used properly, and financial processes will be successfully audited annually.	The school's fiscal management systems will reflect the school's mission and philosophy.
T.C.A. § 49-6-4012(b)	Formulation and Administration of Behavior and Discipline Codes	ACE reviews and approves student handbooks and discipline policies annually.	It is important that the school's discipline practices ensure a safe and effective learning environment for all students.
T.C.A. § 49-6-2206	Use of Unapproved Textbooks	ACE approves use of curricular materials as detailed in this application.	The ACE curriculum and instructional approaches will be linked to the school's mission and philosophy. ACE will use Curricular materials as detailed in this application.
T.C.A. § 49-3-311	Capital Outlay	ACE contracts and leases its facilities.	Preparing a charter school facility is a challenge. It is important that ACE has the ability to select a school site. Having the autonomy to use facility funding allows the resources to be used most

			effectively for the mission and philosophy of the school.
SBE Rule 0520-01-03-.05	Health, Physical and Wellness Education Curriculum	ACE develops an annual calendar and school schedule including time for student health and physical activity.	students will be involved in physical education activities each week. The principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.
T.C.A. § 49-6-303; State Board School Counseling Model and Standards Policy 5.103	School Counseling	ACE will have access to student services in all needed areas through contracted or hired services.	The school desires the flexibility to use a social worker in place of a counselor to best serve the student‘s needs.

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

See **Attachment N - Planning Budget Worksheet**

3.2 Budget Narrative

See **Attachment O - Budget Narrative**

AMERICAN CLASSICAL EDUCATION

American Classical Academy 2023-2024 School Calendar DRAFT

Clarksville-Montgomery Campus

July 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

Su	Mo	Tu	We	Th	Fr	Sa
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20	21	22	23	24	25	26
27	28	29	30	31		

September 2023

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30		

December 2023

Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						

January 2024

Su	Mo	Tu	We	Th	Fr	Sa
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28	29	30	31			

February 2024

Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						

April 2024

Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

Su	Mo	Tu	We	Th	Fr	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024

Su	Mo	Tu	We	Th	Fr	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- BSCI Training In-Service/PD for Teachers - No School for Students
- First Day & Last Day of School Students Return from Winter Break
- No School for Students - School Closed
- Parent Teacher Conferences
- Progress Reports Delivery
- Eary Dismissal
- Report Cards Delivery
- Abbreviated Day for Students First Day of School
- In-Service Local/State Election Day, No School for Students

AMERICAN CLASSICAL EDUCATION

TIMES	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8:00 - 8:10	Arrival						
8:10 - 8:20	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling	Literacy: Vocabulary Spelling	Special	Special
8:20 - 8:30							
8:30 - 8:40							
8:40 - 8:50				ELA: Well-Ordered Language	ELA: Well-Ordered Language	Literacy: Vocabulary Spelling	Literacy: Vocabulary Spelling
8:50 - 9:00							
9:00 - 9:10							
9:10 - 9:20	Recess	Math: Number Talk	Math Facts		History & Geography	Science	History & Geography
9:20 - 9:30			Special	Special			
9:30 - 9:40	Math: Number Talk	Literacy (E.g. Handwriting)					
9:40 - 9:50							
9:50 - 10:00	Special	Special	Recess	Recess	Recess		
10:00 - 10:10							
10:10 - 10:20	Math	Math	Math Block				
10:20 - 10:30							
10:30 - 10:40							
10:40 - 10:50							
10:50 - 11:00							
11:00 - 11:10			Science	Special	Special	History & Geography	Science
11:10 - 11:20	Science	Science					
11:20 - 11:30							
11:30 - 11:40	Lunch		Lunch	Reading Practice			
11:40 - 11:50		Math Facts			Math Facts		
11:50 - 12:00	Recess	Literacy (E.g. Phonogram Review)	Recess	Lunch	Special	Special	Lunch
12:00 - 12:10							
12:10 - 12:20	Literacy (E.g. Phonogram Review)	Lunch	Literacy (E.g. Phonogram Review)	Recess			Recess
12:20 - 12:30							
12:30 - 12:40	Math Facts	Recess	Number Talk	Science	Lunch	Lunch	Math Facts
12:40 - 12:50	ELA: Literature						ELA: Well-Ordered Language
12:50 - 1:00		Special	Special		Recess	Recess	
1:00 - 1:10							
1:10 - 1:20	Literacy (E.g. Handwriting)			Math Facts	ELA: Literature	Math Facts	Math Modeling
1:20 - 1:30		ELA: Literature	Literacy (E.g. Handwriting)	ELA: Literature		ELA: Well Ordered Language	
1:30 - 1:40	Special						Special
1:40 - 1:50			ELA: Literature			Math Modeling	
1:50 - 2:00		History and Geography					
2:00 - 2:10	History & Geography			Math Modeling	Math Modeling	ELA: Literature	ELA: Literature
2:10 - 2:20			History and Geography				
2:20 - 2:30	Recess	Recess		History & Geography	Science		
2:30 - 2:40							
2:40 - 2:50	Literacy (E.g. Reading Practice)	Literacy (E.g. Reading Practice)	Literacy (E.g. Reading Practice)				
2:50 - 3:00							

TIMES	Grade 7a	Grade 7b	Grade 8a	Grade 8b
8:00 - 8:10	Homeroom			
1st Period 8:10 - 9:00	Math	History	Science	Literature
2nd Period 9:05 - 9:55	Latin	Math	Music/Art	History
3rd Period 10:00 - 10:50	Science	Latin	Literature	Music/Art
4th Period 10:55 - 11:45	History	Music/Art	Latin	Science
Lunch 11:45 - 12:20	Lunch	Lunch	Lunch	Lunch
5th Period 12:20 - 1:10	Music/Art	Literature	Math	Latin
6th Period 1:15 - 2:05	Literature	Science	History	Math
7th Period 2:10 - 3:00	Study Hall/Tutoring/Electives (Chior, Band, etc.)			

Excluding opening ceremony, home room, and lunch period, students will have 6 1/2 hours of daily classroom instruction and 180 days of class (annually 1,170 hours of classroom instruction).

AMERICAN CLASSICAL EDUCATION

TIMES	Music Teacher 1	Music Teacher 2	Art Teacher 1	Art Teacher 2	PE Teacher	MFL Teacher	Latin Teacher
8:00 - 8:10	Arrival						
8:10 - 8:20	Prep	A Day → 6A B Day → 6B	Prep	A Day → 6B B Day → 6A	A Day → 5A B Day → 5B	A Day → 5B B Day → 5A	Upper School Latin
8:20 - 8:30							
8:30 - 8:40							
8:40 - 8:50							
8:50 - 9:00		Prep		Prep	Prep	Prep	
9:00 - 9:10	A Day → 8A B Day → Prep		A Day → Prep B Day → 8A				
9:10 - 9:20							
9:20 - 9:30		A Day → 3A B Day → 3B		A Day → 3B B Day → 3A	A Day → 2A B Day → 2B	A Day → 2B B Day → 2A	
9:30 - 9:40							
9:40 - 9:50							
9:50 - 10:00	A Day → Prep B Day → 8B	A Day → 1A B Day → 1B	A Day → 8B B Day → Prep	A Day → 1B B Day → 1A	A Day → KA B Day → KB	A Day → KB B Day → KA	
10:00 - 10:10							
10:10 - 10:20							
10:20 - 10:30		Prep		Prep	Prep	Prep	
10:30 - 10:40							
10:40 - 10:50							
10:50 - 11:00	Prep	A Day → Prep B Day → 7B	Prep	A Day → 7B B Day → Prep			
11:00 - 11:10	A Day → 4A B Day → 4B		A Day → 4B B Day → 4A				
11:10 - 11:20					A Day → 3A B Day → 3B	A Day → 3B B Day → 3A	
11:20 - 11:30							
11:30 - 11:40							
11:40 - 11:50	Prep	Prep	Prep	Prep	Prep	Prep	
11:50 - 12:00	A Day → 5A B Day → 5B		A Day → 5B B Day → 5A		A Day → 4A B Day → 4B	A Day → 4B B Day → 4A	
12:00 - 12:10							
12:10 - 12:20							
12:20 - 12:30		A Day → 7A B Day → Prep		A Day → Prep B Day → 7A			
12:30 - 12:40	Prep		Prep		Prep	Prep	
12:40 - 12:50							
12:50 - 1:00	A Day → 2A B Day → 2B		A Day → 2B B Day → 2A		A Day → 1A B Day → 1B	A Day → 1B B Day → 1A	
1:00 - 1:10							
1:10 - 1:20		Prep		Prep			
1:20 - 1:30	Prep		Prep		Prep	Prep	
1:30 - 1:40	A Day → KA B Day → Prep	A Day → Prep B Day → KB	A Day → Prep B Day → KA	A Day → KB B Day → Prep	A Day → 6A B Day → 6B		A Day → 6B B Day → 6A
1:40 - 1:50						Prep	
1:50 - 2:00							
2:00 - 2:10	Prep	Prep	Prep	Prep			
2:10 - 2:20	Choir	Band	Art Elective	Art Elective/Study Hall	Elective/Study Hall	Elective/Study Hall	
2:20 - 2:30							
2:30 - 2:40							
2:40 - 2:50							
2:50 - 3:00							

AMERICAN CLASSICAL EDUCATION

DRAFT

AMERICAN CLASSICAL EDUCATION

AMERICAN CLASSICAL ACADEMY
FAMILY HANDBOOK
2023-2024

American Classical Academy
Address TBD

AmericanClassicalSchools.com
Phone TBD

2023-2024 Family Handbook

Family Handbook Draft Version
Modified December 23, 2021

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INTRODUCTION

Mission

The mission of American Classical Academy is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.

Virtues

Courage • Moderation • Justice • Responsibility • Friendship • Prudence • Wisdom

Affiliation with Hillsdale College

Hillsdale K-12 Education is a project of Hillsdale College devoted to the education of young Americans. Through this initiative, the College supports the launch of K-12 classical schools. These schools will train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Reform of American public education, to be successful and good, must be built on a foundation of classical liberal arts learning—the kind of learning best suited to a free society and most needed for its preservation. Hillsdale K-12 Education is an important step in that direction.

To advance the founding of classical charter schools, Hillsdale College works with select school-founding groups around the country. When a founding group's interests and abilities are a good match, Hillsdale will assist in creating and implementing the school's academic program, providing the curriculum design and teacher training. This support, along with guidance on the shaping of a vibrant and ennobling school culture, will provide the foundation for these new schools to promote a liberal and civic education in America's public schools.

American Classical Academy is supported by Hillsdale College, a relationship that offers our school ongoing access to curriculum, training, and resources. For more information on the Hillsdale K-12 Education Office and its programs, visit k12.hillsdale.edu.

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A Note from the Principal

[Note: The following letter is an example from Founders Classical Academy of Leander. Each School Leader should prepare a letter appropriate to his or her unique school community, but this example may be helpful for thinking about what to write.]

Dear parents,

Welcome to Founders Classical Academy, and thank you for choosing this place among the many schooling options you have. The mission of Founders Classical Academy is to train the minds and improve the hearts of young men and women through a rigorous, classical education in the liberal arts and sciences, with instruction in good character and civic virtue. It is a high calling, and a difficult one. But it is a calling that can be realized if we are clear in our aims and joined together by common purpose.

Parents, in choosing classical education for your child, you have chosen a more difficult path, but one that brings great rewards for those who travel it well. Our school hopes not merely to care for your students, but to help them fill their minds with knowledge. Our methods are the old-fashioned ones—we diagram sentences, we read the great and difficult books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding, and because we believe that the things we study are worth the effort. At Founders Classical Academy, we want to really know things, not just appear to know them.

We stand against many of the trends that have overtaken American education for the sake of providing something increasingly rare: an education that is good for its own sake. At Founders Classical Academy, we believe that a liberal education in the sciences and the humanities is inherently good—something worth having apart from the many good things that can come from it. Schools like ours often produce impressive students; graduating seniors with high SAT scores, excellent college applications, and the opportunity to be doctors or lawyers once they finish college. We hope that our first graduates will be impressive as well, but we do not think that making them merely impressive is the primary mission of our school. We believe that even the highest accolades are worth nothing if the person who earns them doesn't deserve them. In the end, what good does a perfect SAT score do for a human being who lacks the virtues? Instead we think that our work is to help our students learn to be good, to teach them to be men and women with sound minds and well-formed characters. We hope to help them become thoughtful judges of their own happiness and forces for what is right in the world.

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At Founders Classical Academy, we resist the approach popular in so many schools today--to use the K-12 years as a time for training in a particular trade or profession. Some schools measure their success by what kinds of jobs their students get, but we set our sights on a much higher prize. Liberal education, education that is good for its own sake, is the education that makes human beings free—free to consider the world as it is and endeavor to understand it over time. Liberal education teaches an independence that is unavailable to a person trained for a particular career in a particular set of skills. The liberally educated person is open to the world, but also well grounded in knowledge and in virtue, so he or she is free to ask the most important questions for human beings and then reason through those questions well. The liberally educated person understands himself, and because he knows that his character is his most important possession, he cares for it above all.

In choosing Founders Classical Academy, you have chosen a very particular kind of place. To honor the choice that you have made, we promise to treat your students' education as an end in itself. We promise to help them learn to be virtuous, not just credentialed. We promise to educate them to be thinkers, not merely to train them for a particular profession. We promise to challenge them to help them see what they are capable of. We promise to pursue the truth without shame and without agenda. We promise to help your students know themselves, and to help them cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and to your children. This important and difficult education relies upon a close partnership between parent and teacher. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website. We invite you to schedule observations of our classrooms to see firsthand what your student is learning and how instruction in a classical school works. When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us.

We hope you will display to your students the core virtues we teach—courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. Help us teach them to understand themselves and to develop the good habits that lead to moral virtue. Above all, help us demonstrate to them that learning is not just for young people. Show them through example that curiosity about the world along with the good judgment to understand it well is the truest and best source of human happiness. I thank you for your support of our school, and I look forward to another excellent school year.[*]

[*] Founders Classical Academy of Leander, *Family Handbook, 2019-2020*, 9-10.

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Sincerely,

Dr. Kathleen O'Toole
Founding Headmaster

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SECTION 1: SCHOOL LIFE & DECORUM

School Hours

School Hours: Monday-Friday 8:00 a.m. – 3:00 p.m. (K-12)
Front Office: Monday-Friday 7:30 a.m. – 4:00 p.m.
Closed weekends and during school holidays

Summer Office Hours: Monday-Friday 8:30 a.m. – 3:00 p.m.

Phone: (123) 456.7890
Email: info@MountainClassical.com
Attendance email: Attendance@MountainClassical.com

Student Drop-Off and Pick-Up

Students should begin arriving no earlier than 7:30 a.m. Faculty, staff, and volunteers will be at the front of the campus in the morning to escort our younger students from their vehicles to the building. Other staff will be inside to supervise students on their way to class. At 8:00 a.m. our doors will be locked to ensure the security of students and staff.

Carline

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

[Site Specific Carline Maps and Procedures TBD]

Parking

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The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan.

The school has established five "five-minute parking only" spaces near the entrance to the main office to facilitate carline needs, deliveries, etc. Parents and visitors who will remain at school for more than 5 minutes should park in the designated visitor spots in the rear of the lot.

Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted breaks.

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

Absences

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. The Principal may require that the student obtain comments from teachers about the impact of the absence before the request for an excused absence can be granted, and may require evidence or a commitment that the time will be made up in some way.

We discourage doctors' and other appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades.

In the Upper School, absences are calculated by course. In the Grammar School, missing two clock hours equals one half-day absence and missing four clock hours equals one full day absence.

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Students must attend 90% of a class in order to receive credit for that class. This threshold includes both excused and unexcused absences. If a student is not physically present in class, regardless of the reason, the student's total attendance percentage is reduced. Students who do not attend 90% of a class are in danger of failing the class because of absences and will be referred to the School Leader.

Excused Absences

The following will be considered excused absences:

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

Make-up Work

Students may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), students returning from an excused absence will have two additional days for each absent day to make up work that was due during or immediately after the absence. For example, if a student has an excused absence on Monday, then he has until Wednesday to turn in any work due on Monday or Tuesday; if a student has an excused absence on Thursday and Friday, then work due on Thursday, Friday, or Monday is not due until Thursday of the following week.

The extra time is intended to allow students to catch up on any missed notes or lessons prior to turning in related material. Students are responsible for retrieving notes and assignments for themselves, preferably from a classmate, and are expected to be respectful of their teacher's time.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused

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absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

Extended Excused Absences

American Classical Academy recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Principal or his designee of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

To Report an Absence

Parents must notify the front office of absences by 8:00 a.m. in order to be excused. The Attendance Line is (123-456-7890). Please notify the school every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

Unexcused Absences

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension. Students will not receive credit for homework and assignments that they miss during unexcused absences.

If a student has more than 5 unexcused absences in any year, the student may be classified as truant according to Tennessee law. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

Truancy

A student who is absent from school without permission will be considered truant and is subject to disciplinary action.

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College Visit Absence Requests

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

1. The student must have passed the required parts of the EOC tests for the previous year.
2. The student must be on track to graduate on time.
3. The student must be classified as a junior or senior based upon credits earned.
4. The student must be passing all coursework.
5. The student must meet the 90% attendance rule.
6. The student cannot have any disciplinary issues.

Students must submit a "College Visit Absence Request Form" to the office at least two days prior to the day requested for a college visit.

Tardiness/Early Release

Each tardy or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:00 a.m. or at the established school start time. Early release refers to any occasion in which a student leaves before 3:00 p.m. or the established school finishing time.

Three (3) tardies or early releases make one absence. These may be excused, but the total number does count against the 90% attendance record necessary for receiving credit in a class.

In order for a tardy or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy, the front office must be notified prior to 8:00 a.m. on the day of the tardy, except in cases of extreme extenuating circumstances.

An unexcused tardy or early release is subject to the same provisions as an unexcused absence, and students will not be offered make-up opportunities for schoolwork missed during this time. Students who are habitually tardy will be referred to the School Leader for potential disciplinary action.

Releasing a Student from School

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American Classical Academy's campus is closed during the school day to encourage friendship among all our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. Students may not be taken from the school or playground unless parents have signed them out in the office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

Early Drop-off and Late Pick-up

Students may not be dropped off before 7:15 a.m. and must be picked up by 3:30 p.m. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian at 3:30 p.m.

Students who are still on campus and not participating in a club or athletics at 3:30 p.m. must wait for a parent/guardian in the front office. The late fee for pick-up after 3:30 p.m. is $10 for the first minute and $1 per minute thereafter.

Uniform and Personal Appearance

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy.

When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the office. The office will keep limited inventory of basic uniform items that a student may be permitted to wear

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in order to meet uniform requirements and return to class (in most cases with a tardy slip). Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have appropriate uniform items for a student out of uniform, the student must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

TBD is the sole uniform provider for ALL uniform pieces. The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of directives. Basic details for the school uniform, including ordering information, can be found on the American Classical Academy website.

Additional Uniform Provisions

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All students must be in uniform at all times. NO OTHER clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- All shirts must be tucked in.
- Skirts and shorts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- Hair must be clean, neat, and styled traditionally. Only natural colors are allowed. No unusual or radical hairstyles. Hair accessories must be uniform colors (light or dark blue, khaki, or white). Novelty hair items are not allowed. Boys' hair should not come lower than the eyebrows in the front or lower than the top of the shirt collar in the back.
- All girls' and boys' polo shirts may have the top button un-buttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Students may wear no more than two necklaces at one time.

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Students are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible.
    - Potential addition: Boys are not permitted to wear earrings.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural. Colors such as black, yellow, rainbow, etc., are not acceptable.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas. Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. K-6 students will not change for P.E.
- Shoes, socks, and shoelaces should be mostly white, black, blue, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes; boots, sandals, moccasins, and slippers are not permitted.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Strong/offensive body odors are inappropriate. Clothes may not be ripped or torn. Boys should be clean-shaven and sideburns should not extend lower than the earlobe.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- All school-sponsored events, including after school and weekends, are subject to school uniform policy.

Uniforms and Financial Assistance

ACA will not allow financial need to limit access to the School, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance.

Lost and Found

The student Lost and Found is in the front office. Students are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the 30th of each month.

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Toileting

All students of American Classical Academy must be independent in toileting. On occasion students may have accidents. When an accident occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated accidents, a meeting with the parents, the principal, and the school nurse will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

Discipline

Virtues and General Expectations for Behavior

At American Classical Academy we seek virtue in all its forms, and we focus specifically on the classical virtues of courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at American Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

Honor Code

The ACA Honor Code: An American Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, courage, and wisdom.

At the end of the *Family Handbook* is a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All students in grades 5-12 are also required to sign it.

The Purpose of Discipline

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The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent.

A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the ACA Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class (e.g. PE vs. History class) and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch detention or afterschool detention. PBSs are accumulative, and five are treated as equal to a Pink Slip.
3. Pink Slip: Pink Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, will result in the suspension or expulsion of the student. Pink Slips are usually given out to by the School Leader or Assistant Principal. Very severe offenses may be met with immediate suspension or expulsion.

Consequences for misbehavior are correlated to the above levels of tracking/notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

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In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Poor Behavior Slips will be sent home to be signed by parents. The consequences for a PBS will generally extend beyond the classroom to include something like lunch detention, after school detention, or a special assignment. The consequences for a Pink Slip are explained in the section below.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Assistant Principal has developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class.

Detention

Students may receive detention as a consequence of misbehavior tracked by either a PBS or a Pink Slip. Detention will occur after school or during lunch. During lunch detention, students will generally be permitted to do homework and eat their lunches quietly. Afterschool detention is a more serious consequence, and students will not be permitted to do homework during this time and will be assigned other appropriate tasks.

Detention takes precedence over any extracurricular activity. Students who miss detention will need to make it up and serve another detention, and they may also receive a Pink Slip (see below). Repeatedly missing detention may result in Pink Slips and/or suspension.

Notifying Parents

The School will notify parents of discipline problems that escalate to the level of a PBS or a Pink Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which conference will include the student.

Pink Slips

For consistent and/or more serious disruptions, the student will be sent to the Office and will receive a Pink Slip. Pink Slips accumulate over the course of the school year, and a student's total will not reset

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until the end of the spring semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance with the school's mission.

1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.

2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Assistant Principal to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.

4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student by American Classical Academy. If a student is issued four or more disciplinary referrals, American Classical Academy administration may request that the student be expelled [Note: long term suspension and expulsion are legal matters governed by state law; all schools should follow the laws and practices required in their locality.]

Restraint

If a student is disruptive to the point where he, she, or others are in danger, school faculty and personnel are authorized to use restraint or seclusion pursuant to TBD, subject to attorney review. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is used.

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Complaints regarding the use of restraint or seclusion should follow the grievance process as outlined in this Handbook.

Long-Term Suspension and Expulsion

[TBD, subject to attorney review.]

Bullying [TBD, subject to legal review]

ACA has zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adheres to the definitions established by state laws.

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
4. Causes another person substantial physical harm;
5. Has the effect of substantially interfering with a student's education;
6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through School computers, networks, or other technologies. The term also applies in instances of "cyber-bullying" involving ACA students, even if the technology in use does not belong to the School.

Parents, please call ACA administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying remember bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact the school

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administrator. Incidents of bullying or harassment can be reported to administration via the front office at [number TBD].

Public Displays of Affection

Public displays of affection are not allowed on campus and during school-related activities, and are liable to disciplinary consequences.

Electronic Devices

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. Students may not keep electronic devices on their person during the academic school day. If a student must bring a cell phone or other electronic device to school, he or she must keep it in a locker for the entire day including during recess, lunch, passing periods, and study halls. Such devices includes but are not limited to laptops, portable audio devices, head/earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Principal's discretion.

Any student who is using a phone or other electronic device during the day will have that device confiscated until the end of the day. If there is reason to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, the device may be powered on and searched.

Students who break this rule will be subject to fines and other disciplinary action. American Classical Academy is not responsible for the damage, loss, or theft of these items.

Lockers

American Classical Academy provides lockers (as available) for students in 7th grade and higher. The lockers and locks are school property. Students will be issued a lock and a combination upon request. Students who misplace their lock will be required to pay $5 for its replacement. Only locks issued by the school are authorized.

ACA has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

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ACA is not responsible for lost or stolen items. Valuables such as tablets, iPods, compact discs, and video games are NOT to be brought to school. Problems with lockers should be reported to the Assistant Principal.

Students must observe the following rules:

- Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the Administration.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of.
- We strongly discourage students from sharing their locker combinations with others, as that may lead to conflicts should items go missing.
- Students may not decorate the outside of their lockers. A student may be assessed a fine or asked to clean a locker that becomes dirty or damaged because of his or her use of it.

Lunch and Snacks

School Meals & Lunchtime

Applications for free or reduced meals are available in the front office.

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must talk quietly and behave calmly during lunch.

Snacks

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-2 will set aside a time in the morning during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess.

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With the exception of water bottles and K-2 snacks, food and drink are not permitted in the classrooms or libraries.
Upper School students may eat a quick snack between classes in the hallways as long as they bring food that can be eaten without utensils and without creating a mess. Students may not chew gum.

Birthday Celebrations

If you would like to bring birthday treats in for your student's class, please coordinate with the classroom teacher several days in advance. Our students' academic days are carefully scheduled, and we cannot accommodate last-minute celebrations.

Medication and Medical Care

Administration of Medication

American Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the *Administration of Medication/Medical Procedure* form to acknowledge that the school assumes no responsibility for medications or procedures that are self- administered. Office staff will make this form available to parents/guardians.

School nurses or other employees may administer auto-injectable epinephrine to students upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the student, whether or not such student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability, pursuant to Tennessee statute.

Students may not bring ANY medication to school. This includes cough drops, pain medication, etc.

Student medical records

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Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Assistant Principal and any appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by district and state regulations.

Medical operations

ACA will:

- Participate in workshops, in-services and/or training offered by [the STATE/DISTRICT] regarding student health
- Use [STATE/DISTRICT] forms for health services
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a temperature of 100°F or higher will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Students who are sent home with a fever or vomiting may only return to school when they have been fever- or vomit-free for 24 consecutive hours.

Medical records and enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

Parent/guardian obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

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It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

Food allergies

ACA is not a peanut-free school. The school will, however, establish a table in the cafeteria for students with allergies, and teachers/monitors will ensure that this peanut-free zone is enforced.

Sick students

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a student may return to school, fevers must resolve and the student must be symptom-free without medication for 24 hours.

Lice Policy

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. ACA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Students will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, ACA will provide missed work within 24 hours for the student to complete. [NOTE: Each school should ensure that its lice policy meets local requirements.]

Student Fees and Supplies

Textbooks

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American Classical Academy provides students in 5th grade and up with paperback copies of some literature books free of charge. Students are encouraged to annotate these books as they read them with the class and add them to their home libraries when the class is finished. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

ACA takes on the extra expense of providing students with some literature books free of charge because we hope to cultivate a love of reading, and because annotation is an important skill. If you would like to make a donation to the school to help offset the cost of these books, please make a check payable to American Classical Academy in the amount of $60 (the cost per child of literature books alone) or any amount you choose. Donations are optional.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

Fees

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Principal. All financial obligations must be rectified prior to registration for the upcoming school year. Students with outstanding balances will not be issued report cards or be permitted to register for the next school year. In cases of financial hardship, parents should inquire with the School office about receiving a fee waiver.

Extracurricular Activities

We encourage students to participate in as many extra-curricular activities as they can reasonably manage, knowing that academics comes first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate, and to remain in good academic standing, and to display American Classical Academy's core virtues as ambassadors for the school.

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Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items.

Each coach or club leader will set rules by which each student must abide in order to participate.

Eligibility

Extracurriculars enrich a student's life at the school. American Classical Academy's goal is to encourage students to prioritize academics, but also to provide meaningful opportunities to compete and flourish as young men and women. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in ACA extra-curricular activities, though the Principal may grant exemptions in specific circumstances and for specific events (e.g., school dances).

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Students with either two Ds or one F are ineligible to participate in extracurricular activities. Grades are based upon regularly scheduled progress reports, which occur at the mid-point and end of each academic quarter. Ineligible students will not become eligible until the following progress report or later.

Student athletes may still practice at the discretion of the coach if they are ineligible to compete.

Any student who receives three pink slips in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester. Any student who receives five pink slips in a year will be ineligible for participation in extracurricular activities for the remainder of the year.

Ultimate discretion on eligibility is the responsibility of the Principal.

Clubs

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The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views.

All clubs must be approved by the Principal and have an active faculty sponsor.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Principal a minimum of 3 weeks prior to its scheduled date. Approval for one year does not carry over to the next.

The school will host various social events, including dances, in the course of a regular school year. Students are expected to follow School rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Principal may make specific exceptions.

Sports

All student-athletes will need to complete a physical and sign a release form before they will be allowed to participate in any school-sanctioned sport activity, including practice. These forms are available in the front office and on the school website.

ACA encourages students to participate in sports outside of the school day, whether at American Classical Academy or at another school if we do not offer the sport in question. In all cases, a student's academic needs and performance are the foremost priority and take precedence over athletics. Similarly, disciplinary consequences will take precedence over athletics.

American Classical Academy will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

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Student Publications

Student publications must uphold ACA's mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the American Classical Academy community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior review by the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

Volunteers

American Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. ACA relies on volunteers during carline, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

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If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Principal. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present.

If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In

ACA has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30am and 4:00pm must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

In the unlikely event that a registered sex offender attempts to gain access to the school, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at ACA, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

Parent Visits

Classrooms, the lunchroom, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. Parents and family members are welcome to join their child for lunch. Please sign in at the office to obtain a badge prior to joining your student in the lunchroom.

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During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email.

Classroom Observations

We encourage parents to visit our classrooms to learn more about classical education and discover ways to contribute to their children's education at home. Beginning October 1 of each school year, classroom visits are available to parents by appointment.

Parents may schedule a formal observation of a student's class with the front office and check in at the office before the observation begins. A normal parent observation will last for one period, or, in K-6, two subjects at a time.

Inclement Weather

When weather threatens a school closing, you may tune into one of the local news stations to find out if ACA will be closing. We will follow the decisions of the [Local] School District when making our decision. If you see that the district schools are closed, then so are we. If the local district has a delayed opening then so do we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus. As possible, ACA will also notify parents of school closures by email and other electronic methods.

Withdrawals

We are always sorry to have a student move from ACA. To facilitate withdrawal of students from School, we ask that parents advise the School office of an intended withdrawal three days prior to leaving. A parent is required to meet with the Registrar to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All charges, fines, and fees must be paid prior to withdrawal, and textbooks must be returned.

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SECTION 2: ACADEMIC POLICIES

Curriculum Introduction

The curriculum of American Classical Academy is based on the curriculum scope and sequence offered by Hillsdale College. This curriculum is used throughout the network of Hillsdale-affiliated schools, of which American Classical Academy is an affiliate. While ACA has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our School has committed to embrace and uphold the following key characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than "student-centered learning" methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 12.

Homework

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students

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are studying. At best this will extend homework time beyond what one would typically need and at worst will hinder real learning.

Every student will have some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family, and make a little progress on it every night.

As a general rule, a student can expect 10 minutes of homework per grade level plus additional time for reading. So, a 1st grader will have approximately 10 minutes of homework per night (plus reading time) and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students can expect to have 1.5 to 2 hours of homework per night plus reading time of 30-60 minutes.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days.

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Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

In grades 3-12, homework submitted one day late will receive 75% credit and two days late will receive 50% credit. Homework submitted more than two days late will not receive credit. In grades K-2, late homework will be treated as an in-class discipline issue, and students may be required to serve lunchtime or recess detention in order to complete assignments.

Grading

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. American Classical Academy will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

In Kindergarten and 1st grade we will use the following marks:

E = Excellent performance
S = Satisfactory performance
N = Performance needs improvement
U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70

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D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

Students will receive report cards every 9 weeks. Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.

In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth. See below for further information about calculating GPA for ranking purposes in high school.

Weighted GPA and HS Transcripts

American Classical Academy refuses to inflate student grades, since doing so poorly prepares students to lead independent, responsible, and productive lives. Nevertheless, the larger academic world does not share our view, and to ignore this would do a disservice to our students as they apply for some colleges and scholarships.

In order to maintain the integrity of our classrooms while recognizing the pressures of the broader academic world, ACA has adopted the following weighted grading policy.

For purposes of official High School transcripts only, Honors courses and courses that count for both High School and college credit will be weighted on a 5-point scale as follows:

Grade	GPA
A+	5.00
A	4.85
A-	4.70
B+	4.30

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B	4.00
B-	3.70
C+	3.30
C	3.00
C-	2.70
D+	2.3
D	2.0
D-	1.7
F	0.00

For report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale applies.

Students completing high school level courses in grade levels 6th-8th are awarded high school credit. The final semester grades and credits are reported on the student's transcript, however, any high school level courses completed in grade levels 6th-8th grade will not be factored into a student's cumulative GPA.

Because weighting procedures and level of rigor vary greatly from institution to institution, the final GPA reported on the transcript is based on courses taken at ACA only. Courses and final grades earned outside of ACA are listed on the transcript. For college applications, students may choose to provide a transcript from their previous high school if they believe it will strengthen their application.

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Progress reports will be available at the midpoint of the quarter and sent home if a student has earned a D in two or more classes, or earned an F in one or more classes. In such cases, a student will be ineligible for extracurricular activities.
- Report cards will be mailed or sent home quarterly.

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- Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.
- Parents have the ability to review student progress via online access to American Classical Academy's teachers' grade books.

In general, grades will be posted within seven business days after the due date unless otherwise notified by teacher on the syllabus. Written assignments in the Upper School and labs may take longer to grade due to the kind and amount of feedback. Parents are able to monitor missing assignments online. Parents are encouraged to notify the teacher and the principal if there is no assignment/grade information for a particular academic subject or course.

Teacher Conferences

Parent teacher conferences happen at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent/teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

Student Placement

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. American Classical Academy will respect the promotion and retention decisions from the school from which a student transfers.

If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed appropriate by the teacher and principal. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the teacher and principal, a signed document of this choice will become part of the student's permanent file.

High school transfer students will be placed based upon their state-recognized credit hours; however, transfer students may require additional time in order to meet ACA's graduation requirements.

Promotion & Retention

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The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental or physical development would not allow satisfactory progress in the next higher grade. In certain cases—especially the academic cases detailed below—school administration may recommend or require that a student be retained.

Kindergarten-5th Grade

A student will be considered for promotion only if he or she can read just above grade level and is competent in the other core subjects (English, Math, History, Science, and in sixth grade, Latin). Students in Kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the ACA phonics and literacy curriculum.

Students who fail end of course exams in reading or math may be retained.

6th-8th Grade

A student must attain a 1.7 GPA (C- or higher) in the core subjects (English, Math, History, Science) to pass to the next grade. If a student does not earn a 70% or above in any semester of a high school credit course (Algebra I, Geometry, Algebra II, Latin I-III), then the student must retake the course in order to receive credit.

Students who fail end of course exams in reading or math may be retained.

9th-12th Grade

Students must earn an average grade of 70% or above in both semesters to earn full credit for a high school credit course. In cases where a student fails a state-required end-of-course assessment, the student may be required to retake the course. Students can either retake courses the following year if the schedule allows or earn credit through another suitable program approved in advance by the Principal.

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

Grade level classification is based on these units of credit earned:

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

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High School Graduation Requirements

English Core courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)	4.0 credits
Math In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters).	4.0 credits
Science In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters)	4.0 credits
History Core courses: Ancient World History (2 semesters), European History 500-1815 (2 semesters), American History (2 semesters), Modern World History (2 semesters)	4.0 credits
Government Core course: American Government and Politics (2 semesters)	1.0 credit
Economics Core course: Economics (1 semester)	0.5 credits
Foreign Language Students who begin Latin in grade 6 must successfully complete Latin through 9th grade. Students who begin Latin in grades 7, 8, or 9 must successfully complete Latin through 10th Grade. Additional courses in Latin, French, and Spanish are offered to allow students to fulfill the six-semester language requirement.	3.0 credits
Composition, Logic, and Rhetoric Core Courses: Logic OR Composition (1 semester) and Rhetoric (1 semester)	1.0 credit
Philosophy Core courses: Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (1 semester)	1.0 credit
Electives (minimum, although more may be accrued) Core courses: Fine Arts and P.E. (1 semester of each)	4.0 credits

- All students are required to complete the core courses. If a student fails a course, the course must be re-taken in lieu of an elective provided the total number of credits earned during the student's high school tenure does not fall below the state minimum credit requirement for graduation.

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- At the discretion of the School Leader, a student may be required to complete remedial courses in order to graduate.
- The School Leader has the authority to waive any graduation requirement except those meeting the state requirements.
- Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the School Leader.
- A special education diploma may be awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements, or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Program (IEP).

Mathematics

All students are required to follow the mathematics course sequence through Pre-Calculus. After successful completion of Pre-Calculus students will be placed into Calculus or another advanced math course based on the recommendations of the Pre-Calculus teacher and by approval of the Headmaster.

Senior Thesis

The senior thesis is the culmination of a student's classical education and a rite of passage to a life of virtue and self-government. The student's thesis may concentrate on books, events, or themes that draw upon any of the core courses and should serve as a capstone project, one which brings together the things a student has learned during his or her time at the school.

Every senior will write, orally deliver, and defend a thesis on a topic of his or her choosing that emerges from the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members. A satisfactory performance on the writing and presentation of the thesis is required for graduation.

Students must complete a senior thesis and present that thesis in a formal setting in order to graduate from high school.

Academic Honesty

Plagiarism

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Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the principal of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or the principal will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may, if applicable, lose the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may, when applicable, lose their status as valedictorian or salutatorian.

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Student Services

In furtherance of our mission and in order to meet federal guidelines, American Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

ACA will offer a continuum of special education services and placements for the special needs of students.
ACA provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into ACA, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the ACA staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

ACA's Student Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Student Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

State Assessments

The state of Tennessee requires standardized testing through the Tennessee Comprehensive Assessment Program (TCAP) in reading, math, and science for Grades 3-8, as well as social studies for grades 6-8. Tennessee also requires exams in several high-school subjects, called "end of course" exams or "EOCs." While we are required to participate in these exams and will take them seriously when they arrive in the spring, our approach differs from that in many public schools and deserves a comment.

Our curriculum is not designed around the state assessments and our teachers do not "teach to the test." We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that ACA provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in Grammar School math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order

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that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed and students may not be picked up early from school. Please plan accordingly.

Controversial subjects

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 9 through 12. When these subjects come up, teachers will present an impartial view of all sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school without Principal approval.

Guest Speakers who cover controversial topics must be screened by the principal. The screening may include an interview of the guest by the principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

Religion

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage, and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, ACA curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

Evolution

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ACA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and many religious colleges.

The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God.

ACA recognizes a clear distinction between *science* and *scientism*. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the *only* means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at ACA will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Human Sexuality

At ACA, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

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In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way. Upper school students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Administration or a faculty member who has the full confidence of the Principal in these matters.

In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

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SECTION 3: ADDITIONAL POLICIES & PROCEDURES

Admissions and Enrollment

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website.

Admissions Eligibility

American Classical Academy is open to all students who reside within [school district], subject to availability. At the time of enrollment and re-enrollment, students will be required to demonstrate permanent residency within [school district]. Students whose residence is not fixed or regular will be evaluated on a case-by-case basis in keeping with governing state and federal laws.

ACA will not discriminate on the basis of race, color, ethnic background, sexuality, national origin, gender, or disability in administration of its educational policies, admissions policies, athletics, and other school-administered programs.

Students expelled from another school will be admitted at the discretion of the Principal. The Principal will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

Admission forms and deadlines will be available in the school office and online.

Limited Availability

ACA will determine the number of seats to be offered in each grade on an annual basis. While it is our expectation that such numbers will be determined prior to the Open Enrollment period, the school may decide to revise these numbers prior to the beginning of the new school year.

Open Enrollment will be held during the spring semester each year; exact dates will be posted at online and available in the school office. Families of enrolled students who wish to re-enroll will be required to submit a re-enrollment form for each student prior to or during the open enrollment period in order to secure each seat.

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At the end of the Open Enrollment period, the school will admit students in the following order:

1. Current students who have submitted re-enrollment forms.
2. Applicants who are next-of-kin to any teachers, staff, or board members.
3. Applicants who have siblings already admitted to the school.
4. All other applicants.

If the number of applicants exceeds the number of available seats in any grade, a random lottery process will be used to select admitted students from the pool of applicants. The lottery will also establish the order of the waitlist.

The school may, by direction of the principal, establish more seats in any grade in order to accommodate applicants who are next-of-kin to any teachers, staff, or board members.

Once students are admitted at the end of the open enrollment period, families will receive notice via mail and, if possible, via phone and/or electronic communication. Families will have three weeks from the date on which notices are mailed to submit enrollment paperwork. If families do not submit enrollment paperwork by the due date, then they forfeit the offered seat. Seats that become available after the enrollment period will go first to waitlisted students—in the order established by the lottery—and will then become available on a first-come, first-served basis.

The school will allow enrollment for open seats after the start of each school year, but only until such date as is determined by the Board of Directors.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the principal at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be required to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Headmaster. Students who have received 4 or more Pink Slips may not attend field trips without an accompanying parent.

Extended Field Trips

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An extended field trip is one that requires an overnight stay. All extended field trips require individual Board approval a minimum of 90 days (180 days outside US) prior to the proposed trip. All students attending the extended field trip must have principal approval. For Upper School students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees, the school, and [TBD: District Authorizer]. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc) must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with administration to insure that all procedures are followed.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

American Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail
- Email

ACA employees will not use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

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ACA teachers and administrators will respond to parents as quickly possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the principal may require an extra day to respond to correspondence.

General Communication with the School Community

The Principal must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school, and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

1. The school website, [url TBD]
2. The official monthly newsletter
3. The official Facebook page, [url TBD]
4. Correspondence from school administration, including emails and postal correspondence
5. Notices sent home with students and/or distributed by the school office

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

Social Media

ACA recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page at facebook.com/NationalMountainClassical. This page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to "like" or "follow" our page to receive updates. Any important notifications from ACA that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

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In the interest of privacy, ACA will limit the sharing of personal information about students on our Facebook page, and ACA staff and faculty will not discuss a student's personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, ACA will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of ACA to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. ACA reserves the right to delete comments that are inappropriate, quarrelsome, or out of place.

While ACA is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of dissent. ACA administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

ACA retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

Student Network Use

Students at American Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

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We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

ACA does not assume responsibility for system failures that could result in the loss of data.

It is the policy of ACA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Emergency Policy

The Administration shall maintain a stand-alone Emergency Operations Plan, which shall be available for reference in the School office.

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Student Drivers and Parking

Being able to bring a vehicle on campus is a privilege. The school is not responsible for damage to a vehicle that occurs while it is on campus. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Permission is required for any student who finds it necessary to go to his or her vehicle during the school day.

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A copy of a student's driver's license and insurance must be on file in the school office.
Students who have received a driver's license and are in good standing may drive to school and park in designated parking spaces. Students must maintain a 1.7 GPA in order to drive to or from school. The school will check a student driver's GPA at semester, and falling below the 1.7 threshold will revoke driving privileges for the following semester.

Students must receive a parking pass in order to park on campus. Due to limited space on campus, passes will be distributed first to seniors, then to juniors, then to sophomores, through a lottery process as established by the school administration. Students who receive their driver's license during the course of the school year may apply for a parking permit if spaces are available.

The school shall not issue more than one parking pass per family.

The school will set the fee for a parking pass each year before the start of school.

Student passengers must have parent permission to be in other students' vehicles, other than siblings.

Facility Use

The Principal will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.

Parent Teacher Organization

American Classical Academy's Board establishes the Parent Teacher Organization (PTO) to support the school's mission. PTO teams and activities will be designed to help the school flourish in and beyond

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the classroom. Largely, the PTO consists in a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PTO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PTO may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. ACA is itself a non-profit organization with 501(c)3 status.

The Principal reserves the right to create, remove, or dissolve PTO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

Long-Term Suspension and Expulsion Policies and Procedures

Long-term suspension and expulsion are legal matters subject to federal and state laws and—in some cases—local procedures and policies. Each school should check with its attorney and/or its charter authorizer and ensure the compliance of its own policies and procedures.

Generally speaking, charter schools that are authorized by a school district will have to follow the long-term suspension and expulsion policies set by the authorizing school district. Charter schools with an independent or state-level authorizer are usually treated as a district (Local Educational Authority or "LEA") and have more freedom to set these policies on their own.

As a school sets its policies for dealing with long-term suspension and expulsion, it should take care to set policies that reflect the "Due Process" required by the US Constitution and modern legal precedent. Furthermore, school leadership should contemplate what, if any, legal obligations are incurred by the school in cases of long-term suspension and expulsion.

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SECTION 4: GOVERNANCE & MANAGEMENT

Board of Directors

American Classical Academy (the "School") is a subsidiary of American Classical Education, Inc., a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the "Board"). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with [TBD: district authorizer]. The bylaws and Charter Agreement are available on the School's website, [url TBD].

Board Responsibilities and Obligations

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission. The Board created American Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following mission:

> To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

Board Meetings

In compliance with the state's Open Meetings Laws, the Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location, including the School website (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings and state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.

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- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and a record of votes.

The Board welcomes public comments at each regular Board meeting. Community Comments are limited to 2 minutes. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing. Grievances or discussions involving specific personnel will not be entertained at a public meeting.

For information about Special Meetings or Executive Sessions of a regular meeting, refer to the ACA Board Bylaws and Policy Manual.

Communication to the Board

Board communication plan TBD, but to make use of local school advisory committee.

The Board kindly requests that members of the ACA community refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Principal, or the whole Board.

Any communication to the Board should follow the Grievance Policy detailed below.

Role of the Principal

The Principal will implement a traditional, classical, liberal-arts curriculum. The Principal makes final decisions on curriculum, subject to the approval of the Board of Directors. The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

Chain of Command

The Board has established a chain of command whereby all authority for the management of the school rests with the Principal, and he has the sole responsibility of reporting to the Board and managing the operations of the School. It is the expectation of the Board that the Principal will establish a chain of command within the School to assist him with its operations.

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In all communication to the School, the Board expects the ACA community to observe the chain of command and direct communication accordingly. The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. ACA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after speaking with the Principal, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the Administration.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the Principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the Principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Principal can act on that information.

Grievance Policy

Grievance Related to the Classroom

ACA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the Administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular

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classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

- The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
    - The Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Principal.
        - The Board: If the grievance cannot be resolved with the Principal, the parent should refer the matter to the Board, preferably in writing.

Grievance Related to Administration

For grievances regarding an administrator who reports to the Principal, the grievance should be directed to the individual first, then the Principal. If necessary, grievances left unresolved by the Principal should be submitted in writing to the Board. Grievances regarding the Principal should be directed to the individual first, then in writing to the Board.

Records Requests

Policy TBD in consultation with attorney to ensure compliance with Tennessee Public Records Act.

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SECTION 5: PRIVACY

Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office

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that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

Student Information

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video- taped for use by the school, by the media, or by other organizations operating with approval from the school principal. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the ACA photo/video release waiver included with ACA enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed alongside their pictures on the school website or in ACA advertising publications.

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APPENDIX:

Change Log

This is version 1.0 of the *ACA Family Handbook*. The handbook and the policies herein were adopted for use by the ACA Board of Directors for use during the 2023-24 school year on _____ (date).

Future changes to the handbook and policies contained herein will be noted in this appendix.

Parent Acknowledgement

I, _____(printed name of parent), do hereby recognize receipt and review of the *American Classical Academy Family Handbook, 2023-24*. As a parent of a child enrolled in ACA, I agree to abide by these terms and support the mission and operations of the school.

Signature: _____ Date: _____

Honor Code

An American Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, courage, and wisdom.

Parent Pledge

I have carefully discussed the ACA Honor Code with my child and he/she understands what it means. I pledge to encourage my child to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my child aspire to excellence in prudence, justice, moderation, courage, and wisdom.

Name(s): _____

Signature(s): _____

Date: _____

Student Pledge—To be signed by all students in grades 5-12

I understand the ACA Honor Code and have discussed it with my parent(s). I pledge to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will aspire to excellence in prudence, justice, moderation, courage, and wisdom.

Name: _____

Signature: _____

Date: _____

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American Classical Education, Inc. will work with counsel to develop and adopt school discipline polices as reflected in the Tennessee State Board of Education's Authorized Charter School Policies Guidance and the Tennessee Compilation of School Discipline Laws and Regulations to ensure compliance with rule and law.

AMERICAN CLASSICAL ACADEMY
DISCIPLINE POLICY

DRAFT

Virtues and General Expectations for Behavior

At American Classical Academy (ACA) we seek virtue in all its forms, and we focus specifically on the classical virtues of courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at American Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

Honor Code

The ACA Honor Code: An American Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, courage, and wisdom.

At the end of the *Family Handbook* is a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All students in grades 5-12 are also required to sign it.

The Purpose of Discipline

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent.

A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the ACA Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class (e.g. PE vs. History class) and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch detention or after school detention. PBSs are accumulative, and five are treated as equal to a Pink Slip.
3. Pink Slip: Pink Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, will result in the suspension or expulsion of the student. Pink Slips are usually given out to by the School Leader or Dean of Students. Very severe offenses may be met with immediate suspension or expulsion.

Consequences for misbehavior are correlated to the above levels of tracking/notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Poor Behavior Slips will be sent home to be signed by parents. The consequences for a PBS will generally extend beyond the classroom to include something like lunch detention, after-school detention, or a special assignment. The consequences for a Pink Slip are explained in the section below.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Dean of Students has developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class.

Detention

Students may receive detention as a consequence of misbehavior tracked by either a PBS or a Pink Slip. Detention will occur after school or during lunch. During lunch detention, students will generally be permitted to do homework and eat their lunches quietly. Afterschool detention is a more serious consequence, and students will not be permitted to do homework during this time and will be assigned other appropriate tasks.

Detention takes precedence over any extracurricular activity. Students who miss detention will need to make it up and serve another detention, and they may also receive a Pink Slip (see below). Repeatedly missing detention may result in Pink Slips and/or suspension.

Notifying Parents

The School will notify parents of discipline problems that escalate to the level of a PBS or a Pink Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which conference will include the student.

Pink Slips

For consistent and/or more serious disruptions, the student will be sent to the Office and will receive a Pink Slip. Pink Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance with the school's mission.

1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.

2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Dean of Students to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the scho

ol day.

4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student by American Classical Academy. If a student is issued four or more disciplinary referrals, American Classical Academy administration may request that the student be expelled [Note: long term suspension and expulsion are legal matters governed by state law; all schools should follow the laws and practices required in their locality.]

Zero Tolerance

The School will maintain a zero-tolerance policy for the following offenses:
Possession, distribution or use of drugs as defined in T.C.A. § 9-17-403 through 39-17-415,

- T.C.A. § 39-17-454, and T.C.A. § 53-10-101
- Intentionally causing serious bodily injury to a staff member or a member of the student body
- Threatening to use or possession of any firearm or destructive device

Restraint

If a student is disruptive to the point where he, she, or others are in danger, school faculty and personnel are authorized to use restraint or seclusion pursuant to TBD, subject to attorney review. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint or seclusion is used.

Long-Term Suspension and Expulsion

[TBD, subject to attorney review.]

Due Process

ACA will maintain compliance with Tennessee and the local district policies and procedures for due process when a student is suspended or expelled as a result of student discipline policy or code of conduct violation.

Rights of students with disabilities will be protected in any disciplinary actions and proceedings as may be necessary. Leadership and staff will be trained to administer discipline procedures and address infractions in compliance with students' Individual Education Plan or 504 Plan.

See Suspension and Explusion Policy.

Bullying [TBD, subject to legal review]

ACA has zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adheres to the definitions established by state laws.

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
4. Causes another person substantial physical harm;
5. Has the effect of substantially interfering with a student's education;
6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, or at school-related functions or activities or by use of data or software that is accessed through School computers, networks, or other technologies. The term also applies in instances of "cyber-bullying" involving ACA students, even if the technology in use does not belong to the School.

Parents, please call ACA administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between normal conflict and bullying remember bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact the school administrator. Incidents of bullying or harassment can be reported to administration via the front office at [number TBD].

Corporal Punishment

ACA will not prohibit the use of corporal punishment as a disciplinary measure under any condition.

Attachment D – Enrollment Policy

AMERICAN CLASSICAL ACADEMY
ENROLLMENT POLICY

DRAFT

NON-DISCRIMINATION
Admission to AMERICAN CLASSICAL ACADEMY (ACA) is open to any student in grades kindergarten through 5. The school will not charge tuition. The school will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, gender identity or appearance, disability, intellectual or athletic ability, measures of achievement or aptitude, or any other basis.

ACA admission policies will follow the local district enrollment procedures.

ENROLLMENT PROCEDURES
Annually, the school will release an Enrollment/Re-enrollment Application Form which asks only for basic contact information and verifies that students will enter kindergarten or re-enroll for next year. A specific description of the school program will accompany the Enrollment Application. The Enrollment Application Form will be mailed to parents who completed letters of intent to enroll, distributed throughout the community, and posted on the school's website.

A mid-year application window of at least 30 days will be made available. Applications to Enroll will be received by the school and all information will be collected in the school's online enrollment system. Date of receipt will be tracked. Should there be more applicants than seats available, the school will hold a lottery within seven days of the application enrollment deadline in compliance with lottery regulations outlined in Tennessee Rules and Regulations 0520-14-01-.04. 14.

ACA will recruit students of the appropriate age and grade level residing within the jurisdiction of the authorizing LEA or as allowed by the school's charter contract. All eligible students who submit a timely Enrollment Application shall be enrolled in the school unless the number of applications exceeds the capacity of the school. Subject to T.C.A. § 49-13-113, if the number of applicants exceeds the capacity of the school, the following process will be followed:

- Charter schools shall conduct an initial student application period of at least thirty (30) days. During this enrollment period, all eligible students may apply for enrollment.
- Upon closure of the initial student application period, the school will determine next steps given the number of applications.
- If the number of student enrollment applications is at or below the maximum seats for a class or grade level, all students will be enrolled and families will be informed of the admission of the student.
- If the number of eligible students seeking enrollment exceeds the school's capacity of the building, grade level or class, then the enrollment of eligible students shall be determined on the basis of a lottery.

Attachment D – Enrollment Policy

LOTTERY

Any such lottery shall be conducted within seven (7) calendar days of the close of the initial student application period. Charter schools must either have an independent accounting firm or law firm certify that each lottery conducted complies with the statutory requirements, or prior to the lottery, the school must have their lottery process approved by the Tennessee Department of Education. Charter schools may participate in the enrollment process of their authorizer and use certification from the authorizer to satisfy this requirement.

PRIORITY/PREFERENCES

Pupils enrolled in the school the previously year will be provided priority re-enrollment status. Siblings of students already enrolled in the school are provided with priority status. Additionally, children of teachers or governing board members of the school will be provided with a priority status as well, however, such may not exceed ten (10%) percent of total enrollment or twenty-five (25) students, whichever is less.

Following the lottery, ACA will notify each family of the results including whether the student has been enrolled or added to the waitlist. Families must accept the seat assignment by a stated deadline or the seat will be vacated and offered to the next student on the waitlist. The school will communicate next steps and a timeline in which families must complete the enrollment process.

If, at the end of the student application period, the number of eligible students seeking to be enrolled does not exceed the school's capacity or the capacity of a program, class, grade level or building, then the enrollment of eligible students may proceed on a first come, first served basis.

WAITLIST

After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Families will be notified of the waitlist and the number the student is on the list. As seats become available, the school will contact families to determine if they wish to accept the seat. If so, the family must complete the Enrollment Application documentation. If the family cannot be reached for the next student on the list, three attempts are made prior to the school moving on to the next student on the list.

If there are still seats available after the Enrollment Application deadline, Applications shall be accepted on an ongoing basis until all grade levels, classes and seats are filled. All other students will be admitted to the school on a first come-first served basis until all seats are filled.

ENROLLMENT DOCUMENTATION

Upon accepting a student's Enrollment Application, the school will inform families of the necessary steps to complete the admission process including, but not limited to: attending an admissions orientation and submitting all necessary paperwork (e.g., enrollment packet, birth certificate, immunization records, proof of residence, parent/guardian photo ID, etc.).

Upon admission, the school Office Manager or Registrar or his/her designee will be responsible for collecting enrollment paperwork for all students. The Registrar or his/her designee will enter all applicable information from the student's enrollment packet into the school's student information system.

Attachment D – Enrollment Policy

RECORDS TRANSFER

The school will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in the school. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This notice also serves as notice to the student's district of residence as required by law. The Records Release / Transfer includes a request for receipt of any student IEP/ETR/504 Plan that pertains to the student.

RESIDENCY AND ENROLLMENT REQUIREMENTS

It is still necessary to establish a student's school district of residence before they can be enrolled in the school. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

The ACA Board and Administration or its designee shall regularly review the residency records of students enrolled in the school. Upon the enrollment of each student and on an annual basis, the Governing Authority or its designee shall verify to the state department of education each student's home school district, where they are entitled to attend school. Parents, guardians, or independent students age 18 and over must promptly notify the school using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the school and determination of the school district the student is entitled to attend. These items must be current, be in the parent's/guardian's name, and include a street address. The school shall require two forms of proof of residency for enrollment. A post office box address cannot be used to validate residency records.

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment
- Most current bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or paystub issued to the parent or student within thirty (30) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. § 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F) (13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

RECORDS UPON ENROLLMENT

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended. Request for records includes any IEP/ETR/504 Plan that pertains to the student.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Ohio Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.

This policy shall be reviewed annually.

AMERICAN CLASSICAL EDUCATION

AMERICAN CLASSICAL
EDUCATION

19 January, 2021

To whom it may concern,

Per our Letter of Intent of December 3, 2021, American Classical Education (ACE) is applying to the Clarksville-Montgomery County School System for the authorization of a public school charter for American Classical Academy Clarksville-Montgomery (ACACM).

In support of the establishment of the school, ACE commits to provide capital to ACACM via gifts, grants, loans, or loan guarantees in the amount of $750,000 for startup operations

Sincerely,

Michael H. Harner
Chairman
American Classical Education, Inc

2320 Ash Te Wette Beach Drive Hillsdale MI, 49242 (517)-262-2923 mharner@americanclassical.com

HILLSDALE COLLEGE
PURSUING TRUTH · DEFENDING LIBERTY SINCE 1844

January 19, 2022

To Whom It May Concern:

I am confirming that Hillsdale College is committed to provide capital to American Classical Education, Inc in the form of gifts, grants, loans or loan guarantees up to and including $10,000,000.

Sincerely,

Patrick H Flannery
Vice President for Finance & Treasurer
Hillsdale College

From: Michelle Garcia <gmgarciafamily@gmail.com>
Sent: Friday, January 21, 2022 4:38 PM
To: Operations <operations@americanclassicalschools.com>
Subject: Letter of Support, American Classical Education

To Whom It May Concern:

I am writing to express my support for American Classical Education, Inc. opening a charter school in Rutherford County.

Rutherford County has experienced record-breaking population growth over the past twenty years, and it is no wonder: ours is a wonderful community that offers a great standard of living with plenty of economic opportunities. However, one area where our community has not kept up with the population growth is in our school choice options. Central Magnet School - one of the top schools in the country - is much sought after by local families, but it has very limited enrollment due to the size of its campus. Unfortunately, the likelihood of getting into Central Magnet becomes more difficult as our population grows and competition increases.

I am very pleased that American Classical Education, Inc. would choose to open a school offering a high-quality classical education to the families of Rutherford County. The fact that this opportunity would be free-of-cost to Rutherford County families is the proverbial icing on the cake.

I strongly believe that this charter school will give its students the opportunity to flourish, and it will further enrich our impressive Rutherford County community.

Yours truly,
Claire Michelle Garcia
Murfreesboro, TN
Rutherford County

From: MFL WC <moms4libertywc@gmail.com>
Sent: Thursday, January 20, 2022 11:21 PM
To: Operations <operations@americanclassicalschools.com>
Subject: Support for Classical Charter Schools in Williamson County

Dear Sir or Miss,

I applaud your efforts to bring classical education back to Williamson County, free of cost, in the form of charter schools. The need is great and urgent. Our children are, at best, languishing in our public school system, and at worst, being harmed. A return to classical education is truly the greatest hope for the future of our children and, in turn, America. I only wish you could begin your school sooner. Please consider this my strongest support possible for your efforts.

Very Sincerely,
Robin Steenman
Franklin, Tennessee
Williamson County

From: David Strayhorn <suedavestrayhorn@comcast.net>
Sent: Friday, January 21, 2022 5:03 PM
To: Operations <operations@americanclassicalschools.com>
Subject: Re: Hillsdale affiliated classical charter schools in Tennessee

Dear Mike,

Sue and I have long been supporters of Hillsdale. This began when we first visited the campus and had occasion to actually sit in classes with students and faculty as classes were going on. We saw the interaction between the students and professors, how the students participated and how much they enjoyed it and learned from it. The choices we saw available to them was very impressive. They actually taught subjects like history that are no longer taught in some major Universities today. Fast forward a few years and look at what has happened to many K thru 12 schools, particularly those run by teachers unions in cities dominated by liberal politicians. It is now not so much what is not being taught or not taught well [math English, history , or civics,], but what is being taught under some guise or another, particularly critical race theory. What Hillsdale is helping to do in Middle Tennessee in advising and in other ways helping these charter schools get off the ground will be of immense help to our young children.

Sincerely,

Sue and David Strayhorn
Nashville Tennessee
Davidson County

Attachment E – Letters of Support

From: Ed Brown <ed@iostudio.com>
Sent: Thursday, January 20, 2022 9:17 PM
To: Operations <operations@americanclassicalschools.com>
Subject: Re: Hillsdale affiliated classical charter schools in Tennessee

To Whom It May Concern:

My name is Edward William Brown. I'm a life time resident of Nashville, Tennessee in Davidson County. My family has lived here for over 150 years.

I'm thrilled at the prospect of American Classical Education and Hillsdale College bringing education options to Tennessee. Charter schools are a great step towards broadening opportunities for children. The benefits of a classical education can't be overstated.

Ed Brown

Ed Brown
615.512.2958

From: Katherine Hudgins <k.softscapes@att.net>
Sent: Friday, January 21, 2022 4:39 PM
To: Operations <operations@americanclassicalschools.com>
Subject: Full support of classical education charter school placement in Rutherford County Tennessee

Katherine G Hudgins
Murfreesboro, TN 37127
Rutherford County
k.softscapes@att.net

I would like to share my enthusiasm and full support of American Classical Education Inc. placing a charter school in my county here in Tennessee. In my view, the Hillsdale Classical Education model should be the gold standard for charter schools to embrace across America. I have been a proponent of classical education/charter for years and have waited patiently to see this education standard makes its way to Tennessee. The students in Rutherford County deserve the "choice" Hillsdale/Charter and American Classical Education Inc., offer to them.

I would like to offer my assistance as a citizen/taxpayer volunteer, to help facilitate and advocate for the approval from our Rutherford County School Board.

Kind Regards,

Katherine Hudgins

AMERICAN CLASSICAL EDUCATION

Delaware

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "AMERICAN CLASSICAL EDUCATION, INC.", FILED IN THIS OFFICE ON THE TWENTY-SIXTH DAY OF MAY, A.D. 2021, AT 2:50 O`CLOCK P.M.

Jeffrey W. Bullock, Secretary of State

5948045 8100
SR# 20212120108

Authentication: 203305510
Date: 05-27-21

Attachment F1 – Filed Certificate of Incorporation

State of Delaware
Secretary of State
Division of Corporations
Delivered 02:50 PM 05/26/2021
FILED 02:50 PM 05/26/2021
SR 20212120108 - File Number 5948045

CERTIFICATE OF INCORPORATION

OF

AMERICAN CLASSICAL EDUCATION, INC.

A Delaware Nonstock Corporation

ARTICLE I

The name of this corporation is:

AMERICAN CLASSICAL EDUCATION, INC•

ARTICLE II

The registered office of the corporation in the State of Delaware shall be located at 1209 Orange Street, in the City of Wilmington, County of New Castle, Zip Code 19801. The registered agent in charge thereof is The Corporation Trust Company.

ARTICLE III

Section 3.1 The corporation shall be a nonprofit corporation. The corporation is organized exclusively for charitable, scientific, religious, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the **"Code")** to engage in activities relating to the aforementioned purposes, and to invest in, receive, hold, use, and dispose of all property, real or personal, as may be necessary or desirable to carry into effect the aforementioned purposes.

Section 3.2 In furtherance of the corporation's purposes under Section 3.1, the corporation shall be organized and operate for the purpose of providing governance, academic curricula, and financial support to its affiliated charter schools.

Section 3.3 Notwithstanding any other provision of this certificate of incorporation, the bylaws, or any other provision of law, the corporation shall not carry on any activities which would cause it to fail to qualify, or to fail to continue to qualify, as (i) an organization exempt from federal income tax under Section 501(c)(3) of the Code (or the corresponding section of any future federal tax code), or (ii) an organization to which contributions are deductible under Sections 170, 2055, and 2522 of the Code (or the corresponding sections of any future federal tax code).

Section 3.4 No dividends shall be paid and no part of the net earnings of the

corporation shall inure to the benefit of any private individual within the meaning of Section 501(c)(3) of the Code; *provided, however,* that the corporation may pay reasonable

compensation for services rendered to it and reimbursement of expenses reasonably incurred on its behalf.

Section 3.5 No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting, to influence legislation; *provided, however,* that this provision shall not apply to activities consisting of carrying on propaganda, or otherwise attempting, to influence legislation, to the extent the corporation has made an election pursuant to and remains in compliance with the restrictions of Section 501(h) of the Code.

Section 3.6 The corporation shall not participate in, or intervene in any political campaign on behalf of (or in opposition to) any candidate for public office.

Section 3.7 **At** any time when the corporation is or becomes a "private foundation" within the meaning of Section 509(a) of the Code and Title 8, Section 127, of the Delaware Code, the following additional limitations on the corporation's activities shall apply:

(a) The corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.

(b) The corporation shall not engage in any act of self-dealing as defined by Section 4941(d) of the Code.

(c) The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

(d) The corporation shall not make any investments in such manner as to subject it to the tax under Section 4944 of the Code.

(e) The corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Section 3.8 Upon the dissolution of the corporation, the assets of the corporation shall be distributed to one or more recognized tax-exempt charitable organizations described in Section 501(c)(3) of the Code (or the corresponding section of any future federal tax code).

ARTICLE IV

The corporation shall not have capital stock. The corporation shall have members and the members shall have the rights as provided under its Bylaws.

AMERICAN CLASSICAL EDUCATION

ARTICLE V

The name and mailing address of the incorporator are as follows:

Jason J. Kohout
c/o Foley & Lardner LLP
777 East Wisconsin Avenue
Milwaukee, Wisconsin 53202

I, THE UNDERSIGNED, for the purpose of forming a corporation (nonprofit) under the laws of the State of Delaware, do make, file, and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand as of May 26, 2021.

By: Jason J. Kohout
Jason J. Kohout, Incorporator

The American Classical Education, Inc. 501c3 Application is in Process.

AMENDED AND RESTATED

BYLAWS

of

AMERICAN CLASSICAL EDUCATION, INC.

A Delaware Nonstock Corporation

Adopted: December 31, 2021

ARTICLE I
NAME

The name of the corporation, as stated in the Certificate of Incorporation, is AMERICAN CLASSICAL EDUCATION, INC. (the "**Corporation**").

ARTICLE II
PURPOSE

The Corporation's purpose is set forth in the Certificate of Incorporation and in additional statements of mission as may be adopted by the Board of Directors.

The Corporation's specific purpose is to serve as a charter management organization to create, govern, and provide for a network for charter schools that provide an educational experience guided by the principles of Hillsdale College, a Michigan nonprofit corporation ("**Hillsdale**"). These Bylaws have been adopted in furtherance of that purpose, and the Board of Directors, in adopting these Bylaws, have granted Hillsdale powers hereunder so that Hillsdale may provide guidance and support to the Corporation's actions.

Notwithstanding the foregoing, the Corporation shall not distribute or grant funds to Hillsdale College for any purpose. The Corporation may transact with Hillsdale College to reimburse shared costs.

ARTICLE III
MEMBERS

The Members of the Corporation shall be the Directors of the Corporation then serving. A Member of the Corporation shall cease to be a Member upon his or her death, disability, resignation, or cessation of service as a Director. The Members shall have no rights, powers and privileges with regard to the Corporation. The rights and powers of the Members are hereby fully delegated to the Board of Directors, and the affairs of the Corporation shall be

managed solely by its Board of Directors pursuant to Article IV of these Bylaws. The provisions of Article IV shall govern actions by the Members, if any. The annual meeting of the Members shall take place contemporaneously with the annual meeting of the Board of Directors. Failure to hold an annual meeting shall not affect otherwise valid corporate acts or work a forfeiture or dissolution of the Corporation.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1 Governing Authority.

Subject to the limitations of the Certificate of Incorporation of the Corporation, these Bylaws, and the Delaware General Corporation law (the "**DGCL**"), the affairs of the Corporation shall be managed by the Board of Directors.

Section 4.2 Number; Election; Term.

The number of voting directors of the Board of Directors of this Corporation (each a "**Director**" and together the "**Directors**") shall be nine (9). Except as otherwise provided herein with respect to the terms of the initial Directors, each Director shall hold office for a term of three (3) years or until such Director's successor shall have been duly elected or until such Director's death, incapacity, resignation, or removal. Directors may be re-elected to serve multiple terms in office. The Board shall establish the terms of the initial Directors and any successor Directors so that approximately one-third of the Directors are elected or re-elected each year.

The Board of Directors shall be comprised of the following Directors:

(a) The "**HC Directors**" shall be nominated and elected by Hillsdale, and upon the Corporation's written receipt of such nominations, shall serve as Directors. For the avoidance of doubt, the HC Directors can be trustees, officers, or employees of Hillsdale, and Hillsdale has an absolute right to elect the HC Directors. The number of HC Directors shall be four (4).

(b) The "**Independent Directors**" shall be elected by the then serving Board of Directors and shall not be (i) trustees, officers or employees of Hillsdale, or (ii) spouses of trustees, officers, or "key employees" (as per the current year IRS Form 990) ("**Key Employees**") of Hillsdale. For the avoidance of doubt, (i) former trustees, officers, and Key Employees, and (ii) spouses of non-Key Employees, are eligible to serve as Independent Directors. The number of Independent Directors shall be five (5).

Section 4.3 Qualifications of Directors.

Directors shall be persons of the age of 18 years or more who have an interest in the charitable purposes of the Corporation. Directors need not be residents of the State of Delaware. The Board of Directors may adopt additional criteria for the Board of Directors.

Section 4.4 Annual Meeting; Other Regular Meetings.

There shall be an annual meeting of Directors, which shall be held on the date, time, and location as shall be designated in the notice of such meeting, for the purpose of electing Officers, and for the transaction of such other business as may come before the meeting. The Board of Directors may provide, by resolution, the date, time, and location for the holding of additional regular meetings without other notice than such resolution.

Section 4.5 Special Meetings.

Special meetings of the Board of Directors may be called by the Chair, Chief Executive Officer, or two or more Directors, to be held on the date, time, and location as shall be designated in the notice of the meeting.

Section 4.6 Notice and Purpose of Meetings.

Notice of the date, time, and location of any meeting of the Board of Directors shall be given at least 3 days in advance thereof by written notice sent by overnight delivery service, first-class mail, email, or facsimile to each Director at the address, email address, or facsimile number as shown on the records of the Corporation. If sent by overnight delivery, such notice shall be deemed to be delivered when placed with the overnight delivery service provider in a designated pick-up location. If sent by first-class mail, such notice shall be deemed to be delivered when placed with the United States Postal Service in a designated out-going mail location. If sent by email or facsimile, such notice shall be deemed delivered when the sending computer or facsimile machine indicates successful transmission. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice thereof, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any annual or other regular meeting or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, except that the purpose of a special meeting to consider removal of the Chief Executive Officer must be stated in the notice of meeting.

Section 4.7 Quorum and Action.

(a) Quorum. A quorum for the transaction of business at any meeting of the Board of Directors shall require the presence of two-thirds of the number of Directors provided under Section 4.2 (for avoidance of doubt, the two-thirds shall be calculated without regard for any vacancies on the Board and exclusive of any non-voting members) and at least two (2) HC Directors and two (2) Independent Directors. If, for any reason, there are fewer than six (6) Directors serving at any time, a quorum for the sole purpose of electing Directors to the Board of Directors shall require the majority of the then serving Directors and the presence of at least two (2) HC Directors.

(b) Action. An act of the Board of Directors, unless otherwise provided in these Bylaws or under law, shall require a two-thirds vote of the Board of Directors as provided for under Section 4.2 (for avoidance of doubt, the

two-thirds shall be calculated without regard for any vacancies on the Board and exclusive of any non-voting members). If, for any reason, there are fewer than six (6) Directors serving at any time, the election of a Director to the Board of Directors shall require a majority of the then serving Directors and at least two (2) HC Directors.

(c) Vacancies. If, at any time, there are vacancies among the Independent Directors, one or more HC Directors shall be disqualified from voting on Board actions such that the remaining HC Directors do not make up the majority of the Directors allowed to vote on the acts of the Board of Directors. The number of disqualified HC Directors shall be the least number required so that the remaining voting HC Directors do not constitute a majority. The votes of the HC Directors shall not be disqualified to the extent required to meet a specific requirement that a number of HC Directors approve certain actions. The disqualified HC Directors shall be designated by Hillsdale by submitting a written consent to the Corporation.

Section 4.8 Meetings by Electronic Means.

Except as herein provided and notwithstanding any location set forth in the notice of the meeting or these Bylaws, the Directors may participate in regular or special meetings of the Board of Directors by electronic means by, or through the use of, any means of communication by which all participants may simultaneously hear each other, such as teleconference, video conference, skype, or a similar manner of communication. If a meeting is conducted by such means, then at the commencement of such meeting the Chief Executive Officer or presiding Officer shall inform the participating Directors that a meeting is taking place by electronic means at which official business may be transacted, and a verbal roll call shall be taken. Any participant in a meeting by such means shall be deemed present in person at such meeting. Notwithstanding the foregoing, no action may be taken at any meeting held by such means on any particular matter which the presiding Officer determines, in his or her sole discretion, to be inappropriate under the circumstances for action at a meeting held by such means. Such determination shall be made and announced in advance of such meeting.

Section 4.9 Action Without Meeting.

Any action of the Board of Directors may be taken without a meeting if a unanimous consent in writing (setting forth the action so taken) shall be signed by all the Directors entitled to vote with respect to the subject matter thereof. Written consent for these purposes may include an electronic signature or other means of electronic consent (including by sending an e-mail from the Director's e-mail address on file with the Corporation).

Section 4.10 Removal and Resignations.

Upon the vote of a majority of the voting Directors then in office, the Board of Directors may remove any Director at any regularly scheduled meeting of the Board, the annual meeting or any special meeting of the Board called for that purpose. Notwithstanding the forgoing, an HC Director may only be removed upon the receipt of a written notice by Hillsdale of its removal of an HC Director. Any Director may resign from the Board of Directors at any

time by giving written notice to the Board of Directors, or to the Secretary of the Corporation, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective but such resignation shall be effective when notice is delivered.

Section 4.11 Vacancies.

A vacancy or vacancies in the Board of Directors occurring for any reason shall be filled as described in Section 4.2 hereof. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 4.12 Chairing Meetings.

Meetings of the Board of Directors of the Corporation shall be chaired by the Chair of the Board of Directors. The Secretary may, on behalf of the Board of Directors, certify actions taken by the Board of Directors at meetings of the Board of Directors. The Secretary of the Corporation, or in the absence of the Secretary any person appointed by the meeting, shall act as Secretary of the meeting and record the minutes and actions of the Board of Directors at the Meeting.

Section 4.13 Conflicts of Interest.

(a) No contract or other transaction between this Corporation and one or more of its Directors or Officers or any other corporation, firm, association, or entity in which one or more of its directors are Directors or officers or has a material financial interest, shall be either void or voidable because of such relationship or interest or because such Director or Directors are present at a vote or votes of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract or transaction or because such vote or votes are counted for such purpose if (a) the fact of such relationship or interest is disclosed or known to the Board of Directors or committee which authorizes, approves or ratifies the contract or transaction by a vote or consent sufficient for the purpose of approval without counting the votes or consents of such interested Directors; or (b) the contract or transaction is fair and reasonable to the Corporation. Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract or transaction. The Board of Directors may adopt such other policies and procedures regarding Director conflicts of interest which are not inconsistent with this Section 4.13.

(b) Notwithstanding the foregoing, no transaction with Hillsdale College or any affiliate shall be considered to be a conflicted transaction, and no relationship or transaction between a Director or Officer and Hillsdale College (such as service as an employee, independent contractor, trustee, or officer) shall be grounds for a determination that a conflict of interest exists for the purpose of determining whether a Director or Officer has an interest in a transaction. The Corporation waives any conflict of interest related to Hillsdale College and any Director's and Officer's relationship or interest with Hillsdale College. All HC

Directors shall be allowed to vote on any matter or transaction involving or related to Hillsdale College.

ARTICLE V
COMMITTEES AND ADVISORY BODIES

Section 5.1 Executive Committee and Other Committees.

The Board of Directors is authorized to create an Executive Committee of the Board of Directors, with such composition and under such regulations as the Board of Directors may determine, with the authority to act for the Board of Directors during periods between meetings of the Board of Directors. The Board of Directors may from time to time establish one or more other committees, with such duties and authority as the Board of Directors may determine. Each committee shall have two or more Directors, and all committee members shall serve at the pleasure of the Board of Directors.

Section 5.2 Advisory Committees.

The Board of Directors may from time to time establish one or more advisory committees and other advisory bodies, with such composition and under such regulations as the Board of Directors may determine, for the purpose of providing non-binding advice, counsel, and expertise to the Board of Directors and the Corporation.

ARTICLE VI
OFFICERS

Section 6.1 Number and Tenure of Officers.

The Corporation shall have a Chair, Chief Executive Officer, a Treasurer, a Secretary, and such additional officers (each an "**Officer**" and together the "**Officers**") of the Corporation as the Board of Directors may designate from time to time. Any two or more offices may be held by one person, except that the offices of the Chief Executive Officer may not be held by the same person. The Officers shall be selected by the Board of Directors at the annual meeting of the Board of Directors, and shall hold office at the pleasure of the Board of Directors; *provided, however,* that each Officer shall hold office for a term of one year, or until his or her resignation or removal, or until his or her successor shall have been chosen by the Directors.

Section 6.2 Responsibility of Officers.

(a) Chair. The Chair of the Board of Directors, elected under Section 4.12 of these Bylaws, shall be an Officer under these Bylaws. The Chair shall have such duties, responsibilities, and powers as may be necessary to carry out the directions and policies of the Board of Directors as delegated by the Board of Directors and shall at all times be subject to the policies, control and direction of the Board of Directors. The Chair may sign and execute, in the name of the Corporation, any instrument or document consistent with the foregoing general delegation of authority or any other instrument or document specifically authorized by the Board of Directors. The Chair may use the title "President" as appropriate.

(b) Chief Executive Officer. The Chief Executive Officer shall be the chief executive officer of the Corporation and shall have such duties, responsibilities, and powers as may be necessary to carry out the directions and policies of the Board of Directors or as are prescribed in these Bylaws or otherwise delegated by the Board of Directors and shall at all times be subject to the policies, control and direction of the Board of Directors. The Chief Executive Officer may sign and execute, in the name of the Corporation, any instrument or document consistent with the foregoing general delegation of authority or any other instrument or document specifically authorized by the Board of Directors, except when the signing and execution thereof shall have been expressly delegated by the Board of Directors (including by a delegation of authority approved by the Board of Directors) or by these Bylaws to some other officer or agent of the Corporation. The Chief Executive Officer shall, whenever it may in the Chief Executive Officer's opinion be necessary, prescribe the duties of other Officers and employees of the Corporation, in a manner not inconsistent with the provisions of these Bylaws and the directions of the Board of Directors.

(c) Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors of the Corporation in proper record books for such purposes, shall have charge of the record books and documents of the Corporation, and shall perform such other duties as may from time to time be delegated by the Board of Directors.

(d) Treasurer. The Treasurer shall ensure that a true and correct accounting of the financial transactions of the Corporation is made and that reports of such transactions are presented to the Board of Directors of the Corporation. The Treasurer shall have the care and custody of the funds of the Corporation, and shall cause the same to be deposited in such manner in such banks as the Board of Directors of the Corporation may direct.

Section 6.3 Assistant and Acting Officers.

The Board of Directors of the Corporation shall have the power to appoint any person to act as assistant to any Officer, or as agent for the Corporation, or to perform the duties of such Officer whenever for any reason it is impracticable for such Officer to act personally, then such assistant or acting Officer or other agent so appointed by the Board of Directors shall have the power to perform all of the duties of the office to which appointed to be assistant, or as to which appointed to act, except as such power may be otherwise defined or restricted by the Board of Directors.

ARTICLE VII
CONTRACTS, LOANS, MONETARY PAYMENTS, AND GIFTS

Section 7.1 Contracts.

The Board of Directors may authorize any Officer or agent of the Corporation to enter into any contract or sign any instrument in the name of the Corporation, and such authority may be general or confined to specific instances.

Section 7.2 Borrowing.

No loan shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 7.3 Monetary Payments.

All checks, wires and other electronic funds transfers, or other orders for the payment of money, notes, acceptances, or other evidences of indebtedness issued in the name of the Corporation, shall be signed or initiated, as the case may be, by such Officer or Officers, agent or agents, of the Corporation, and in such manner, as shall be determined from time to time by resolution of the Board of Directors.

Section 7.4 Gifts.

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

Section 7.5 Grants.

The making of grants and contributions, and otherwise rendering financial assistance for the purposes of the Corporation, may be authorized by the Board of Directors. The Board of Directors may authorize any Officer or agent, in the name of and on behalf of the Corporation, to make any such grants, contributions, or assistance.

Section 7.6 Deposits.

The funds of the Corporation not otherwise employed shall be deposited from time to time to the order of the Corporation in such banks, trust companies, or other depositories, or shall be otherwise invested, as the Board of Directors may select or direct, or as may be selected or directed by an Officer, employee, or agent of the Corporation to whom such power may from time to time be specifically delegated by the Board of Directors. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositaries may be made without counter-signature, by the Chief Executive Officer or the Treasurer, or by any other Officer or agent of the Corporation to whom the Board of Directors, by resolution, shall have delegated such power, or by hand-stamped impression in the name of the Corporation.

ARTICLE VIII
MISCELLANEOUS

Section 8.1 Books and Minutes.

The Corporation shall keep adequate and correct books and records of account, and minutes of the proceedings of the Board of Directors and committees of the Board of Directors.

Section 8.2 Reports to Directors and Others.

The Board of Directors shall cause such reports to be prepared, filed and/or distributed as may be required.

Section 8.3 Fiscal Year.

The Corporation's fiscal year shall end on December 31 of each calendar year unless a different fiscal year is established by resolution of the Board of Directors.

Section 8.4 Corporate Seal.

The Corporation may have a corporate seal, circular in form, with the name of Corporation inscribed thereon.

Section 8.5 Waiver of Notice.

Whenever any notice whatsoever is required to be given under the provisions of the DGCL or any successor thereto, or under the provisions of the Certificate of Incorporation or these Bylaws, a waiver thereof in writing signed by the persons entitled to such notice, whether before or after the date stated therein, shall be deemed equivalent to the giving of such notice. Attendance at any meeting shall constitute waiver of notice thereof unless the person at the meeting objects to the holding of the meeting because proper notice was not given.

ARTICLE IX
INDEMNIFICATION

Section 9.1 Indemnification of Directors and Officers.

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by the DGCL as it presently exists or may hereafter be amended, any Director or Officer of the Company who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "**Proceeding**") by reason of the fact that he or she, or a person for whom he or she is the legal representative, is or was a Director, Officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise or non-profit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses reasonably incurred by such person in connection with any such Proceeding. The Corporation shall be required to indemnify a person in connection with a Proceeding initiated by such person only if the Proceeding was authorized by the Board.

Section 9.2 Indemnification of Others. The Corporation shall have the power to indemnify and hold harmless, to the extent permitted by applicable law as it presently exists or may hereafter be amended, any employee or agent of the Corporation who was or is made or is threatened to be made a party or is otherwise involved in any Proceeding by reason of the fact that he or she, or a person for whom he or she is the legal representative, is or was an employee or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise or non-

profit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses reasonably incurred by such person in connection with any such Proceeding.

Section 9.3 Prepayment of Expenses. The Corporation shall pay the expenses incurred by any officer or director of the Corporation, and may pay the expenses incurred by any employee or agent of the Corporation, in defending any Proceeding in advance of its final disposition; provided that the payment of expenses incurred by a person in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the person to repay all amounts advanced if it should be ultimately determined that the person is not entitled to be indemnified under this Article IX or otherwise.

Section 9.4 Determination; Claim.

If a claim for indemnification or payment of expenses under this Article IX is not paid in full within sixty (60) days after a written claim therefor has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 9.5 Non-Exclusivity of Rights.

The rights conferred on any person by this Article IX shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the Certificate of Incorporation, these Bylaws, agreement, vote of the disinterested directors or otherwise.

Section 9.6 Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of the DGCL.

Section 9.7 Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or non-profit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or non-profit enterprise.

Section 9.8 Contractual Nature of Article IX; Repeal or Limitation of Rights.

This Article IX shall be deemed to be a contract between the Corporation and each Director or officer of the Corporation and any repeal or other limitation of this Article IX or any repeal or limitation of Section 145 of the DGCL or any other applicable law shall not limit any rights of indemnification or advancement of expenses under this Article IX then existing or

arising out of events, acts or omissions occurring prior to such repeal or limitation, including, without limitation, the right to indemnification or advancement of expenses under this Article IX for actions, suits or proceedings commenced after such repeal or limitation to enforce this Article IX with regard to acts, omissions or events arising prior to such repeal or limitation. If Section 145 of the DGCL is amended to permit or require the Corporation to provide broader indemnification rights than this Article IX permits or requires, then this Article IX shall be automatically amended and deemed to incorporate such broader indemnification rights.

Section 9.9 Severability.

If any provision of this Article IX shall be deemed invalid or inoperative, or if a court of competent jurisdiction determines that any of the provisions of this Article IX contravene public policy, then this Article IX shall be construed so that the remaining provisions shall not be affected, but shall remain in full force and effect, and any such provisions which are invalid or inoperative or which contravene public policy shall be deemed, without further action or deed by or on behalf of the Corporation, to be modified, amended and/or limited, but only to the extent necessary to render the same valid and enforceable; it being understood that it is the Corporation's intention to provide the Directors and Officers of the Corporation with the broadest possible protection against personal liability allowable under Section 145 of the DGCL.

ARTICLE X
AMENDMENT OF CERTIFICATE AND BYLAWS

The Certificate of Incorporation and Bylaws of the Corporation may be amended by a two-thirds vote of the Board of Directors as provided for under Section 4.2 (for avoidance of doubt, the two-thirds shall be calculated by referencing the number of Directors required under Section 4.2, inclusive of any vacancies on the Board).

* * * * *

AMERICAN CLASSICAL EDUCATION, INC.
CODE OF CONDUCT

Members of the American Classical Education Inc. (ACE) Board of Trustees are bound by a code of conduct as part of their service to ACE, and provide a signed copy of this document to the secretary of the board as evidence of their willingness to comply with its provisions.

A trustee shall:

1. Become familiar with and committed to the major responsibilities of a governing board: (a) appoint the President; (b) support the President; (c) monitor the President's performance; (d) support the corporate mission; (e) evaluate and approve long-range plans, budgets, appointments, degrees, and major projects; (f) ensure the long-term viability of the corporation; (g) preserve institutional independence; (h) assess one's own performance; and (m) adhere to the principles of loyalty, fairness, honesty, and utmost good faith in all board business and interactions.

2. Devote time to learning how the corporation functions--its uniqueness, strengths, and needs--and its place in K-12 education.

3. Carefully prepare for, regularly attend, and actively participate in board meetings and board committees.

4. Accept and abide by the legal and fiscal responsibilities of the board as specified by the corporate by-laws, and by federal and state statutes and regulations.

5. Facilitate appropriate communication between the board, its committees, and outside agencies while maintain the confidential nature of the board's work.

6. Make judgments always on the basis of what is best for the corporation, vote according to one's individual convictions, and challenge the judgment of others when necessary; yet to be willing to support the majority decision of the board and work with fellow board members in a spirit of cooperation.

7. Understand the role of the board as a governing body, and avoid participation in the administration of policy.

8. Learn and consistently use designated corporate channels when conducting board business.

9. Refrain from actions and involvements that might prove embarrassing to or compromise the

corporation's reputation, and resign if such actions or involvements develop.

10. Comply with the conflict of interest policies and disclosure forms promulgated by the board.

My signature below certifies my understanding of and commitment to this code of conduct.

_____
Print Name

_____
Signature

AMERICAN CLASSICAL EDUCATION, INC.
CONFLICT OF INTEREST POLICY
&
DISCLOSURE STATEMENT

I. Policy of American Classical Education, Inc.

American Classical Education ("ACE") is a 501.c.3 corporation the Trustees and Officers[1] of which ("Covered Persons") serve ACE's corporate purposes. ACE strives to preserve and encourage the integrity and independence of its leadership. Conflicts of interest and the appearance of conflicts of interest can compromise that integrity and independence if not identified, assessed and either eliminated or appropriately managed. Therefore, all Covered Persons have a duty at all times to conduct ACE's affairs in an impartial and unbiased manner that are in the best interests of ACE. Every Covered Person shall strictly comply with this Conflicts of Interest Policy (the "Policy").

II. Purpose of Conflicts of Interest Policy

The purpose of the Policy is to set forth the responsibilities of Covered Persons with respect to disclosing, identifying and documenting situations that present actual or potential conflicts of interest and to provide ACE's leadership with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a Covered Person has or may have a conflict of interest with respect to the transaction. The purpose of the Policy is also to protect ACE's interests when it is contemplating entering into a transaction that might benefit the private interests of one or more Covered Persons. The Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit charitable or educational organizations.

III. Conflicts of Interest Defined

In general, a conflict of interest arises whenever a Covered Person has a direct or indirect *material personal interest* in a proposed or current *transaction*[2] to which ACE is a party. A Covered Person has a material personal interest in a transaction if he or she or a *family member*[3] is directly involved as the other party to the transaction with ACE or if he or she or a family member has a *significant relationship* with the other party to the transaction with ACE. A person is considered to have a significant relationship with the other party if:

---

[1] "Officers" include the Chairman, Secretary, Treasurer, Chief Executive of ACE, and Treasurer of ACE.
[2] A "transaction" includes any contract, agreement or relationship involving the sale or purchase of goods, services or rights of any kind, the providing or receipt of a loan or grant, or the establishment of any other type of pecuniary relationship.
[3] A "family member" includes the Covered Person's spouse, parent, sibling, stepchild, grandparent, grandchild, great-grandchild, in-law, or domestic partner.

- The other party is an entity in which the Covered Person or a family member is an officer, director, trustee, partner, member or employee.
- The other party is any entity or individual with which the Covered Person or a family member has a compensation arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature (*e.g.* gifts over $100).
- The other party is an entity in which the Covered Person or a family member has a current or *reasonably foreseeable*[4] material ownership or investment interest (other than publicly-traded mutual funds or publicly-traded securities in which the Covered Person and family members and entities having a significant relationship with the Covered Person own, in the aggregate, no more than 5% of the total ownership interest).

A conflict of interest may also arise in any transaction in which the interests of a Covered Person may be seen as competing with the interests of ACE or that has the appearance of compromising the integrity or independence of a Covered Person's professional or leadership judgment.

While not a conflict of interest per se under this definition, ACE shall only enter into a transaction with a former Covered Person after an investigation to the extent necessary, pursuant to Section V below, to ensure the transaction is fair and reasonable to ACE and that the former Covered Person does not receive an excess benefit.

IV. Disclosure, Refrain from Influence and Recusal

All information disclosed by Covered Persons during the disclosure and review process described herein will remain confidential, except as necessary to implement the Policy or as otherwise required by law. The following sets forth the disclosure requirements for all Covered Persons.

When a Covered Person becomes aware of a proposed transaction to which he or she has a material personal interest, he or she has a duty to take the following actions:

- Immediately disclose the existence, circumstances and material facts of such material personal interest in the transaction and the potential conflict of interest to the Board of Trustees and any Committee thereof charged with administering this Policy (the "Board") (*e.g.*, those arising from financial or family relationships, or professional or business affiliations). If the Covered Person is unable, because of duties running to others, to disclose the nature of the interest, the Covered Person must at least state that such an interest exists.
- Refrain from using his or her personal influence to encourage the Board to enter into the transaction at issue, in or out of any Board meeting.
- Physically excuse himself or herself from any discussion regarding the transaction including Board and Committee discussions and voting decisions, except to disclose material facts needed for further deliberation and to answer questions.

V. Standard of Review for Approval of Transactions

[4] For the purposes of this Policy, reasonably foreseeable means the probability must be greater than conceivable, but the action need not be certain to occur.

Upon discovery and disclosure of any potential conflict of interest, the remaining Board members must decide whether ACE may proceed with the transaction. If appropriate, the Chairman of the Board shall appoint a disinterested person or Committee to investigate alternatives to the proposed transaction, otherwise the Board will investigate the proposed transaction. After exercising due diligence, the Board or the Committee shall determine whether ACE can obtain a more advantageous transaction with reasonable efforts from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or the Committee shall determine by a majority vote of the disinterested Board members whether the transaction is in ACE's best interests and for its own benefit and whether the transaction is fair and reasonable to ACE; ACE shall make its decision as to whether to enter the transaction in conformity with such determination.

Whenever a potential conflict of interest arises, the corporate minutes or other records should document the nature of the disclosure given regarding the conflict of interest, as well as the Board's proceedings to evaluate the relevant transaction in light of the conflict.

VI. Violations of the Policy

Each Covered Person has the following duties with respect to the Policy: 1) to report any potential conflicts of interest he or she may have, 2) to complete and update on an annual basis, or more frequently as appropriate, a Conflicts of Interest Questionnaire, and 3) to report any situation which he or she believes to be a violation of the Policy.

If the Board or the Committee has reasonable cause to believe that a Covered Person has failed to disclose actual or possible conflicts of interest, it shall inform the Covered Person of the basis for such belief and afford such person a reasonable opportunity to explain the alleged failure to disclose. After reviewing the response of the Covered Person and making such further investigation as may be reasonable and warranted by the circumstances, the Board or the Committee may determine that the Covered Person has in fact failed to make the disclosure and they may take appropriate disciplinary and corrective action, including termination of the Covered Person from the Board or Office.

VII. Administration of Policy

The policy shall be administered by the Board, which shall be responsible for the following:

- Reviewing reports regarding the Conflicts of Interest Questionnaires;
- Receiving disclosures of material personal interests in proposed transactions and potential conflicts of interest;
- Reviewing proposed transactions to determine whether they meet the above described standards;
- Maintaining minutes and such other documentation as may be necessary and appropriate to document its review of potential conflicts of interest; and
- Reviewing the operation of this policy and making changes from time to time as it may deem appropriate.

Completed Questionnaires shall be available for inspection by any Board member.

AMERICAN CLASSICAL EDUCATION, INC.

CONFLICTS OF INTEREST QUESTIONNAIRE

Name: _____

Position:_____

Date: _____

Background

American Classical Education ("ACE") requires each Covered Person annually to 1) review ACE's Conflicts of Interest Policy (the "Policy"), 2) disclose any potential personal, familial, or business interests or relationships in this Conflicts of Interest Questionnaire that reasonably could give rise to a conflict of interest or the appearance of a conflict of interest, as defined in the Policy, and 3) acknowledge by his or her signature that he or she is acting in accordance with the Policy and its goals.

The information provided on this form shall be available for inspection by all Board members, but shall otherwise be held in confidence except when, after consultation with the applicable Covered Person, the Board determines that ACE's best interest would be served by disclosure.

Definitions

Board: Board of Trustees and any Committee thereof charged with administering the Policy.

Compensation: Includes direct and indirect remuneration, in cash or in kind (including royalties, consulting fees, speaking fees and research grants).

Covered Person: Trustees and Officers. Officers include the Chairman, Vice Chairman, Secretary, Treasurer, President of the College, Secretary of the College, and Treasurer of the College.

Entity: Includes any corporations, partnerships, limited liability companies, associations or other organizations.

Family Member: Includes the Covered Person's spouse, parent, sibling, stepchild, grandparent, grandchild, great-grandchild, in-law or domestic partner.

Ownership or Investment Interest: Includes all ownership and investment interests other than publicly-traded mutual funds or publicly-traded securities in which the Covered Person and family members and entities having a significant relationship (as defined in the Policy) with the Covered Person own, in the aggregate, no more than 5% of the total ownership.

Policy: The Conflict of Interest Policy that is developed, approved and amended by the Board from time to time.

Reasonably foreseeable: Means the probability is greater than conceivable, but the action need not be certain to occur

Questions: Please respond to the following questions to the best of your knowledge.

1. What position(s) do you hold and what relationship(s) do you maintain with respect to ACE (*e.g.*, trustee, committee member, officer)?

_____

_____

_____

If more space is needed, please attach additional pages.

2. Please list all entities (a) of which you or a family member are an officer, director, trustee, partner, member or employee, or (b) in which you or a family member hold an ownership or investment interest, or a reasonably foreseeable ownership or investment interest, but only if the entity has a business relationship with ACE or it is reasonably foreseeable that a business relationship will arise,[5] or if the entity competes or is likely in the future to compete with ACE, including, without limitation, competition for grants and contributions.[6]

	Entity Name	Covered Person or Family Member	Explain Position or Interest
1			
2			
3			
4			

[5] Factors to determine if it is reasonably foreseeable that a business relationship with Hillsdale will arise include, but are not limited to, the nature of the entity's business, it geographic location, and correspondence between the entity and Hillsdale regarding a potential business relationship.

[6] Factors to determine if an entity is likely to compete with Hillsdale include, but are not limited to, the nature of the entity's business and its geographic location.

5			

If more space is needed, please attach additional pages.

3. Please list all entities in which you or a family member have a compensation arrangement, or a reasonably foreseeable compensation arrangement, but only if the entity has a business relationship with ACE or it is reasonably foreseeable that a business relationship will arise, or if the entity competes or is likely in the future to compete with ACE, including, without limitation, competition for grants and contributions.

Entity Name		Covered Person or Family Member	Explain Arrangement
1			
2			
3			
4			
5			

If more space is needed, please attach additional pages.

4. Please list any other interest, arrangement or relationship that would place you or a family member in a position to exercise substantial influence over the affairs of an entity that has a business relationship with ACE or it is reasonably foreseeable that a business relationship will arise, or that competes or is likely in the future to compete with ACE, including, without limitation, competition for grants and contributions.

This influence may be held as a provider of directive, managerial, consultative or other services on behalf of any entity.

Entity Name	Covered Person or Family Member	Explain Interest/Arrangement/Relationship

1			
2			

3			
4			
5			

If more space is needed, please attach additional pages.

5. Please list and describe all transactions[7] from the past year, current transactions, and reasonably foreseeable transactions[8] that you, a family member and/or an entity listed above have had, do have, or may have with ACE.

Entity Name, Covered Person or Family Member		Transactions
1		
2		
3		
4		

[7] Transactions include any contract, agreement or relationship involving the sale or purchase of goods, services or rights of any kind, the providing or receipt of a loan or grant, or the establishment of any other type of pecuniary relationship.

[8] Factors to determine if it is reasonably foreseeable that a transaction with Hillsdale will arise include, but are not limited to, the nature of the entity's business, it geographic location, any prior transactions, and correspondence between the entity and ACE regarding the transaction.

5		

If more space is needed, please attach additional pages.

6. Please list all for-profit or nonprofit entities in which you, a family member, and/or an entity listed above are involved with that directly or indirectly competes with ACE to receive grants, contributions or other support.

	Entity Name, Covered Person or Family Member	For-Profit and Nonprofit Name and Involvement
1		
2		
3		
4		
5		

If more space is needed, please attach additional pages.

* * *

I have received and read ACE's Policy on Conflicts of Interest and Disclosure of Certain Interests. I am currently, and agree to remain, in compliance with the Policy.

_____
Print Name

_____
Signature

AMERICAN CLASSICAL EDUCATION, INC.
BOARD MEMBER PROFILES

MICHAEL HARNER
Dynamic and highly principled front line higher education leader with a proven record of meeting and exceeding institutional goals in support of strategic aims. Skills include: staff leadership and supervision; cross-functional staff development; staff education and training; staff coordination; staff mentoring, logistics; crisis management; process improvement; project management; budgeting governance; and, accreditation

WORK HISTORY
Hillsdale College, Hillsdale, MI
- Chief of Staff – 2010 to present
- Assistant to the President – 2006 to June 2010
- Alumni Director – 2004 to 2006

U.S. Navy
- Commissioned Officer – 1982 to 2002

EDUCATION
- Bachelor of Arts, English, Hillsdale College, Hillsdale, MI
- Master of Political Science, Auburn University, Montgomery, AL
- Military Leadership Course, Air Command and Staff College, Montgomery, AL

PATRICK H. FLANNERY
Certified Public Accountant with more than two decades of experience in accounting and auditing. Former City of Dacono, CO and City of Hillsdale, MI city council member and mayor pro-tempore. A committed public servant with experience as an officer for local Knights of Columbus council, a board member for the Hillsdale County Community Foundation and for the Catholic Foundation for the Diocese of Lansing.

WORK HISTORY
Hillsdale College, Hillsdale, MI
- Vice President for Finance & Treasurer – 2007 to present

Southern Michigan Bank & Trust, Coldwater, MI
- Director – 2017 to present

Regis University, Denver, CO
- Manager of Accounting (promoted 2005) – 2003 to 2007

Andrews Hooper & Pavlik PLC, Rochester Hills, MI
- Auditor – 2001 to 2003

Pricewaterhouse Coopers, LLP
- Auditor – 2000 to 2001

EDUCATION

- Bachelor of Arts, Accounting, Michigan State University, East Lansing, MI
- Master of Business Administration, Regis University, Denver, CO
- Licensed CPA in Michigan

MICHAEL "DOUG" BANBURY

Talented, creative, industrious and multi-dimensional higher education and business professional with over 25 years of experience and intensive academic training. Exceeds goals and objectives by conducting targeted research, evaluating ideas and alternatives, and formulating sound recommendations. A committed public servant with experience as United Way Campus Campaign Leader, partner representative for Food for the Hungry, impact advisor for Fox Valley Economic Task Force, Trustee for College Baptist Church and Classical Learning Test, and member of the Northern Kentucky University Marketing Business Community Advisory Council.

WORK HISTORY

- Vice President for Admissions and Business Development, Hillsdale College, Hillsdale, MI – 2014 to present
- Vice President for Marketing and Enrollment, Hondros College – 2013 to 2014
- Vice President for Enrollment Development and Marketing, Mount Vernon Nazarene University, Mount Vernon, OH – 2009 to 2013
- Owner and President, Quest Marketing Solutions, Cincinnati, OH – 2000 to 2009
- Owner and President, AlphaGraphics of Cincinnati, Mason, OH -- 2005 to 2010
- Vice President of Marketing and Development, AUL, Chicago, IL and Cincinnati, OH – 2000 to 2002
- Vice President for Institutional Advancement and Marketing, Judson University, Elgin, IL -- 1999 to 2000
- Director for Marketing and Development, Mount Vernon Nazarene University, Mount Vernon, OH – 1995 to 1999
- Franchise Development Team Leader, Branch Manager, Crew Chief, Stanley Steemer International, Columbus, OH 1987 to 1995

EDUCATION

- Associate of Applied Science: Natural Resources, Mount Vernon Nazarene University, Mount Vernon, OH
- Bachelor of Science: Biology, Mount Vernon Nazarene University, Mount Vernon, OH
- Master of Business Administration: Executive Management, Ashland University, Ashland, OH

DANIEL COPELAND

Widely published professor of education with research interests in classical K-12 education, classic children's literature, classical pedagogy and English grammar. Award-winning higher education leader and instructor including years of extensive involvement in Hillsdale College's Barney Charter School Initiative summer conferences and other teacher training programs.

WORK HISTORY

- Professor of Education, Hillsdale College, Hillsdale, MI – 2017 to present
- Associate Professor of Education, Hillsdale College, Hillsdale, MI (tenured) – 2011 to 2017
- Assistant Professor of Education, Hillsdale College, Hillsdale, MI – 2006 to 2011
- Assistant Professor of Education, Saginaw Valley State University, University Center, MI – 2003 to 2006
- Graduate Instructor, Michigan State University, East Lansing, MI – 1999 to 2003
- Spanish Teacher, Avondale High School, Auburn, Hills, MI (tenured) – 1994 to 1999

EDUCATION

- Bachelor of Arts: Spanish, Liberty University, Lynchburg, VA
- Master of Arts in Linguistics, Oakland University, Rochester, MI
- Ph.D.: Curriculum, Teaching and Education Policy, Michigan State University, East Lansing, MI

H. KENNETH COLE

Highly-respected, retired financial expert and committed public servant including service as president of a local chamber of commerce and local sports boosters. A 35-year member of the Hillsdale Exchange Club for which he has held all offices. His experience also includes service on the boards of American Copper and Brass, Southern Michigan Bank and Trust, and The Hillsdale College Independence Foundation.

WORK HISTORY

- U.S. Army – 1970 to 1972
- Assistant Chief Accountant, Western Michigan University – 1972 to 1982
- Instructor and Controller, Hillsdale College, Hillsdale, MI – 1982 to 1988
- Vice President and Treasurer, Hillsdale College, Hillsdale, MI -- 1988 to 2002
- Chief Administrative Officer, Hillsdale, College, Hillsdale, MI – 2002 to 2012
- Senior Advisor to the President and Independence Foundation Secretary/Treasurer, Hillsdale College, Hillsdale, MI (part time) – 2012 to 2019

EDUCATION

- Bachelor of Arts: History and Physical Education, Western Michigan University, Kalamazoo, MI
- Master of Arts: Physical Education, Western Michigan University, Kalamazoo, MI
- Master of Business Administration: Accounting, Western Michigan University, Kalamazoo, MI

JASON J. KOHOUT

A partner at Foley & Lardner LLP practicing tax law and specializing in family estate planning and exempt organizations. He is a regular speaker on these topics. His experience includes service on the board of Carmen High School Science of Technology -- a charter school serving over 2,000 low-income, at-risk students in Milwaukee -- for more than a decade, and responsibility for negotiating the school's charter.

EDUCATION

- Graduate of Harvard College and Harvard Law School

NEAL W. COLE

More than a decade of experience as a management consultant with Booz Allen Hamilton where he directs engagements for large government and commercial clients. He is responsible for the development, marketing, contracting, resourcing and execution of a variety of consulting solutions. He leads multiple teams consulting in data science and analytics, logistics and product support, financial and business case analysis, and other areas of strategy. Cole serves as president of the Hillsdale College Alumni Association Board and is a member of the Hillsdale College President's Club. He is a life loyal member of the Sigma Chi Fraternity and a trustee of the Alpha Kappa Chapter at Hillsdale College. Cole also serves on the Board of Pregnancy Aid Detroit and volunteers regularly with Junior Achievement.

EDUCATION

- Bachelor of Science degree: Biology; minor in Chemistry, Hillsdale College, Hillsdale, MI
- Certification in Business Analytics, Indiana University Kelly School of Business, Bloomington, IN
- Certification in Project Management, Georgetown University, Washington, D.C.
- Project Management Professional credential, Project Management Institute, Newtown Square, PA

TYLER HORNING

Principal of TDC Life, an independent life insurance and estate planning firm that helps clients organize, improve and execute their insurance needs. Horning initially joined TDC Companies as the founding president of Exclusive Marketing Organization (EMO), a life insurance producer group. EMO later became Lion Street, a national financial services distribution company owned by its member firms. As director of TDC Life, Horning leads a team focused on building and managing meaningful life and high limit disability insurance portfolios. He manages strategic relationships with a national network of CPA and investment advisory firms that have teamed up with TDC Life and TDC Risk Management to provide insurance planning and consulting to their clients. Horning is an active member of the Hillsdale Alumni Board. He is the founder and current board president of Ivywood Classical Academy, a K-12 public charter school located in Plymouth, Michigan.

EDUCATION

- Hillsdale College, Hillsdale, MI

LUKE R. ROBSON

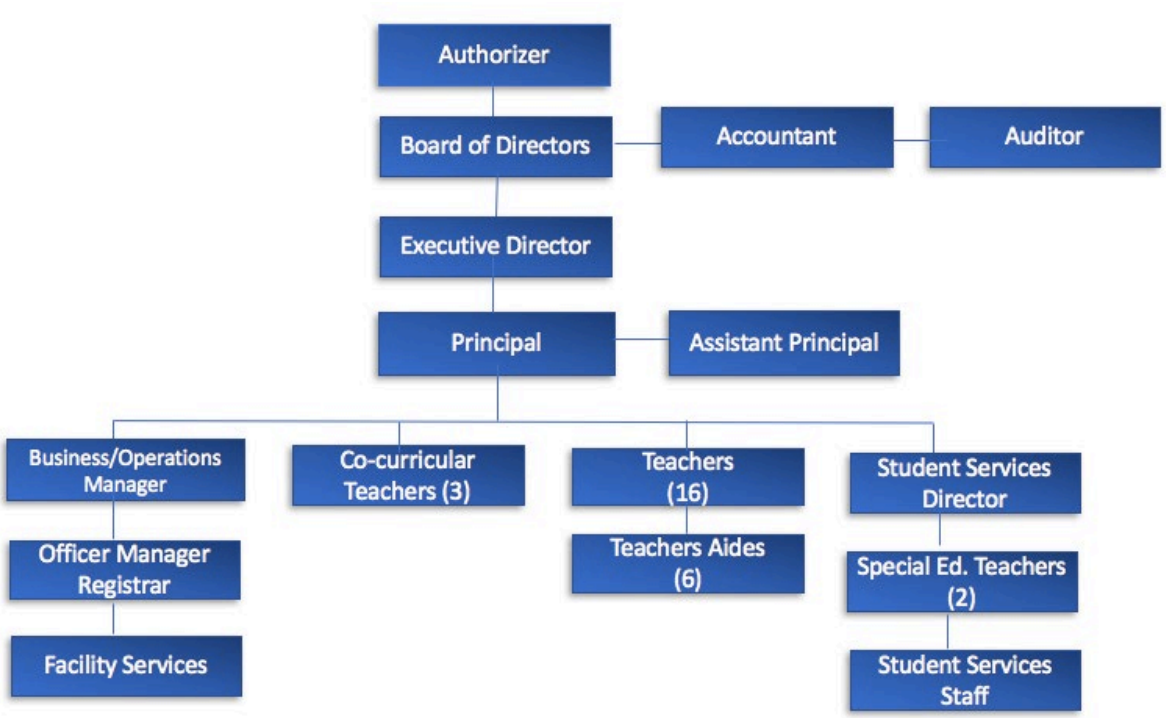
A law school Merit Scholar, DeNicola Center for Ethics and Culture Sorin Fellow, and a part of the Blackstone Legal Fellowship. His experience includes assisting in the drafting of judicial opinions for Judge Grasz, U.S. Court of Appeals for the Eighth Circuit and serving as a research assistant for Dr. David Waddilove, Notre Dame Law School. As a founding board member, he formed a team to start the Capstone Classical Academy, North Dakota's first classical Christian academy. His volunteer experience includes serving as a Community Sport GOAL Program leader managing multiple youth sports leagues in conjunction with the City of Hillsdale.

EDUCATION

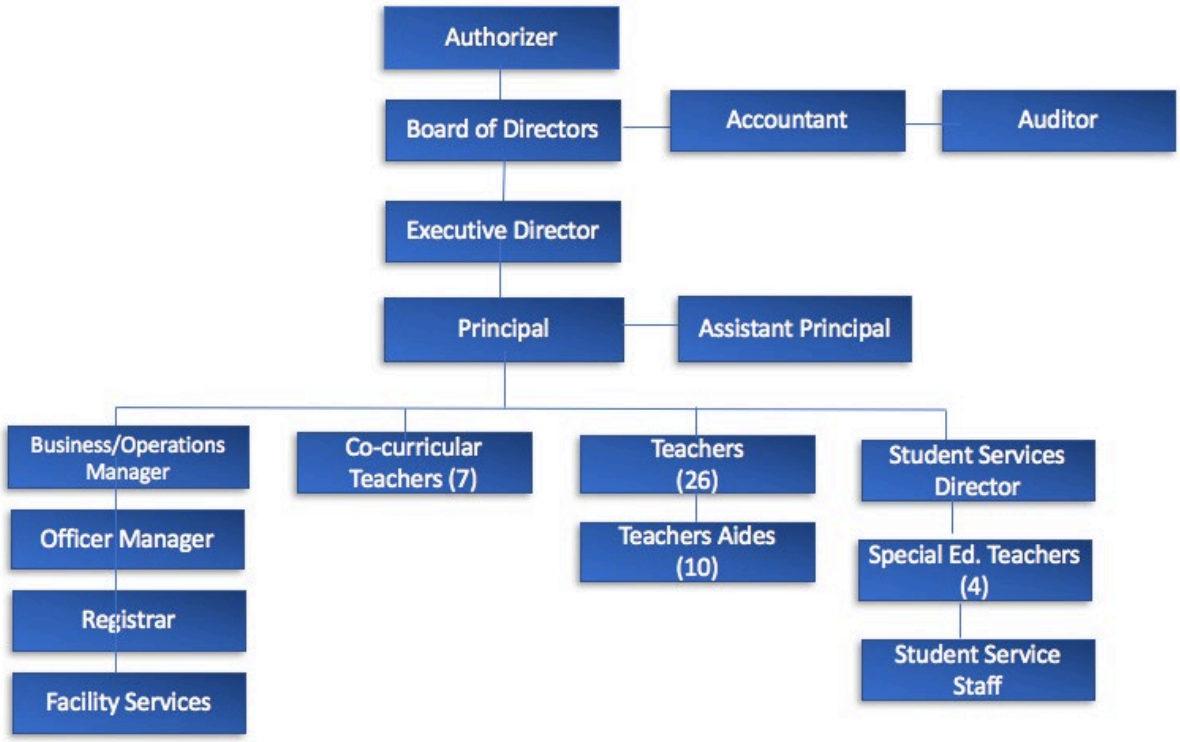
- Bachelor of Arts: Economics, Hillsdale College, Hillsdale, MI
- J.D. Candidate, University of Notre Dame Law School, South Bend, IN

American Classical Education, Inc. will work with counsel to develop and adopt additional board policies as reflected in the Tennessee State Board of Education's Authorized Charter School Policies Guidance to ensure compliance with rule and law.

AMERICAN CLASSICAL ACADEMY
ORGANIZATIONAL CHART – YEAR 1



AMERICAN CLASSICAL ACADEMY
ORGANIZATIONAL CHART – YEAR 5



EMPLOYEE OF:
AMERICAN CLASSICAL EDUCATION (ACE), INC. – The American Classical Academy's governing board

The Executive Director/Chief Executive Officer (ED/CEO) is the key management leader of American Classical Education (ACE), Inc. The Executive Director is responsible for overseeing the administration, programs and strategic plan of the organization. Other key duties include fundraising, marketing, and community outreach. The position reports directly to the Board of Directors.

General Responsibilities

1) **Board Governance:** Works with board in order to fulfill the organization mission.
- Responsible for leading ACE in a manner that supports and guides the organization's mission as defined by the Board of Directors.
- Responsible for communicating effectively with the Board and providing, in a timely and accurate manner, all information necessary for the Board to function properly and to make informed decisions.

2) **Financial Performance and Viability:** Develops resources sufficient to ensure the financial health of the organization.
- Responsible for fundraising and developing other revenues necessary to support ACE's mission.
- Responsible for the fiscal integrity of ACE, to include submission to the Board of a proposed annual budget and monthly financial statements, which accurately reflect the financial condition of the organization.
- Responsible for fiscal management that generally anticipates operating within the approved budget, ensures maximum resource utilization, and maintenance of the organization in a positive financial position.

3) **Organization Mission and Strategy:** Works with board and staff to ensure that the mission is fulfilled through programs, strategic planning and community outreach.
- Responsible for implementation of ACE's programs that carry out the organization's mission.
- Responsible for strategic planning to ensure that ACE can successfully fulfill its Mission into the future.
- Responsible for the enhancement of ACE's image by being active and visible in the community and by working closely with other professional, civic and private organizations.

4) **Organization Operations:** Oversees and implements appropriate resources to ensure that the operations of the organization are appropriate.
- Responsible for the hiring and retention of competent, qualified staff.
- Responsible effective administration of ACE operations.
- Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.

Actual Job Responsibilities

1. Report to and work closely with the Board of Directors to seek their involvement in policy decisions, fundraising and to increase the overall visibility of the organization.
2. Supervise, collaborate with organization staff.
3. Strategic planning and implementation.
4. Planning and operation of annual budget.
5. Serve as ACE's primary spokesperson to the organization's constituents, the media and the general public.
6. Establish and maintain relationships with various organizations and utilize those relationships to strategically enhance ACE's Mission.
7. Engage in fundraising and developing other revenues.
8. Oversee marketing and other communications efforts.
9. Oversee organization Board and committee meetings.
10. Establishing employment and administrative policies and procedures for all functions and for the day-to-day operation of the nonprofit.
11. Review and approve contracts for services.
12. Other duties as assigned by the Board of Directors.

Professional Qualifications Needed

- A minimum of a master's degree. Terminal degree preferred.
- Transparent and high integrity leadership.
- Five or more years senior nonprofit of for-profit management experience.
- Experience and skill in working with a Board of Directors/Trustees.
- High level strategic thinking and planning. Ability to envision and convey the organization's strategic future to the staff, board, volunteers and donors.
- Ability to effectively communicate the organization's mission to donors, volunteers and the overall community.
- Demonstrated ability to oversee and collaborate with staff.
- A history of successfully generating new revenue streams and improving financial results.
- Active fundraising experience. Excellent donor relations skills and understanding of the funding community.
- Previous success in establishing relationships with individuals and organizations of influence including funders, partner agencies and volunteers.
- Solid organizational abilities, including planning, delegating, program development and task facilitation.
- Strong financial management skills, including budget preparation, analysis, decision making and reporting.
- Strong written and oral communication skills.
- Strong public speaking ability.
- Strong work ethic with a high degree of energy.

EMPLOYEES OF:
AMERICAN CLASSICAL ACADEMY

Principal

The American Classical Academy (ACA) principal serves as the headmaster, educational leader and chief administrator for the school, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The principal will articulate and implement a culture of pride and high behavioral and academic expectations at the school.

Achieving academic excellence requires that the school principal work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the dean of students and operations/business manager, the principal is expected to build and maintain a healthy student and adult learning community. The principal will be accountable directly to board of directors. The job description and performance expectations are listed below.

Responsibilities:

1. Provide oversight to the dean of students and all staff.
2. Ensure the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership.
3. Provide effective guidance, support, coaching, assistance and supervision to all members of the leadership team.
4. Supervise all school personnel directly or indirectly.
5. Serve as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member.
6. Conceptualize goals and plans according to the board's direction to ensure that procedure and schedules are implemented to carry out the total school program.
7. Ensure the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
8. Define responsibilities and accountability of all staff; support staff and develop plans for interpreting the school program to all constituents.
9. Identify objectives for the instructional, extracurricular and athletic programs of the school.
10. Supervise and evaluate student and staff performance and progress in the instructional program.
11. Encourage the use of community resources, cooperate with the community, interpret the school program for the community and maintain communication with community members.
12. Manage, direct and maintain records of supplies and equipment necessary to carry out the daily school routines.
13. Organize, oversee and provide support to various services, supplies, materials, and equipment necessary to carry out the school program.
14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
15. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
16. Design, implement and revise systems to maintain a safe and orderly building in every aspect of the school program before, during and after sessions.
17. Produce a school designation of effective or higher.
18. Monitor all discipline files and documentation necessary for parent meetings.

19. Educate dean of students on the board and state policies to ensure transparency.
20. Serve as the leader and chief administrator of the school's administrative team.
21. Organize and oversee weekly leadership meetings.
22. Apply the laws and regulations of state and federal authorities governing the education of persons with disabilities, including proper testing and program implementation.
23. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Assistant principal (AP)
The assistant principal is a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule. The assistant principal will report to the principal.

Major Function
The dean of students performs administrative and supervisory work in the operational aspects of the school.

The dean of students' essential duties and responsibilities are as follows:

Leadership
Responsible for planning, coordinating, and supervising the day-to-day academic operations of a school office, and serves as administrative aide to the school head of school, relieving him/her of administrative details.

- Assists in the recruitment and selection of applicants for school-based academic positions.
- Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
- Designs in-service training programs at the school.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with school standards, policies, and procedures.
- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Evaluates the work of assigned school staff; provides reports to the head of school and cooperates in recognition or remediation of staff members as requested.
- In-services new staff on school and applicable school policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to the school operations manager.
- Monitors special projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Prepares and communicates weekly memo to staff.
- Prepares recess monitor supervision schedule.
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
- Recognizes problems and impediments and reports them promptly with options for solutions to the head of school; promotes and assists with constructive resolutions.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Seeks out and participates in educational and professional development and motivates and encourages such developments for school-classified employees.

Teacher Coaching

- Attend all Hillsdale K-12 trainings on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Regularly observe and provide written and verbal feedback to all instructional staff on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Lead and coordinate professional development on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Facilitate horizontal, vertical, and grade level meetings; communicate action items from these meetings with the Principal
- Regularly use instructional materials, such as teacher lesson plans (e.g. through PlanBook), teacher gradebooks, and teacher-written assignments and assessments in coaching

conversations and professional development to ensure philosophical and pedagogical alignment between and among grade levels

Attendance/Discipline

- Develops and maintains student discipline procedures for assigned caseload following established guidelines.
- Establishes attendance and discipline referral and reporting procedures for campus-wide use.
- Develops parental notification procedures.
- Directs the preparation of suspension, neglect, referral and tardy forms.
- Responds to inquiries from welfare, probation, legal and security agencies.
- Creates and serves on committees as necessary inside and outside the school.
- Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
- Supervises the preparation of student enrollment and attendance report.

Computer Skills

- To perform this job successfully an individual must have knowledge of spreadsheet software and word processing software.

Minimum Qualifications

- The minimum requirements for this job are as follows: Bachelor's degree in Education or equivalent.

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to TCCA's mission and vision, and the moral character and civic virtue TCCA embodies.

Student Services Director
The student services director is a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule. The student services director will report to the head of school.

Major Function
Serves in an educator capacity in the teaching, instruction and guidance of students enrolled in various academic courses within the appropriate grade or academic level, using the general education curriculum, or modifying it, to meet the child's individual needs. Serves as case manager for students with disabilities ensuring implementation of special education and related services.

The student services director's essential duties and responsibilities are as follows:

- Adheres to established standards regarding curriculum delivery and requirements as established by the school and applicable educational systems appropriate to the specified course of discipline.
- Provides professional instruction and teaching to students with disabilities as appropriate to the specified course or discipline and academic level, using various techniques, including individualized and small group instruction, to promote learning.
- Schedules and prepares for IEP meetings annually (and/or more frequently if needed) describing the student's present level of functioning and proposes measurable IEP goals and objectives for team consideration.
- Understands the continuum of programming options that can be used to meet the individual needs of the student to provide an appropriate education.
- Develops individualized educational plans for the provision of specially designed instruction.
- Participates in the review of the individualized education plan with the student's parents, school administrators, and often, the student's general education teacher.
- Collects, documents, and analyzes the student's current progress on his/her individualized educational plan, working closely with parents to inform them of their child's progress and suggest techniques to promote learning at home.
- Organizes and effectively communicates class/course objectives, standards and requirements for successful achievement, e.g., syllabi, tests, specific tasks.
- Provides guidance and assistance to students as needed in order to ensure appropriate assimilation of the class/course content in an effort to support student success and achievement.
- Ensures all appropriate measures, including special accommodations, are in effect for students with disabilities.
- Administers tests and conducts evaluations and grading as applicable to the students' specific assignment.
- Calculates student scores and grades and submits students' final class/course grade(s).
- Helps general education teachers adapt curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Works with students with disabilities in a variety of settings, to include working in one's own classroom teaching only special education students; work as a special education resource teacher and offering individualized help to students in general education classrooms; teach together with general education teachers in classes composed of both general and special education students; or working with special education students for several hours a day in a resource room, separate from their general education classroom. Considerably fewer special education teachers work in homebound or hospitalized environments.
- Uses specialized equipment such as computers with synthesized speech, interactive educational software programs, and audio systems to assist children.
- Refers advanced disciplinary issues to appropriate staff/personnel.
- Functions as part of the problem-solving team(s) at assigned school(s) when appropriate.

Computer Skills

- To perform this job successfully an individual must have knowledge of spreadsheet software and word processing software.

Minimum Qualifications

- The minimum requirements for this job are as follows: Florida Teacher Certification in Special Education

Additional Qualifications

- Ability to demonstrate, uphold, and promote in daily interactions a commitment to TCCA's mission and vision, and the moral character and civic virtue TCCA embodies.

Special Education Teachers/Intervention Specialists

Intervention specialists are critical to the development of students with special needs. The intervention specialist provides special education for students in the classroom to fulfill their academic, emotional, and social growth. Instruction is designed to meet the unique needs of each student's Individualized Education Program (IEP). Intervention specialists will develop, implement, and evaluate individualized programs for ACA students who have special academic and social adjustment needs. These interventions are monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency (dependent upon the individual student and the interventions being made).

Requirements/responsibilities:

- A valid Tennessee teaching license
- Commitment to the team approach
- Working knowledge of the relationships among behavior, communication, cognition, social/emotional and academic development
- Experience designing behavioral programs
- Experience presenting or coaching for interventions in school systems
- Create and maintain a high-quality learning environment with respect to the academic needs of the child
- Work with students to ensure mastery of all material delivered
- Develop and implement classroom management strategies that respect the needs and development of student and ensure a positive, harmonious learning environment
- Maintain professional behavior which is appropriate in the field of education and in support of the school
- Assist the principal and dean of students with building-wide expectations and revising school curriculum
- Support and work to create and maintain a classroom that is organized and focused on student achievement
- Complete all plans in a timely manner as prescribed by the principal and dean of students
- Deliver instruction that is student centered and is aligned with school curriculum
- Support the school parental involvement policies
- Participate in all professional development activities
- Prepare students to achieve on state standardized tests
- Prepare students to achieve on all internal academic assessments
- Participates in weekly team meetings
- Implement teaching practices consistent with the school's vision and philosophy
- Help with supervision according to the needs of the school
- Tutor a small group of students at least one day per week after school for 60 minutes
- Read, understand, and implement IEPs for students with disabilities
- Remain abreast of and monitor legal issues and requirements as they pertain to special education and related service
- Create detailed weekly lesson plans for each small group and submit to instructional leaders
- Work with principal and specialized contractors to create rigorous intervention schedules
- Provide rigorous direct instruction for small groups, modified for student(s) needs and strengths
- Collect academic work samples that show progress on IEP goals/objectives
- Collect behavioral data that show progress on IEP goals/ objectives
- Write narrative IEP progress reports that show growth through data points
- Submit draft IEPs to special education coordinator one week prior to first scheduled IEP meeting; revise/resubmit as necessary
- Schedule and facilitate IEP meetings that include participation from the entire IEP team.
- Consult with general education teachers regarding students with disabilities
- Provide inclusion services to SWD in the general education environment, including but not limited to team teaching, pull aside, strategic support, and small group testing

- Provide testing accommodations to SWD on caseload as required by IEP; Modify student work, as required by IEP, for students in the general education environment
- Assist in providing behavior remediation for SWD, in conjunction withdean of students

- Work with building leaders to track suspensions for SWD, and proceed with manifestation procedures in conjunction with the principal and dean of students
- Complete any other duty deemed necessary by the principal and dean of students for the success of the school

Teachers/Specials Teachers

Teachers are committed to the ongoing academic development and well-being and safety of students and the overall success of the school. Teachers will receive ongoing, job embedded staff professional development to ensure development of their personal and professional growth, as well as the success of every student. Teachers are responsible for the day-to-day work and management of the class. Teachers plan, organize, and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. Teachers agree with and are committed to the academic goals and philosophy of the organization. The specials teachers wlll be qualified In a specialized areas.

Responsibilities include:

- Create and complete all plans in a timely manner as prescribed by the principal of the school
- Work with students to ensure mastery of all material delivered
- Develop and implement classroom management strategies that respect the needs and development of students and that ensure a positive, harmonious learning environment
- Maintain professional behavior which is appropriate in the field of education and supports the school
- Assist principal and dean of students with building-wide expectations and revise school curriculum
- Support and work to create and maintain a classroom that is organized and focused on student achievement
- Complete all plans in a timely manner as prescribed by the principal
- Deliver instruction that is student centered and aligned with school curriculum
- Support the school parental involvement policies
- Participate in all professional development activities
- Administer and monitor all state standardized and internal assessments in accordance with school wide policies and procedures
- Prepare students to achieve on all internal academic assessments
- Participate in weekly team meetings
- Engage in data driven instruction; adjust and modify instructional practices in collaboration with the school leadership as driven by data
- Engage in fair and appropriate assessment of performance and grade book entry that follows the logistics provided
- Prepare students to achieve on all internal academic assessments
- Administer and monitor all state standardized and internal assessments in accordance with schoolwide policies and procedures
- Implement teaching practices consistent with the school's vision and philosophy
- Help with supervision and/or coverage according to the needs of the school
- Use assessment data to refine curriculum and inform instructional practices
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions.
- Communicate effectively with students, families, and colleagues.
- Remain highly organized; consistently meet all deadlines
- Create intentional lesson plans that support academic rigor and student engagement
- Be relentless, serious and focused
- Proven track-record of high achievement in the classroom
- Mastery of and enthusiasm for academic subjects.
- Evidence of self -motivation and willingness to be a team player

Qualifications:

- Bachelor's degree required; Master's degree preferred

- Minimum of one year teaching experience in an urban public or charter school setting preferred
- Valid State Certification preferred
- Belief in the ACA mission and vision.
- Complete any other duty deemed necessary by the principal for the success of the school

Instructional Aides

Under supervision of the principal and the direction of a classroom teacher, instructional aides perform the necessary duties to assist in the classroom with instruction for the regular and special needs of students in the classroom. Instructional aides work side by side with teachers to function as appropriate role models for children and provide proper examples, emotional support, a friendly attitude and general guidance. He/she creates and manages a caring, supportive, purposeful and stimulating environment that is conducive to learning. He/she must agree with and commit to the academic goals and philosophy of ACA, and understand, abide by, and implement the policies, directives and guidelines set forth by the school.

Responsibilities:

- Assist in classroom management
- Assist teacher in preparing instructional material
- Implement, under the supervision of assigned teacher, instructional programs and lesson plans for the purpose of assisting the teacher in improving students' academic success through a defined course of study
- Conduct instructional activities assigned by the teacher
- Work with individual students or small groups for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching their academic goals and grade-level standards
- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real world problems
- Ensure high standards of achievement for all students
- Ensure an orderly, motivational and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Maintain good order and discipline among the pupils, safeguarding their health and safety
- Help maintain neat and orderly classroom
- Assist teacher with administrative records and preparation of required reports
- Adhere to the appropriate code of ethics and student confidentiality
- Work with staff to improve student learning and achievement
- Discuss assigned duties with classroom teachers in order to coordinate instructional efforts
- Prepare lesson materials, bulletin board displays, exhibits, equipment and demonstrations
- Present subject matter to students under the direction and guidance of teachers, using lectures, discussions or supervised role-playing methods
- Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers
- Supervise students in classrooms, halls, cafeterias, school yards, gymnasiums and on field trips
- Conduct demonstrations to teach such skills as sports, dancing and handicrafts
- Distribute teaching materials such as textbooks, workbooks, papers, etc.to students
- Distribute tests and homework assignments, and collect them when they are completed
- Enforce administration policies and rules governing students
- Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage
- Observe students' performance and record relevant data to assess progress
- Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills
- Organize and supervise games and other recreational activities to promote physical, mental and social development
- Participate in teacher-parent conferences regarding students' progress or problems

- Plan, prepare, and develop various teaching aids such as bibliographies, charts and graphs
- Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review
- Provide extra assistance to students with special needs, such as non-English-speaking students and with physical and mental disabilities
- Take class attendance and maintain attendance records
- Perform all other job duties as assigned

Office Manager/Registrar

Reporting directly to principal, the office manager/registrar (OM) coordinates various office support services including working with vendors, facilities management, student information upkeep and attendance records. Administrative duties include filing, drafting letters and emails, scanning breakfast and lunch barcodes, ordering supplies and student enrollment. The OM will also assist other staff in work overflow, word processing, data entry, creating reports and internet research.

Responsibilities:

- Field phone calls and other communications from parents, social services, vendors and other stakeholders
- Assist with the maintenance of all office equipment, including fax machines, copiers, printers and phones
- Oversee all building supplies, which could include receiving shipments and taking inventory
- Maintain accurate and complete student files in hard copy and electronic form, while adhering to FERPA, Tennessee education laws and Department of Education administrative rules
- Assist in funding database reporting and student information
- Maintain accurate transportation and food service records
- Communicate with other schools regarding the timely receipt of all student records, as well as admissions and withdrawals
- Support principal, operations/business manager, and building leaders
- Answer telephones and all other communications in a professional manner, and direct callers to the appropriate staff member
- Appropriately greet and direct visitors to the school campus in a manner that is respectful and professional
- Sets up all new employee files in the time and attendance system, noting information that is pertinent to the employees' position; enroll all employees digitally in the time and attendance system
- Maintain spreadsheets, recording checks received and expenditures
- Handle calls and walk-in visitors to develop student enrollment in accordance with enrollment objectives; tracking and following up with all parents and/or students who have requested enrollment information and/or paperwork; collect enrollment paperwork, create student files and ensure compliance with all required documentation including immunization records as well as academic history; schedule and conduct new student orientations
- Assist in the ordering, receiving, stocking and distribution of office supplies
- Adhere to school policies and procedures relating to visitors to the campus (i.e. visitor sign-in log and visitor ID badges)
- Maintain awareness of the physical control of entry into the reception area and notify security of unauthorized visitors to the school campus
- Follow school policies and procedures regarding authorized/unauthorized removal of students from the campus
- Effectively perform all other duties as assigned and necessary in order for the school to achieve its educational goals

Operations/Business Manager

This role oversees all processes pertaining to the operations of ACA including procurement of supplies, food service, facility maintenance, student records, and enrollment data. Responsibilities include site level budget monitoring and management, and accounts payable. The position supervises non-instructional operational functions in the areas of admissions, expansion and outreach, planning, leadership and management, budget and financial management, campus operations, facilities, data and analytics, technology, and food service. Plays a significant role in developing and implementing the organization's long-term strategy. This position reports directly to the principal.

Responsibilities:

- Planning, leadership and management
- Steward the process for defining and adapting service level at the school; accountable to high standards
- Participate as a key member of the management team to set organizational strategy
- Spearhead the constant improvement of support processes and communication with the school
- Serve as point of contact for school principal to address operational needs
- Represent the school as needed to resolve operational issues with external parties, including legal counsel, state, authorizer, etc., as well as liaising with board of directors

Budget & Financial Management

- Support the fiscal officer and school principal in developing and monitoring organization-wide budgets and financial controls
- Monitor the impact of operational decisions and performance on the organization's financial health

School Operations

- Support the principal and fiscal officer in leading school operations staff to provide high-quality and financially compliant goods and services, including procurement, transportation and other key areas
- Work with office manager, student information system, and compliance service providers to ensure reporting requirements are met
- Lead facilities staff and vendors in routine maintenance of sites and user support
- Support the technology personnel in leading a team to create and refine data and knowledge management systems, to provide custom reporting to support academic and operational decisions and to provide data-driven instructional support programs
- Support the management of the food service staff and vendors to provide healthy school meals

Accountant

The accountant will manage the finances of the school based upon a realistic picture of the human and capital expenses that will be needed to successfully operate. When choosing vendors and services, the school will seek partners that can provide exceptional resources at reasonable costs.

Responsibilities:

- Serve as governing authority's accountant and oversight of f:
    - Basic financial services such as bookkeeping (e.g. bank reconciliation and electronic record keeping)
    - Reporting (e.g. appropriate annual state and federal filings)
    - Accounts payable (vendor invoicing and check writing)
    - Accounts receivable (e.g. sales invoicing and cash collections/deposit
    - Serve as Board designated accountant and fiscal consultant
        - Review, analyze and report financial data to board
        - Process Final Expenditure Reports (FERs) and Project Cash Requests and allocate awarded federal dollars in the TN state system subject to board approval; provide long term financial analysis and internal audits/reviews as needed
        - Oversee and manage work and documentation related to the school's annual audit
        - Attend board meetings and committee meetings as needed
        - Provide client copies of all fiscal documents, monthly reports, and budgets prepared as requested or by date of regularly scheduled or called board meetings
        - Fiscal agent will only authorize expenditure of funds in accordance with board policy
        - Prepare annual tax returns (990 and 1099)
        - Prepare comprehensive annual financial report
        - Prepare 5-year forecast and annual budget

Previous student achievement data for the individuals responsible for academic programming.

Hillsdale K-12 Education is a project of Hillsdale College devoted to the education of young Americans. Through the Hillsdale K-12 Education Office (Hillsdale) and the Barney Charter School initiative (BCSI), Hillsdale supports the development of K-12 classical schools. Hillsdale trains the minds and improves the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Reform of American public education, to be successful and good, must be built on a foundation of classical liberal arts learning—the kind of learning best suited to a free society and most needed for its preservation. Hillsdale K-12 Education is an important step in that direction.

The American Classical Academy is supported by Hillsdale College, a relationship that offers the school ongoing access to curriculum, training, and resources. For more information on the Hillsdale K-12 Education Office and its programs, visit k12.hillsdale.edu.

The school will utilize, with fidelity, the K-12 Program Guide: An American Classical Education developed by Hillsdale College. The introduction to this guide explains the relationship of the college to the guide: "Hillsdale College contributes to the education of K-12 students in light of the Founding Fathers' understanding of public education outlined in the Northwest Ordinance of 1787: 'Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.' Charter schools are public schools that provide a taxpayer funded and thus tuition-free education to every child, regardless of race, sex, or religion. Hillsdale shares with students an education modeled on Hillsdale's undergraduate course of study. Hillsdale K-12 leadership believes that these classical charter schools will form wise and virtuous citizens educated in the liberal arts and sciences who will each 'rise to self-government.'"

It is acknowledged that the K-12 Program Guide developed by Hillsdale has evolved over time-using anecdotal and empirical evidence from stakeholders. Verbiage on page (viii) lays this out in the following manner:
The K-12 Program Guide is informed by several subject-specific curricula that are in print:

- The K-8 History and Science portions are based on the Core Knowledge Sequence, an original work of the Core Knowledge Foundation made available through licensing under a Creative Commons Attribution- NonCommercialShareAlike 4.0 International License.
- The K-3 Literacy portion is based on Literacy Essentials, by Access Literacy, LLC.
- The 3-6 Grammar portion is based on the Well-Ordered Language series.

- The K-6 Mathematics portion is based on Singapore Math.
- All other parts of the curriculum and related resources are the recommendation of Hillsdale College faculty, BCSI personnel, and veteran BCSI school leaders and teachers.

By taking full advantage of training offered to by Hillsdale and using the Hillsdale College K-12 Program Guide with fidelity, Hillsdale-affiliated schools across the US have realized success in working toward a shared mission and vision. Additionally, these schools have shown great success in educating students in such a manner that allows them to show full evidence of their learning on state mandated and nationally administered standardized tests. It is clear that the intent of the curricula and teaching strategies is not to "teach to the test": The high achievement scores on the tests are simply evidence of the effective core knowledge and academic, scholarly skills honed by each student.

To this end, the following achievement data is presented as evidence of the success of schools and teachers who implement the Hillsdale College K-12 Program Guide curricula and teach strategies with fidelity. Since there are currently no Hillsdale-affiliated schools in Tennessee, for comparison's sake, this attachment will contain data from schools in the state of Florida. The following charts and initial analyses show that the Hillsdale affiliated schools far out-perform the state average and same-county local schools. Important to note is that almost all Hillsdale schools out-perform the county and state schools lending credence to the efficacy of the curriculum, teacher training, use of instructional strategies and overall Hillsdale philosophy of teaching.

Pineapple Cove Classical Academy of Palm Bay (Founded: 2015; Enrollment: 1027; Grades K-12)
Brevard County, Florida
Summary of Data: Since opening in 2015, ELA proficiency scores have far exceeded both the state of Florida and Brevard County levels. This is true for both grade band and cohort level analysis. For example the average third grade proficiency score from 2015 through 2021 for Palm Bay is 79.34% in comparison to Brevard County's 62.38% and the state's average of 56.22%. In looking at cohort longitudinal data, the third grade cohort of 2015 can be traced through their 2021 (eighth grade) state assessment performance. Please note that data for the 2019-20 school year is excluded because of canceled state testing. Therefore, students who began third grade in 2015 will include eighth grade data in 2020-21. Using cohort tracing, Palm Bay also outperformed Brevard County and Florida averages for "same cohort" data (3rd grade/2015 cohort through 8th grade/2021): Palm Bay 66.8%; Brevard County-57.28%; Florida-54.34%. Looking at math proficiency scores, Palm Bay again, consistently outscored both Brevard County and Florida in every grade band and every cohort. For example, in 5th grade math proficiency, Palm Bay students averaged a proficiency rate of 70.84 whereas Brevard County's average was 57.58 and Florida's was 56.72. Cohort data also shows Palm Bay students scoring higher than both the county and state: 6th grade cohort (2015-2021)- Palm Bay students, beginning 5th grade in 2015 and completing 10th grade in 2021 averaged 69.34% proficiency throughout their state testing. The same year's cohort of Brevard County students scored proficient 55.78 % and Florida's cohort were

proficient 46.16%.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" high proficiency data indicates the strong year-to-year vertical alignment of curricula and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized. Looking at the data tables, Palm Bay exceeded both grade band (3, 4, 5, 6, 7, 8, 9, 10) and cohort level data in each year it was collected compared to Brevard County and the state of Florida.

ELA PROFICIENCY DATA (2015/16 - 2020/21)			
	Palm Bay	Brevard Co.	Florida
Gr. 3 avg	79.34	62.38	56.22
Gr 4 avg	72.40	58.30	54.74
Gr 5 avg	70.84	57.46	53.86
Gr 6 avg	71.86	62.32	52.40
Gr 7 avg	67.95	55.90	50.40
Gr 8 avg	68.20	61.24	55.46
Gr 9 avg	68.55	59.16	52.18
Gr 10 avg	66.70	58.28	51.16

MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	Palm Bay	Brevard Co.	Florida
Gr. 3 avg	79.34	60.12	59.58
Gr 4 avg	72.4	60.54	60.22
Gr 5 avg	70.84	57.58	56.72
Gr 6 avg	71.86	66.86	50.34
Gr 7 avg	67.95	64.22	55.74
Gr 8 avg	68.20	63.60	60.90
Gr 9 avg	68.55	61.92	56.42
Gr 10 avg	66.7	39.60	38.62

SAME COHORT DATA: ELA AND MATH PROFICIENCY SCORES- PALM BAY, BREVARD COUNTY, STATE OF FLORIDA								
	Gr 3 (2015-21)	Gr 4 (2015-21)	Gr 5 (2015-21)	Gr 6 (2015-19)	Gr 7 (2016-19)	Gr 8 (2017-19)	Gr 9 (2018-19)	Gr 10 (2020-21)
PALM BAY- ELA	66.80	69.76	64.66	74.72	71.07	71.25		
BREVARD CO.- ELA	57.28	58.2	58.34	62.1	60.60	61.05		
FLORIDA- ELA	54.34	51.58	52.42	54.05	53.47	52.10		
PALM BAY- MATH	66.5	73.92	65.92	69.34	69.67	68.2	68.35	65.60
BREVARD CO- MATH	60.34	60.94	57.34	55.78	51.38	49.075	43.2	31.1
FLORIDA- MATH	58.86	55.06	51.04	48.66	46.16	46.02	35.47	31.55

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

BREVARD COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	5,600	59.70%	5,623	65.00%	5,273	63.50%	5,291	64.10%	5,102	59.60%
04–Fourth	5,064	56.70%	5,476	58.20%	5,571	56.90%	5,376	61.20%	4,997	58.50%
05–Fifth	5,160	55.80%	5,177	59.30%	5,511	54.10%	5,613	59.50%	4,988	58.60%
06–Sixth	5,196	62.60%	5,250	63.90%	5,252	62.70%	5,621	60.40%	5,196	62.00%
07–Seventh	5,016	55.50%	5,214	59.10%	5,301	55.60%	5,284	57.60%	5,283	51.70%
08–Eighth	5,209	63.00%	5,046	62.20%	5,210	64.50%	5,262	62.50%	5,243	54.00%
09–Ninth	5,422	58.00%	5,462	60.70%	5,347	60.20%	5,447	62.20%	5,115	54.70%
10–Tenth	5,276	58.30%	5,234	58.40%	5,250	61.40%	5,166	59.40%	4,994	53.90%

PALM BAY- BREVARD COUNTY

ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	54	77.80%	69	84.10%	87	77.00%	88	80.70%	70	77.10%
4	38	65.80%	58	74.10%	63	77.80%	69	68.10%	84	76.20%
5	40	57.50%	40	70.00%	64	65.60%	65	78.50%	86	82.60%
6	42	85.70%	42	71.40%	44	72.70%	55	52.70%	99	76.80%
7	.	.	58	70.70%	55	67.30%	49	65.30%	89	68.50%
8	.	.	.	.	56	80.40%	53	60.40%	94	63.80%
9	.	.	.	.	.	.	29	62.10%	68	75.00%
10	.	.	.	.	.	.	.	.	33	66.70%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

BREVARD COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	5,597	60.50%	5,639	62.90%	5,305	61.80%	5,296	61.00%	5,075	54.40%
4	5,119	60.00%	5,501	61.20%	5,604	59.50%	5,380	63.60%	5,012	58.40%
5	5,190	57.10%	5,207	58.10%	5,540	58.40%	5,605	60.10%	4,991	54.20%
6	5,218	67.60%	5,281	68.20%	5,282	68.40%	5,617	67.40%	5,194	62.70%
7	4,947	65.90%	5,183	64.50%	5,187	65.70%	5,199	67.10%	5,303	57.90%
8	5,305	67.40%	5,233	65.50%	5,396	63.50%	5,363	67.40%	5,567	54.20%
9	4,613	62.80%	4,468	65.30%	3,753	66.20%	3,936	64.20%	5,936	51.10%
10	4,617	48.50%	4,239	45.90%	2,432	37.40%	2,503	37.90%	3,751	28.30%
11	2,224	24.10%	2,196	26.00%	769	20.90%	912	26.20%	1,386	19.10%
12	342	15.80%	411	18.20%	234	18.80%	269	14.10%	248	21.40%

PALM BAY- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS

Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	54	57.40%	70	75.70%	86	48.80%	88	68.20%	70	77.10%
4	37	56.80%	58	70.70%	63	84.10%	69	66.70%	85	69.40%
5	40	40.00%	39	64.10%	64	75.00%	65	96.90%	84	81.00%
6	42	57.10%	43	62.80%	44	77.30%	55	67.30%	100	72.00%
7	.	.	58	74.10%	55	78.20%	50	90.00%	89	78.70%
8	.	.	.	.	56	67.90%	53	83.00%	95	62.10%
9	.	.	.	.	.	.	30	76.70%	70	81.40%
10	.	.	.	.	.	.	.	.	32	65.60%
11	.	.	.	.	.	.	.	.	10	60.00%

Pineapple Cove Classical Academy at West Melbourne (Founded: 2018; Enrollment: 824; Grades K-8)
Brevard County, Florida
Summary of Data: Since opening in 2018, Pineapple Cove Classical Academy at West Melbourne's ELA proficiency scores have far exceeded both the state of Florida and Brevard County levels. For example, the average third grade proficiency score from 2018 through 2021 for Pineapple Cove Classical Academy at West Melbourne is 79.5% in comparison to Brevard County's 62.38% and the state's average of 56.22%. Of all grade band proficiency scores recorded in ELA and math, only one did not exceed the district or state level: 3rd grade math. West Melbourne's proficiency rate was 54.9% with Brevard County (60.12) and Florida (59.58) scoring higher. It should be noted, however, that the 2018 cohort of students who scored a 50% proficiency rate as third graders earned 75.6% proficiency as fifth graders in 2020. (Data was not collected in 2019 due to testing cancellation.) Looking at math proficiency scores, Pineapple Cove Classical Academy at West Melbourne again, consistently outscored both Brevard County and Florida in every grade band. For example, in 5th grade math, Pineapple Cove Classical Academy at West Melbourne students averaged a proficiency rate of 72.3 whereas Brevard County's average was 57.58 and Florida's was 56.72. Cohort data also shows West Melbourne's students scoring higher than both the county and state. Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" proficiency data indicates the strong year-to-year vertical alignment of curriculum and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized. Looking at the data tables, Pineapple Cove Classical Academy at West Melbourne exceeded grade band (3,4,5,6,7,8) data for ELA and MATH in each year it was collected compared to Brevard County and the state of Florida.

ELA PROFICIENCY DATA (2018/19 - 2020/21)					**MATH** PROFICIENCY DATA (2015/16 - 2020/21)			
	West Melbourne	Brevard County	Florida			West Melbourne	Brevard County	Florida
Gr. 3 avg	79.50	62.38	56.22		Gr. 3 avg	54.90	60.12	59.58
Gr 4 avg	69.75	58.30	54.74		Gr 4 avg	67.95	60.54	60.22
Gr 5 avg	78.45	57.46	53.86		Gr 5 avg	72.30	57.58	56.72
Gr 6 avg	73.90	62.32	52.40		Gr 6 avg	77.90	66.86	50.34
Gr 7 avg	66.00	55.90	50.40		Gr 7 avg	69.60	64.22	55.74
Gr 8 avg	74.00	61.24	55.46		Gr 8 avg	68.80	63.60	60.90

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

BREVARD COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	5,600	59.70%	5,623	65.00%	5,273	63.50%	5,291	64.10%	5,102	59.60%
04–Fourth	5,064	56.70%	5,476	58.20%	5,571	56.90%	5,376	61.20%	4,997	58.50%
05–Fifth	5,160	55.80%	5,177	59.30%	5,511	54.10%	5,613	59.50%	4,988	58.60%
06–Sixth	5,196	62.60%	5,250	63.90%	5,252	62.70%	5,621	60.40%	5,196	62.00%
07–Seventh	5,016	55.50%	5,214	59.10%	5,301	55.60%	5,284	57.60%	5,283	51.70%
08–Eighth	5,209	63.00%	5,046	62.20%	5,210	64.50%	5,262	62.50%	5,243	54.00%
09–Ninth	5,422	58.00%	5,462	60.70%	5,347	60.20%	5,447	62.20%	5,115	54.70%
10–Tenth	5,276	58.30%	5,234	58.40%	5,250	61.40%	5,166	59.40%	4,994	53.90%

WEST MELBOURNE- BREVARD COUNTY				
ELA PROFICIENCY SCORES				
FLORIDA STANDARDS ASSESSMENTS				
Year	2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	71	76.10%	87	82.80%
4	63	63.50%	75	76.00%
5	42	81.00%	83	75.90%
6	42	71.40%	55	76.40%
7			50	66.00%
8			50	74.00%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

BREVARD COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	5,597	60.50%	5,639	62.90%	5,305	61.80%	5,296	61.00%	5,075	54.40%
4	5,119	60.00%	5,501	61.20%	5,604	59.50%	5,380	63.60%	5,012	58.40%
5	5,190	57.10%	5,207	58.10%	5,540	58.40%	5,605	60.10%	4,991	54.20%
6	5,218	67.60%	5,281	68.20%	5,282	68.40%	5,617	67.40%	5,194	62.70%
7	4,947	65.90%	5,183	64.50%	5,187	65.70%	5,199	67.10%	5,303	57.90%
8	5,305	67.40%	5,233	65.50%	5,396	63.50%	5,363	67.40%	5,567	54.20%
9	4,613	62.80%	4,468	65.30%	3,753	66.20%	3,936	64.20%	5,936	51.10%
10	4,617	48.50%	4,239	45.90%	2,432	37.40%	2,503	37.90%	3,751	28.30%
11	2,224	24.10%	2,196	26.00%	769	20.90%	912	26.20%	1,386	19.10%
12	342	15.80%	411	18.20%	234	18.80%	269	14.10%	248	21.40%

WEST MELBOURNE- BREVARD COUNTY MATH PROFICIENCY SCORES FLORIDA STANDARDS ASSESSMENTS				
Year	2018–19		2020–21	
Grade Level	# of Students	% of Students (Level 3 & Above)	# of Students	% of Students (Level 3 and Above)
3	70	50.00%	87	59.80%
4	63	55.60%	76	80.30%
5	42	69.00%	82	75.60%
6	42	66.70%	55	89.10%
7			46	69.60%
8			48	68.80%

St. John's Classical Academy (Founded: 2017, Enrollment: 795, Grades: K-12)
Clay County Fleming Island, Florida

Summary of Data:
Since opening in 2017, St. John's Classical Academy's ELA proficiency scores have far exceeded both the state of Florida and Clay County levels in every grade ban. For example the average third grade proficiency score from 2017 through 2021 for St. John's Classical Academy is 76% in comparison to Clay County's 66.28% and the state's average of 56.22%.

Looking at math proficiency scores, St. John's outscored both Clay County and Florida in two grade bands but fell below the county or state in the others. For example, in 5th grade math proficiency, St. John's Classical Academy students averaged a proficiency rate of 50.83% whereas Clay County's average was 60.22 and Florida's was 56.72. Cohort data, however, shows St. Johns closing the gap significantly. For example, although the average proficiency rate for St. John's 4th graders from 2017 through 2021 is 45.53 (compared to the county's 65.26% and the state's 60.22%), by looking at the cohort data, significant growth is seen. The 2017 4th grade cohort improved their longitudinal proficiency rate to 62.87 by 2021. The district's fourth grade cohort, however, averaged a lower (58.70) average proficiency rate by 2021 for the same group of students. In a parallel manner, the state's cohort average for those students who were 4th graders in 2017 decreased to 57.10%. The cohort data shows that while the students in this sub-group at St. Johns may have begun elementary with very low math skills (4th grade proficiency was 20%, by the time they reached 7th grade their proficiency rate was 62% proficiency.

Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. The "same cohort" proficiency data indicates the strong year-to-year vertical alignment of curriculum and the success of the overall philosophy of Hillsdale's teacher training: content is taught to be mastered, repetition of previously taught content is minimized, and each student's ability to apply basic concepts to more sophisticated scenarios is realized. Even when students enter the school with low or deficient skills, with the guidance and direction of the teachers, these students are exhibiting growth- sometimes in significant numbers.

Looking at the data tables, St. John's Classical Academy exceeded both grade band (3,4,5,6,7,8) and cohort level data for ELA in every category. In math, growth is clearly seen by the increase in cohort proficiency.

ELA PROFICIENCY DATA (2017/18 - 2020/21)			
	St. Johns	Clay Co.	Florida
Gr. 3 avg	76.00	66.28	56.22
Gr 4 avg	64.23	60.68	54.74
Gr 5 avg	62.63	58.72	53.86
Gr 6 avg	65.33	63.12	52.40
Gr 7 avg	58.23	54.80	50.40
Gr 8 avg	68.43	61.08	55.46
Gr 9 avg	70.55	55.94	52.18

MATH PROFICIENCY DATA (2017/18 - 2020/21)			
	St. Johns	Clay Co.	Florida
Gr. 3 avg	63.70	67.46	59.58
Gr 4 avg	45.53	65.26	60.22
Gr 5 avg	50.83	60.22	56.72
Gr 6 avg	46.00	67.02	50.34
Gr 7 avg	67.20	61.64	55.74
Gr 8 avg	61.10	67.80	60.90
Gr 9 avg	81.75	61.42	56.42

Gr 10 avg	55.60	54.60	51.16		Gr 10 avg	48.30	55.62	38.62

SAME COHORT DATA: ELA AND MATH PROFICIENCY SCORES- ST. JOHNS- CLAY COUNTY, STATE OF FLORIDA						
	Gr 3 (2017-21)	Gr 4 (2017-21)	Gr 5 (2017-21)	Gr 6 (2017-21)	Gr 7 (2017-21)	Gr 8 (2017-21)
ST JOHNS- ELA	67.37	62.87	64.93	62.13	62.27	66.30
CLAY COUNTY- ELA	65.70	58.70	60.53	59.00	56.53	63.90
FLORIDA- ELA	55.83	53.20	53.83	51.13	52.70	53.60
ST JOHNS- MATH	67.37	62.87	64.93	62.13	62.27	66.30
CLAY CO-MATH	69.63	59.47	66.47	63.60	54.80	49.17
FLORIDA- MATH	56.70	57.10	56.6	53.13	49.57	45.6

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

CLAY COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	2,656	62.80%	2,683	69.70%	2,623	67.80%	2,687	67.90%	2,611	63.20%
04–Fourth	2,694	56.00%	2,684	61.00%	2,737	61.50%	2,725	64.00%	2,560	60.90%
05–Fifth	2,603	53.20%	2,816	58.60%	2,765	58.60%	2,842	62.10%	2,709	61.10%
06–Sixth	2,666	62.60%	2,698	60.40%	2,968	63.10%	2,936	64.20%	2,754	65.30%
07–Seventh	2,725	50.50%	2,743	57.70%	2,770	54.50%	3,028	58.80%	2,925	52.50%
08–Eighth	2,668	59.00%	2,815	59.00%	2,813	66.50%	2,822	62.10%	2,896	58.80%
09–Ninth	2,885	52.30%	2,773	55.10%	2,955	55.90%	2,906	61.30%	3,068	55.10%
10–Tenth	2,828	54.10%	2,974	51.10%	2,792	57.90%	2,921	56.90%	2,858	53.00%

ST. JOHNS- CLAY COUNTY						
ELA PROFICIENCY SCORES- FL. STANDARDS ASSESSMENT						
Year	2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	40	77.50%	55	72.70%	72	77.80%
4	40	65.00%	64	59.40%	63	68.30%
5	40	50.00%	60	66.70%	66	71.20%
6	41	61.00%	63	69.80%	66	65.20%
7	40	60.00%	64	57.80%	65	56.90%
8	22	59.10%	52	71.20%	56	75.00%
9	.	.	34	73.50%	37	67.60%
10	.	.	.	.	27	55.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

CLAY COUNTY - MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	2,656	66.10%	2,709	67.20%	2,637	70.30%	2,674	71.40%	2,603	62.30%
4	2,710	62.80%	2,718	65.10%	2,752	66.40%	2,728	69.40%	2,569	62.60%
5	2,616	54.80%	2,847	57.40%	2,780	65.40%	2,842	64.10%	2,703	59.40%
6	2,670	61.70%	2,727	65.50%	2,993	68.30%	2,941	70.40%	2,807	69.20%
7	2,725	64.30%	2,751	65.00%	2,775	62.30%	2,788	68.70%	2,267	47.90%
8	2,681	71.50%	2,873	67.70%	2,816	69.80%	3,067	66.40%	3,679	63.60%
9	2,901	62.80%	2,792	68.20%	2,852	61.80%	2,614	60.50%	3,629	53.80%
10	2,389	62.70%	2,221	65.20%	1,562	56.50%	1,411	58.00%	2,519	35.70%
11	1,602	32.00%	1,333	34.00%	749	19.40%	625	18.60%	919	17.20%
12	132	25.80%	245	25.70%	98	37.80%	104	21.20%	85	17.60%

ST JOHNS- MATH PROFICIENCY SCORES						
FLORIDA STANDARDS ASSESSMENTS						
Year	2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	40	50.00%	53	67.90%	71	73.20%
4	40	20.00%	64	54.70%	63	61.90%
5	39	48.70%	60	41.70%	66	62.10%
6	41	26.80%	63	46.00%	66	65.20%
7	39	61.50%	64	78.10%	50	62.00%
8	23	43.50%	52	63.50%	76	76.30%
9	.	.	33	93.90%	46	69.60%
10	.	.	.	.	29	48.30%

Treasure Coast Classical Academy (Founded: 2019, Enrollment: 1183, Grades: K-8)
Martin County Stuart, Florida
Summary of Data: Since opening in 2019, Treasure Coast Classical Academy's ELA proficiency scores have far exceeded both the state of Florida and Martin County levels. For example, the average third grade proficiency score from 2019 through 2021 for Treasure Coast Classical Academy is 68.20% in comparison to Martin County's 55% and the state's average of 56.22%. Looking at math proficiency scores, Treasure Coast Classical Academy again, consistently outscored both Martin County and Florida in every grade band. For example, in 6th grade math proficiency, Treasure Coast Classical Academy students averaged a proficiency rate of 76% whereas Martin County's average was 54% and Florida's was 55.74. Cohort data also shows Treasure Coast students scoring higher than both the county and state. Higher than average grade band proficiency scores indicate a strong curriculum and teacher training across that grade band. It shows that from year to year, training, curricula, and instructional strategies prove to be highly effective regardless of the demographic make-up of that year's students. Since this school has recently opened, there is no same cohort Looking at the data tables, Treasure Coast Classical Academy exceeded all grade band (3, 4, 5, 6, 7) proficiency rates for ELA and MATH in each year it was collected compared to Martin County and the state of Florida.

ELA PROFICIENCY DATA (2015/16 - 2020/21)					**MATH** PROFICIENCY DATA (2015/16 - 2020/21)			
	Treasure Coast	Martin Co.	Florida			Treasure Coast	Martin Co.	Florida
Gr. 3 avg	68.20	55.04	56.22		Gr. 3 avg	68.20	49.60	59.58
Gr 4 avg	71.70	53.78	54.74		Gr 4 avg	71.70	50.10	60.22
Gr 5 avg	62.30	55.16	53.86		Gr 5 avg	62.30	50.90	56.72
Gr 6 avg	76.00	56.84	52.40		Gr 6 avg	76.00	54.00	50.34
Gr 7 avg	73.40	54.52	50.40		Gr 7 avg	73.40	59.10	55.74

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

MARTIN COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	1,385	52.80%	1,395	59.60%	1,378	56.90%	1,398	53.60%	1,273	52.30%
04–Fourth	1,358	51.60%	1,310	56.60%	1,323	55.20%	1,290	57.00%	1,505	48.50%
05–Fifth	1,337	54.00%	1,394	53.90%	1,327	58.30%	1,317	55.40%	1,312	54.20%
06–Sixth	1,308	56.40%	1,330	59.50%	1,416	56.10%	1,323	57.00%	1,318	55.20%
07–Seventh	1,295	56.10%	1,322	55.50%	1,344	56.50%	1,446	52.90%	1,305	51.60%
08–Eighth	1,417	65.00%	1,345	62.60%	1,358	62.80%	1,377	61.70%	1,278	51.30%
09–Ninth	1,458	60.40%	1,530	62.00%	1,451	61.40%	1,488	60.80%	1,400	53.30%
10–Tenth	1,523	63.50%	1,449	60.00%	1,514	59.20%	1,436	58.80%	1,338	60.20%

TREASURE COAST- MARTIN COUNTY		
ELA PROFICIENCY- FL STANDARDS ASSESSMENT		
2020–21		
Grade Level	# of Students	% of Students Level 3 & Above
3	129	68.20%
4	138	71.70%
5	114	62.30%
6	146	76.00%
7	94	73.40%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

MARTIN COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020–21	
Grade Level	# of Students	% of Students
3	1,272	49.60%
4	1,509	50.10%
5	1,315	50.90%
6	1,264	54.00%
7	1,326	59.10%
8	1,367	60.70%
9	985	57.00%
10	748	34.90%
11	319	22.90%
12	61	18.00%

TREASURE COAST- MARTIN COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	129	68.20%
4	138	71.70%
5	114	62.30%
6	146	76.00%
7	94	73.40%

Jacksonville Classical Academy (Founded: 2020, Enrollment: 758, Grades: K-7)
Duval County Jacksonville, Florida
Summary of Data: Since opening in 2020, Jacksonville Classical Academy's ELA proficiency rates have not exceeded the state of Florida or Duval County levels. For example, the average third grade proficiency score from 2020 through 2021 for Jacksonville Classical Academy is 42.4% in comparison to Duval County's 50.12% and the state's average of 56.22%. Looking at math proficiency scores, Jacksonville Classical Academy again, fell short of Duval County and Florida in most every grade band with grade six performing better in math. For example, in 5th grade math proficiency, Jacksonville Classical Academy students averaged a proficiency rate of 31.7% whereas Duval County's average was significantly higher at 51.90% and the state's at 56.72. It will be of great importance to track the cohort proficiency rates of this population of students. Hillsdale affiliated schools often see lower student proficiency rates in the first two years of opening while also experiencing significant growth. By tracking the cohort data, the school will be able to identify gaps in teaching strategies, or content.

ELA PROFICIENCY DATA (2020/21)					**MATH** PROFICIENCY DATA (2020/21)			
	Jacksonville	Duval Co.	Florida			Jacksonville	Duval Co.	Florida
Gr. 3 avg	42.40	50.12	56.22		Gr. 3 avg	30.00	50.50	59.58
Gr 4 avg	44.70	48.58	54.74		Gr 4 avg	34.20	53.10	60.22
Gr 5 avg	35.70	48.64	53.86		Gr 5 avg	31.70	51.90	56.72
Gr 6 avg	50.60	44.18	52.40		Gr 6 avg	51.20	39.10	50.34

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

DUVAL COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &	# of Students	% of Students Level 3 &
03–Third	10,996	49.80%	11,119	51.30%	11,175	50.30%	10,585	50.80%	9,835	48.40%
04–Fourth	10,106	45.90%	9,981	51.90%	10,296	48.90%	10,370	52.00%	9,756	44.20%
05–Fifth	9,323	45.70%	9,946	48.00%	9,890	50.70%	10,168	50.40%	9,194	48.40%
06–Sixth	8,860	43.70%	8,924	43.40%	9,475	43.50%	9,397	46.80%	8,837	43.50%
07–Seventh	8,462	42.60%	8,722	43.80%	8,771	41.40%	9,371	43.70%	8,584	39.20%
08–Eighth	8,216	54.00%	8,524	49.90%	8,645	50.60%	8,699	48.80%	8,339	46.70%
09–Ninth	8,394	45.20%	8,017	49.50%	8,137	48.10%	8,588	47.80%	8,197	42.40%
10–Tenth	7,954	43.60%	8,051	45.20%	7,865	49.20%	7,897	48.40%	7,537	45.50%

JACKSONVILLE CLASSICAL- DUVAL COUNTY		
ELA PROF - FL STANDARDS ASSESSMENT		
2020–21		
Grade Level	# of Students	% of Students Level 3 & Above
3	59	42.40%
4	38	44.70%
5	42	35.70%
6	85	50.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

DUVAL COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020–21	
Grade Level	# of Students	% of Students Level 3 & Above
3	9,803	50.50%
4	9,888	53.10%
5	9,258	51.90%
6	8,636	39.10%
7	8,591	45.00%
8	9,007	48.70%
9	6,538	48.50%
10	5,520	23.60%
11	3,412	11.70%
12	826	9.90%

JACKSONVILLE- DUVAL COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	60	30.00%
4	38	34.20%
5	41	31.70%
6	84	51.20%

Tallahassee Classical School (Founded: 2020, Enrollment: 530, Grades: K-9)
Leon County Tallahassee, Florida
Summary of Data: Since opening in 2020, Tallahassee Classical Academy's ELA proficiency rates have not met or exceeded the state of Florida or Leon County levels with slight increases in 4th and 7th. For example, the average third grade proficiency score from 2020 through 2021 for Tallahassee Classical Academy is 54.3% in comparison to Leon County's 59.94% and the state's average of 56.22%.. Looking at math proficiency scores, Tallahassee Classical Academy again, is currently short of Duval County and Florida in most grade bands except 3rd and 7th being slightly higher. It will be of great importance to track the cohort proficiency rates of this population of students.

Hillsdale affiliated schools often see lower student proficiency rates in the first two years of opening while also experiencing significant growth. By tracking the cohort data, the school will be able to identify gaps in teaching strategies, or content.

ELA PROFICIENCY DATA (2020/21)					**MATH** PROFICIENCY DATA (2020/21)			
	Tallahassee	Leon Co.	Florida			Tallahassee	Leon Co.	Florida
Gr. 3 avg	54.30	59.94	56.22		Gr. 3 avg	66.70	50.30	59.58
Gr 4 avg	61.80	57.52	54.74		Gr 4 avg	54.30	49.30	60.22
Gr 5 avg	44.40	56.92	53.86		Gr 5 avg	41.30	48.70	56.72
Gr 6 avg	51.50	54.12	52.40		Gr 6 avg	50.00	46.10	50.34
Gr 7 avg	55.60	53.38	50.40		Gr 7 avg	63.00	51.20	55.74

STATE OF FLORIDA- ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	220,924	54.40%	228,233	57.80%	221,845	56.90%	216,974	57.60%	198,628	54.40%
04–Fourth	210,523	51.90%	208,751	55.80%	216,721	55.50%	211,500	58.40%	202,373	52.10%
05–Fifth	201,679	51.90%	212,469	52.60%	211,860	54.70%	219,015	56.20%	196,549	53.90%
06–Sixth	198,218	51.80%	201,652	52.10%	211,898	51.50%	211,605	54.40%	194,258	52.20%
07–Seventh	195,234	48.80%	199,442	52.10%	201,987	50.90%	212,232	52.30%	199,985	47.90%
08–Eighth	196,914	56.40%	198,936	54.70%	202,758	57.50%	205,288	56.30%	197,220	52.40%
09–Ninth	201,983	51.10%	199,995	52.20%	200,284	53.20%	203,627	54.80%	196,278	49.60%
10–Tenth	196,529	49.50%	198,836	49.90%	196,159	53.00%	196,404	52.50%	186,374	50.90%

LEON COUNTY - ELA PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	2015–16		2016–17		2017–18		2018–19		2020–21	
Grade Level	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above	# of Students	% of Students Level 3 & Above
03–Third	2,716	61.30%	2,732	61.80%	2,684	61.30%	2,585	61.00%	2,398	54.30%
04–Fourth	2,498	60.40%	2,619	58.80%	2,652	57.50%	2,600	57.30%	2,380	53.60%
05–Fifth	2,496	57.10%	2,455	60.90%	2,619	56.80%	2,668	55.70%	2,228	54.10%
06–Sixth	2,430	54.00%	2,421	54.20%	2,332	56.50%	2,514	54.40%	2,224	51.50%
07–Seventh	2,268	54.20%	2,436	53.30%	2,346	54.50%	2,333	56.00%	2,268	48.90%
08–Eighth	2,175	59.90%	2,278	59.40%	2,380	61.60%	2,358	59.40%	2,211	53.10%
09–Ninth	2,378	57.90%	2,266	56.40%	2,355	59.70%	2,489	58.40%	2,028	53.00%
10–Tenth	2,285	53.90%	2,359	57.10%	2,251	57.80%	2,298	57.40%	2,120	51.70%

TALLAHASSEE - LEON COUNTY		
ELA PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	**2020–21**	
Grade Level	**# of Students**	**% of Students (Level 3 and Above)**
3	35	54.30%
4	34	61.80%
5	45	44.40%
6	33	51.50%
7	27	55.60%

STATE OF FLORIDA- MATH PROFICIENCY SCORES- FLORIDA STANDARDS ASSESSMENTS										
Year	**2015–16**		**2016–17**		**2017–18**		**2018–19**		**2020–21**	
Grade Level	**# of Students**	**% of Students Level 3 & Above**	**# of Students**	**% of Students Level 3 & Above**	**# of Students**	**% of Students Level 3 & Above**	**# of Students**	**% of Students Level 3 & Above**	**# of Students**	**% of Students Level 3 & Above**
3	220,947	60.90%	228,764	61.50%	222,889	61.70%	216,619	62.40%	198,488	51.40%
4	212,403	58.80%	210,289	63.60%	217,436	62.10%	210,725	63.90%	202,664	52.70%
5	202,853	55.40%	214,053	57.10%	213,520	60.60%	219,398	59.70%	197,349	50.80%
6	194,544	49.90%	196,930	51.10%	203,255	51.60%	202,388	54.60%	188,185	44.50%
7	193,483	55.50%	197,415	56.60%	202,159	58.30%	206,832	58.80%	186,945	49.50%
8	207,482	61.90%	212,636	62.00%	217,711	62.50%	223,030	63.50%	231,122	54.60%
9	188,106	53.10%	177,322	59.10%	151,836	59.90%	150,048	61.00%	177,616	49.00%
10	164,082	40.40%	153,445	45.00%	106,014	41.40%	108,518	39.40%	131,977	26.90%
11	85,635	21.80%	77,430	27.40%	38,548	23.10%	41,461	21.70%	53,629	13.30%
12	13,970	16.80%	16,551	22.30%	11,348	26.50%	10,906	20.70%	9,153	14.00%

LEON COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
YEAR	2020–21	
Grade Level	# of Students	% of Students Level 3 & Above
3	2,389	50.30%
4	2,415	49.30%
5	2,169	48.70%
6	2,253	46.10%
7	2,182	51.20%
8	2,352	50.70%
9	1,524	59.80%
10	1,231	28.50%
11	666	11.00%
12	114	7.00%

TALLAHASSEE- LEON COUNTY		
MATH PROFICIENCY SCORES		
FLORIDA STANDARDS ASSESSMENTS		
Year	2020–21	
Grade Level	# of Students	% of Students (Level 3 and Above)
3	36	66.70%
4	35	54.30%
5	46	41.30%
6	34	50.00%
7	27	63.00%

AMERICAN CLASSICAL EDUCATION

DRAFT

AMERICAN CLASSICAL EDUCATION

AMERICAN CLASSICAL ACADEMY
FACULTY/STAFF HANDBOOK
2023-2024

American Classical Academy
Address TBD

AmericanClassicalSchools.com
Phone TBD

2023-2024 Faculty/Staff Handbook

Faculty/Staff Handbook Draft Version
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INTRODUCTION

Welcome to the staff of American Classical Academy! This Handbook was prepared by ACA Administrators and the Board of Directors to ensure that all of us are on the same page with regard to expectations, rules, benefits, and procedures. Please read the Handbook carefully and refer to it often. Consult with the administration if any of the provisions are unclear. As with all aspects of ACA, we work together under a spirit of inquiry and common cause, so your constructive feedback is welcome.

Notice

The policies in this Handbook are to be considered guidelines. American Classical Academy (the School), at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this Handbook at any time without prior notice. Any such action will apply to existing as well as future faculty and staff. Faculty and staff may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Faculty and staff will not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. The purpose of this Handbook is to implement policies concerning personnel promulgated by the Board of Directors. Such policies may only be changed by the Board of Directors. No statement or promise by a supervisor, administrator, or department head may be interpreted as a change in policy, nor will it constitute an agreement with a faculty staff member.

Should any provision in this Employee Handbook be found to be unenforceable and invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

Mission

The mission of American Classical Academy is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.

Virtues

Courage • Moderation • Justice • Responsibility • Friendship • Prudence • Wisdom

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I. EMPLOYMENT

Employment Classifications

Faculty and Staff

Faculty consists of the Administration and Teachers. All of these are salaried employees. Staff members are all other employees of the School. Policies described in this Handbook and communicated by the School apply to all faculty and staff.

Regular Full Time

Regular full-time employees are those employees whose regularly scheduled work week is 30 to 40 hours. Regular full-time employees will be eligible for all benefits offered by the School. This handbook summarizes benefits available at the time of its publication, but which may be amended or altered at any time. The Handbook is not contractual in nature and does not guarantee any continuation of benefits.

Part-Time

Part-time employees are those whose normal work week is less than 30 hours. Part-time employees are not eligible to participate in benefits programs.

"Exempt" and "Non-Exempt" Faculty and Staff

Upon hire, all faculty and staff are classified as either "exempt" or "non-exempt." Exempt faculty and staff include teachers, the School Leader, various administrators, professional staff, technical staff, and others whose duties and responsibilities exempt them from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Exempt employees will be advised of this classification at the time of hire, transfer, or promotion. All other employees are "non-exempt."

Temporary Employees

From time to time, the School may hire faculty and staff for specific periods of time or for the completion of a specific project. An individual hired under these conditions will be considered a

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temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis. A temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. Summer faculty and staff are considered temporary employees.

Those temporary faculty and staff classified as "non-exempt" who work more than twelve (12) hours in one day or more than forty (40) hours during any work week will receive overtime pay. All overtime work must be approved in advance by an authorized supervisor.

Employment with American Classical Academy

Employment at American Classical Academy is separate and distinct from employment with the school district. Employees of ACA are not employees of the school district.

At Will Employment

All Employees of ACA are at-will employees unless otherwise noted separately in a contract of employment. Accordingly, this means that either the employee or ACA may end the employment relationship at any time, for any reason, with or without cause. Nothing anywhere in this Handbook alters the at-will employment relationship or represents a formal contract between ACA and its employees.

Equal Opportunity Employer

All employment actions, such as recruitment, hiring, promotions, terminations, layoffs, returns from layoffs, compensation, benefits, transfers and participation on School sponsored training, education or social/recreational programs, are made without regard or consideration for an individual's membership in any class or category protected by applicable federal, state or local law.

The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help

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to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

The School will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to the School Leader one week in advance.

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II. DECORUM

Using Good Judgment

- All of our rules and procedures are intended to create a positive learning environment for individual students and the entire student body. In any case where strictly enforcing the rules detracts from the intent, some alternative enforcement should be found.
- All enforcement of rules should be conducted with the intent to help the student develop a good character and moral virtue.
- When interacting with students, particular disciplinary interactions, teachers should be conscious of the emotional factor. Teachers should be firm, but not harsh. The tone of a message often overrides the content.
- We are the professionals. It is our job to remain in control, provide direction, de-escalate conflict, and set a positive example
- Parents should remain informed and should be involved in finding solutions, especially at home, whenever practical.

Standards of Conduct

Employees are expected to work together in service to the School's mission, students, and community. This charge has myriad implications for all employees and our common life in the school, and it includes at least the following expectations:

- Employees must work together efficiently and effectively to bring a quality education to our students. This requires all employees to constantly engage students in learning.
- It is particularly important that employees maintain a high standard of moral conduct since, by the nature of the job, employees are role models for young people.
- Employees must maintain friendly and professional relations with colleagues.
- Any complaint or grievance should be taken to the School Leader or supervisor.
- All faculty and staff must adhere to the principles of a classical education as set forth in the appropriate sections of the charter, as articulated by the School Leader, and as named in the School's core virtues.
- As professionals trained in the mission and philosophy of American Classical Academy, teachers have a duty to the School to ensure adherence to the same. The administrators and Board of Directors must be informed of any policy violations. The notifications of such violations are essential to the School's longevity and viability.

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Employee Dress/Appearance

Principles

The student dress code is intended to decrease distractions in class, to foster a healthy respect for fellow students and teachers, and to illustrate the seriousness of education. A crucial element in the success of the dress code policy is the standard set by faculty and staff. Dress, grooming, and personal cleanliness standards contribute to the morale of all faculty and staff, set a standard for students, and affect the image American Classical Academy presents to parents and visitors.

Expectations

During school hours, or when representing American Classical Academy, faculty and staff are expected to present a clean, neat, and professional appearance. Faculty and staff should consult the School Leader if they have questions as to what constitutes appropriate appearance. Reasonable accommodations will be made to persons with disabilities.

The dress code during school hours is business casual. Business casual attire includes suits, pants, jackets, shirts, skirts and dresses that, while not formal, are appropriate for a business environment. Examples of appropriate business attire include a shirt and tie with pressed khaki pants, a sweater and a shirt with corduroy pants, a jacket with a skirt or slacks, and a blouse or a sweater with a skirt or pants. Pantsuits and sports jackets also fit the business casual work environment if they are not too formal.

Employees are expected to demonstrate good judgment and professional taste. Use courtesy towards coworkers and your professional image to parents and the community as the factors you use to assess whether you are dressing in business attire that is appropriate.

Guidelines

The following personal appearance guidelines must be followed:

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- Tank tops, tube or halter-tops, tops revealing cleavage, tops with shoulder cut outs, see-through clothing, and shorts may not be worn under any circumstances.
- Dresses or skirts should be of modest length and fit (no more than two inches above the bend of the knee).
- Sloppy or torn clothing will not be permitted.
- Mustaches and beards must be clean, well-trimmed, and neat.
- Hairstyles are expected to be in good taste and present an appropriate professional appearance.
- Body piercing, with visible jewelry or jewelry that can be seen through or under clothing, must not be worn during business hours. Tongue rings are also prohibited. Tattoos and other body art should be covered at all times.
- Women should wear no more than two earrings in each ear and men should not wear ear piercings at all.
- Footwear should be professional: no flip-flops, rain boots, house shoes, slippers, or sneakers. (Except for PE teachers, who may wear sneakers while teaching.)
- PE teachers should wear dress shirts or button polo tees and shorts with interior pockets or slacks. Work out shorts or cargo shorts should not be worn.

Business Hours

Our regular office operating hours are 7:30 am to 4:00 pm, Monday through Friday. Summer office hours are 9:00 am to 3:00 pm, Monday through Thursday.

During the school year, classes normally begin at 8:00 am and end at 3:00 pm.

Full-time faculty members are expected to be at school no later than 7:45 am, unless they have a morning duty that begins earlier. Faculty should expect to stay at school until at least 4:00 pm. Part-time faculty should arrive at least 15 minutes before their class so they may review any special plans for the day.

Faculty may leave campus during the day for lunch or to run brief errands; however, teachers should not schedule appointments or leave campus for an extended amount of time during their prep periods. Please keep in mind that faculty may be occasionally needed during prep periods to cover classes for absent teachers.

Faculty have normal holidays as published in the school calendar, as well as fall, winter, spring, and summer breaks. Besides regular classroom duties, faculty members are expected to help in supervising

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students on the grounds (daily duty); to sub for their colleagues, when needed; to serve on various committees; to attend regular faculty meetings, open houses, and other school events. Faculty are also encouraged to show school spirit by attending student extracurricular games and events from time to time. Any school-sponsored event held at the school will be free for teachers to attend.

Lateness or Absence

Faculty and staff are expected to be at work at the beginning of the day and are expected to remain at work until the end the day. During hours when students are assigned to a faculty or staff member, they should be supervised at all times.

The School is aware that emergencies, illnesses, bereavement, or pressing personal business cannot be scheduled outside an employee's working hours. Leave time has been provided for this purpose, and further details can be found in the section for Time-Off Requests. If an employee knows in advance of an upcoming absence, he or she is required to request this time off directly from the supervisor.

If an employee is unable to report to work, or will arrive late, the School Office should be contacted immediately. It is best practice to give as much time as possible to arrange for someone else to cover the position. The Office is required to notify the School Leader of any late arrival, early departure, or absence.

Failure to notify the School of any absence may be considered a voluntary resignation.

Personal Relationships

The 'public' life of faculty and staff member of American Classical Academy should be consistent with the School's core virtues. Inappropriate public displays of affection at the school are not acceptable. Employees will not discuss their sexual lives in the work place.

Conflicts of Interest

A "conflict of interest" occurs when an individual's private interest interferes with, or appears to interfere with, the interests of the School. For example, a conflict of interest would arise if an employee, or a member of his or her family, received improper personal benefits as a result of his or her position with the School. Any transaction or relationship that could reasonably be expected to give rise to a

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conflict of interest should be discussed with the School Leader. Such situations may include the following:

- influencing or attempting to influence anyone who is involved in making or administering a contract or arrangement with the School;
- soliciting or receiving any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract or arrangement with the School;
- drafting, negotiating, evaluating, administering, accepting or approving any contract or subcontract or procurement or arrangement of any type on behalf of the School if he/she has, directly or indirectly, any financial interest in such a contract or subcontract or arrangement;
- non-School employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
- tutoring students for compensation;
- any type of private business conducted during School time or on School property;
- the receipt of excessive entertainment or gifts of more than nominal value from any person, entity, or organization with whom or with which the School has current or prospective dealings;
- being in the position of supervising, reviewing, or having any influence on the job evaluation, pay, or benefits of any immediate family member employed by or otherwise associated with the School; and
- selling anything to the School or buying anything from the School on terms and conditions that are not pre- approved by the School Leader.

This is not an exhaustive list of all possible situations which would constitute conflicts of interest. Further, any relationship or action which creates an expectation of benefit or profit beyond an employee's normal employment relationship with the School can impair an employee's ability to exercise good judgment on behalf of the School, and therefore creates an actual or potential conflict of interest. It is the School's policy that all School employees must scrupulously avoid all such situations.

Any such transaction or relationship that would present an actual or potential conflict of interest for an employee also would likely present a conflict if it is related to a member of such person's family, including without limitation, spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister. In connection with any actual or potential conflict of interest, an employee must disclose the existence of the conflict in writing and all facts material to the conflict to the School Leader.

Employment of Family Members

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Employees of the School may not be related within the second degree of affinity or consanguinity to their direct supervisor. The Board of Directors may appoint an alternate supervisor, when necessary, and the appointed supervisor will conduct the employee evaluation. All discussion relating to the employee's duties, job performance, evaluation, pay, or benefits will be confined to the appointed supervisor and/or Board of Directors.

Internal Directorships

It is the policy of the School, and consistent with the School's Bylaws, that employees may not serve on the School's Board of Directors. Similarly, employees of the school should not be related, within the second degree of affinity or consanguinity, to any of the School's Directors.

Visitors

Friends and relatives may visit employees during working hours with approval from the School Leader. All visitors should be authorized, sign in and be accompanied by a School employee while visiting. Employees should not bring their children to work with them. Alternative childcare must be arranged to ensure the employee can be fully focused on work duties.

Social Media

The School recognizes that employees sometimes use social networking (such as personal websites, blogs, Facebook, Twitter, video or wiki posting, online group discussions, message boards, chat rooms, etc.) for personal reasons as well as business purposes. The School also understands how the use of the Internet social networking sites and blogs can shape the public perception of the School.

The School respects the right of employees to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications upholds the School's identity, integrity, and reputation in a manner consistent with its mission, vision, and core virtues. It is incumbent upon employees not to interact with students or parents on social media platforms except when professionally appropriate, such as with a class website. At all times, employees are expected to maintain professional working relationships among themselves, and with the community at large.

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III. Classroom Procedures and Student Conduct

Before/After School Procedures

Before School

- Students are not to enter the building before 7:45 a.m.
- Students arriving after 8:00 a.m. must obtain a tardy slip from the front office.
- Upper School:
    - Students must enter from the lower level by the student parking lot. The lower level doors are open from 7:45-8:00 a.m. The upper level (main entrance) doors will be locked until 8:00 a.m. Staff members are not to let the students come in with them as they enter the upper level, unless the student has an appointment with a teacher for tutoring.
    - After entering, students may go to their lockers, then…
        - Middle School – Students will then proceed to their first period class. Teachers must be in the hall outside their classrooms by 8:55 a.m.
        - High School – Students may then congregate in the hall outside their classrooms or in their classrooms. They may not congregate in the main entrance vestibule. Teachers must be in the hall outside their classrooms by 7:55 a.m.
- Elementary School:
    - Students must enter the building through the west side doors. The west side doors are open from 7:45-8:00 a.m.
    - After entering, students may go to the gym.

Dismissal from School

- Upper School:
    - Students are dismissed at 3:00 p.m. Teachers should be in the hallways monitoring until 3:10 p.m. each day
    - Students must be out of the building by 3:30 p.m. unless they have a pass to meet with a teacher for extra help
    - After school, those upper school students who are picked up in the carline should proceed to the gym to await the calling of their car's number. Upper school students who drive, or are driven by other students, or will be picked up after 3:30 p.m. can

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congregate in one of two outside areas. High school students may visit on the patio on the lower level. Middle school students may visit on the playground.

- Elementary School:
    - Teachers will escort their students to the gym. Students will sit in the gym and wait for their car's number to be called before proceeding outside.

Classroom Procedures

General Guidance

- Teachers should establish classroom procedures before class begins and train students to follow them during the first weeks of school. Sample procedures to discuss with students: entering and exiting the room, turning in homework, asking a question, contributing to discussion, taking notes, using a planner, sitting at the desk, handling supplies, sharpening a pencil so as not to interrupt class, using the restroom, etc.
- Teachers should greet students outside the classroom as students enter the room. This encourages a good rapport and a school-wide community, and it lessens potential behavior problems.
- Students should enter the classroom quietly and orderly. It would be helpful to have some type of warm up activity for students to begin working on immediately, so the teacher has time to take attendance, handle notes from parents, etc.
- Teachers should avoid using cell phones during class.
- At no time should students be left in the classroom without an adult present. No exceptions. If there is a need to leave the classroom, teachers should contact the office. Someone will be sent to relieve the teacher.

First Period

- In the first period, the following activities occur: attendance is taken, the class stands and recites the Pledge of Allegiance, the teacher evaluates uniforms, and any school-wide announcements are made.
- Students are expected to be in their seats with all materials ready at the start of all classes. If class starts at 8:00, students are in their seats at 8:00, not walking through the door or rifling through their backpacks.

Tardy Procedure

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- Upper school (for any class throughout the day):
  First tardy of the quarter—verbal warning
  Second tardy of the quarter—verbal warning and phone call home
  Third tardy of the quarter—after-school detention with phone call home

- Elementary school (for first period):
  Tardies are tracked by the front office. The front office will send a letter home or call the parents after the third tardy of the quarter.

Leaving the Classroom

- Teachers should make sure students clean up the areas around their seats and push in their chairs before leaving class.
- Upper school:
  - With the exception of physical illness and emergencies, students are not to leave the classroom for any reason (restroom, locker, etc.). If a student does not have his materials, he may not go to his locker to retrieve them.
  - Hall Passes: Every student in the hall during class time must have a signed pass from a teacher. There is a space to write passes in the student planner. The purpose for the pass, the time, and the teacher's signature must be filled out. If a student does not have a signed planner, he must return to the class from which he left.
- Elementary school:
  - The teacher will use his discretion when allowing lower school students to use the restroom. Students should not be continually asking to use the restroom unless for documented medical reasons.
  - Elementary School Dismissal Procedure for Transitions (art, music, P.E., Spanish, bathroom breaks, lunch, recess): A structured dismissal procedure needs to be in place for all elementary school classes. An acceptable procedure would be dismissal by rows, once students are quiet and the areas in the rows are clean from paper and other items. Do not dismiss the class as a whole.

Organization/Materials

- Upper school:

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  - Students should have a folder and notebook or a binder with loose-leaf paper for each class. Teachers should give explicit instructions on the organization of that folder, notebook, and binder so that students know what they should keep and for how long. Students should bring the appropriate materials to each class every day.
  - Late homework policy: If a student fails to provide his homework at the pre-established deadline, that student receives a zero that cannot be made up. The student should still be encouraged to turn in the assignment so that the teacher can provide helpful feedback.
  - Students who lack the necessary materials for class are not allowed to leave the class to retrieve materials from their lockers. Instead, they may borrow extra materials from another student or the teacher.
  - Parents should be contacted when a student consistently misses homework deadlines or does not come to class with the appropriate materials.

- Elementary school:
  - Students should have a folder and a notebook/composition book for each subject (Literacy and orthography, Math, Literature, Science, History, and Latin). Teachers may also have a "Take Home Folder," especially in grades K-2, with two labeled pockets: "Return to School" and "Leave at Home."
  - Late homework policy: If a student fails to provide his homework at the pre-established deadline, that student may turn in the work on the following school day for 50% credit. After this grace period, the student will receive no credit for the assignment, but he should still be encouraged to turn in the assignment so that the teacher can provide helpful feedback.
  - Parents should be contacted when a student consistently misses homework deadlines or does not come to school with the appropriate materials.

Daily Campus Duties

General Guidance

A conscientious fulfillment of campus duties is integral to the formation of school culture. Therefore, duties are not to be viewed as inconveniences but as a primary means for the teacher to fulfill his vocation as an educator at ACA. Because of the legal and moral responsibility that we each hold

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regarding our students, each teacher must be regular and attentive in completing his or her daily duties. Some guidelines for daily campus duties are:

- The teacher should be at his or her assigned duty spot on time.
- Supervising students includes safety, dress code and disciplinary awareness, as well as ensuring that students keep the campus in order.
- If you are relieved at your spot by another teacher, please wait until that teacher arrives before leaving.
- Be prompt in relieving your colleagues from their duty.
- Teachers should not read while on duty or engage in tutoring or conversations that will diminish their ability to fulfill their duty obligation (teachers who monitor sports activities may play with the students as one healthy way to keep the majority of students there engaged, but should frequently interrupt this activity to observe all areas within their duty area).
- One teacher will be assigned as duty supervisor to ensure that the duty coverage is consistent.

Upper School Cafeteria Duty

- Supervise students as they eat lunch.
- Pass out student lunch orders.
- Supervise students as they clean up. After Lunch A, tables and chairs should be wiped off, chairs pushed in, and floor swept around the chairs. After Lunch B, tables and chairs should be wiped off, chairs stacked on clean tables, and floor swept.
- Students are not allowed to bring backpacks or balls into cafeteria.
- Lunch A: Students should be out of the cafeteria by 12:00, but no earlier than 11:55.
- Lunch B: Students should be out of the cafeteria by 1:00, but no earlier than 12:55.

Upper School Recess Duty

- Inside teachers should stand at either end of the trophy hall.
- Outside teachers should monitor the field and bleachers, as well as the area in front of the school.

Crosswalk Duty

- The crosswalk and carline duties are very important for drop-off and pickup. Primarily, the teachers are there to ensure student safety, but also they are there to make sure the car line runs smoothly.

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- Set up and take down cones (morning and afternoon).
- Teacher should be at the crosswalk, with the stop/slow sign, on time.
- When the cars are ready to proceed, clear the crosswalk of pedestrians, move to the side, and hold the Slow toward the traffic.
- When cars have pulled forward, and have stopped, turn the sign to Stop, step out into the middle of the crosswalk, and allow pedestrians to cross.
- The teacher should never stop the line of traffic to let people cross. Always wait until the cars pull up and have stopped, before allowing pedestrians to cross.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

Carline Duty

- Teacher stands toward the front of the carline in front of Building 2 or 3.
- Teacher makes sure that cars do not stop in front of their student, but instead pull forward as far as possible before stopping. Students then walk to their car.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

After School Detention

- Be in your classroom by 3:10.
- Detention begins at 3:15. Students who show up late need to serve it another day.
- Check students in [NOTE: Each school will need to develop a protocol for checking students in, determining which students are missing, etc.].
- Students should sit up straight, facing forward, and silent. They are not allowed to do any type of independent work or activity (including homework).
- Teacher may require students to copy lines from Washington's Rules for Civility, or to go around the building, picking up trash. Teacher is required to have eyes on the students at all times, so they need to accompany students if they are doing chores around the building.
- Check students out when they have served the detention.

Lunch/Recess Detention

- Detention begins immediately after the passing period, at the beginning of lunch, and ends after lunch recess.
- Check students in [NOTE: Each school will need to develop a protocol for checking students in, determining which students are missing, etc.].

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- Students should silently eat their lunch and work on homework during lunch detention.
- Check students out at the end of recess.

Classroom Behavior

General Behavior Strategies

- Address ALL misbehavior.
- Address misbehavior immediately if possible.
- Address student misbehavior respectfully, and, if possible, privately.
- Appropriately praise students doing the right thing, but not for the purpose of indirectly correcting other students' behavior.
- Follow up with positive contact.

General Expectations

- No food is allowed in the classroom. This includes gum. Water bottles are permitted if they are clear and filled only with water. Elementary school classrooms should have a designated area for water bottles away from student desks.
- Students are to sit up straight with their feet on the floor. They are to face the teacher.
- Student desks and desk areas are to be neatly kept at all times. Aisles must be clear. Upper school student backpacks may be placed under students' desks or along classroom walls if aisles are too narrow.

Hallway Behavior

Expectations for Students

- Students should walk quietly through the hallways when in transit
- Students should not slam their lockers or bang on the walls while in the hallways
- Students should speak quietly without yelling or using inappropriate language
- Students should keep their hands to themselves
- Students should move quickly so as not to be tardy for their next class.

Expectations for Staff/Faculty

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- If inappropriate behavior is exhibited by a student, it is the observing teacher's duty to correct that student's behavior. It is crucial that all teachers participate in the monitoring of the hallway.
- Teachers should stand in the hallways during passing periods before, during, and after school to deter inappropriate behavior
- Teachers should take responsibility if it is necessary to enforce consequences for poor student behavior.
- Teachers should have conversations with students to build rapport.
- Teachers should greet students outside their room as students enter the classroom. This encourages rapport and school-wide community, and lessens potential behavior problems.

Upper School Break

- High School: The passing period between second and third period is extended by three minutes. High school students may use this break period to eat a snack in the hallway or classroom, go to lockers, restroom, etc. Teachers should monitor hallways and restrooms during the break to maintain behavior.
- Middle School: Eighth graders must be in their third period class and seated at their desks during break. The third period teacher will give permission for students to use the bathroom during break. Seventh graders will have limited break privileges and will be given more freedom as the year progresses. These steps for seventh graders will be addressed in Upper School staff meetings.

Lunchroom Behavior

General Guidelines

- Students may sit at tables anywhere in the cafeteria. High school students have the option of sitting outside at the picnic tables when the weather is appropriate. Students are not to eat on the grass.
- All students must be seated while eating lunch.
- After eating, students need to clean their place. After cleaning their place, upper school students may visit at another table or go onto the patio outside.
- Students may not go onto the foot paths outside or to the parking lot.
- Restrooms on the lower level may be used during lunch after the student has obtained permission from the lunchroom monitor.

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Teacher Expectations

- The Assistant Principal will create the lunchroom monitor rotation at least one month in advance. All teachers will help monitor the lunchroom, but the frequency of this duty may depend on a particular teacher's teaching load (number of classes, number of preps, number of total students) and/or any additional role the teacher has (Department Head, Lead Teacher, Athletic Director, etc.)
- Monitors who need to miss an assigned time must arrange their own coverage and must notify the Assistant Principal in advance.
- Monitors should check in by signing the lunch clipboard, which also contains the guidelines and expectations for lunch period behavior.
- Monitors must show up on time and remain throughout the lunch period.
- Monitors must actively monitor students, including walking among the lunch tables.
- If high school students are eating outside, one monitor must be outside.
- Monitors provide passes for students to use the bathroom.
- Monitors are responsible for ensuring students clean up their lunch area.
- Monitors will dismiss students by table. Tables must be cleaned, and garbage on or around the table should be thrown away before the table is dismissed.

Special Procedures Regarding Student Food

Students with Allergies

All allergy information comes to the school nurse first, and then to the teachers. The nurse will confirm life-threatening allergies with parents. Students with life-threatening food allergies will be communicated to teachers.

For grades K-5, parents will be informed that a special table is available during lunch for students with allergies. All students with life-threatening nut allergies will sit at the nut-free table unless a parent has given permission otherwise. Only students with life-threatening allergies will sit at the table.

For grades K-5, classrooms with one or more students with a life-threatening nut allergy will be designated nut-free classrooms. This means NO nuts may be eaten in the classroom (snacks, birthday treats, etc.). When this is the case, the nurse will send notification to this classroom's parents. A

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reminder should be sent to parents in the teacher's weekly email updates and when making arrangements for classroom birthday celebrations.

Birthday Celebrations and Classroom Parties

For grades K-5, food treats may be part of classroom birthday celebrations. Parents of students that have reported food allergies/intolerances must provide an appropriate substitute for birthday celebrations if they would like their son/daughter to participate. It is not practical for teachers to be responsible for checking ingredient lists of all treats provided by parents. Therefore, students with reported allergies/intolerances will not be given a birthday treat that was not provided by their parent.

Missing Lunches

Students that do not have a lunch will call a parent and ask them to bring them a lunch. If it is not too late, the parent may order a same-day lunch through the School's food provider. If the parent cannot bring or order a lunch, with parental permission, the child can receive a peanut butter and jelly sandwich. If the parent cannot be reached, is unable/unwilling to bring the student a lunch, or does not give permission for the child to receive a peanut butter and jelly sandwich, the child will not eat lunch. If a student develops a pattern of missing lunch, the teacher should notify the Assistant Principal.

Student Work

Late/Makeup Work

- Late work is not accepted for credit in the upper school. If a student does not have his homework when due, he receives a zero. The student is encouraged to still complete the assignment in order to receive feedback/correct answers and to use that assignment to study for future assessments. Late work in the elementary school is accepted for 50% credit only on the next school day.
- If a student is absent, he has two school days to make up the homework for every day absent. Additional guidance:
    - For example, if Becky was absent on Monday, she has Tuesday and Wednesday to make up her work. All of her makeup work would be due on Thursday.
    - Significant assignments given two or more weeks in advance of the due date will, depending upon the assignment, be due immediately upon a student's return or on the original due date (i.e. turned in by a parent or online).

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- Teachers should be flexible if a student misses several days in a row due to an illness or a family emergency.
- It is the student's responsibility to find out what assignments he has missed. Students can check [Online Gradebook] and/or with the teacher directly before school, after school, or during study hall.
- If a student is absent for the day of a test, the student should expect to complete that test on the day of his return. If the student is absent for a day or days prior to the test, the teacher is encouraged to be flexible so that the student can obtain notes and other assignments that were missed during his absence.
- Planned absences (including for school extra-curricular/sports absences): If a student is leaving school early because of an extra-curricular commitment or another appointment, he must get that evening's assignments before he leaves. He must also turn in any homework due that day before he leaves school. The student can check [Online Gradebook] for these assignments or the assignment postings in the classroom.
- Teachers should have a designated area in their classroom for students to turn in makeup work.

Expectation of Quality for Student Work

All assignments (homework, class work, tests, and papers) must be neat and legible. Ripped, torn, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined notebook paper/loose-leaf paper is required for all upper school assignments unless specifically directed by the teacher.

Standard Heading

Students are expected to use the following Standard Heading for all Upper School classes:

Upper Left Corner	Upper Right Corner
Name	Subject, Period
Date	Assignment
Example:	
Becky Holland	Biology, 4th period
February 22, 2017	2-1 Section Assessment #1-5

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Electronic Devices

Definitions and Rules

- Communication devices and electronic equipment (cell phones, laser pointers, iPods, laptops, tablets, cameras, smart watches, etc.) are not allowed on school property without prior written permission from the School Leader or his designee.
- If a student's parent feels his child requires a cell phone to use to and from school, he must submit a cell phone permission form. The cell phone ringer must be off while on school grounds, and phones must be kept in lockers during school hours. Students with approval to have cell phones may use them outside after 3:30 p.m.
- Students needing to use a phone between 7:30 a.m. and 3:30 p.m. may ask to use the office phone.
- The school is not responsible for any property lost while at school or at school events.

Procedures for Violations

- If a teacher sees or hears a cellphone in the school prior to 3:30 p.m., he or she should confiscate it immediately and take it to the front office.
- The Assistant Principal should be notified if there is reason to suspect that the device has been used in the transmission or reception of communications prohibited by law or school policy.
- Parents may retrieve confiscated item(s) after school from the front office.
- Repeated violations of this policy will result in more severe penalties.

Student Uniforms

- The Assistant Principal will check student dress throughout the day: before school, in the hallways during transitions, during lunch and recess, and after school. All teachers should also check student dress in first period.
- All staff members are expected to enforce the dress code at all times, regardless of whether or not you have the student in class at the time or even know the student. Ms. Holland is available to help with any potentially uncomfortable or inappropriate situations (for example, an inappropriately-dressed female student in a male teacher's class).

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- If a student is inappropriately attired, inform the student of the violation and send the student to the office. A uniform violation form will be filled out and filed with the Assistant Principal.
- The office will have a variety of uniform items for students to wear to be in compliance. Parents may also be called to assist the student in obtaining the appropriate attire. The student will be allowed to attend class when he is wearing the proper attire. Obtaining the proper items will be done as quickly as possible so that the student does not miss class time.
- Students who are unsure about a particular item should check the uniform policy in the Family Handbook and the school website.
- Multiple violations will be assigned additional consequences.
- Students are required to remain in uniform until leaving campus, unless participating in an after-school activity that requires them to change.

Public Displays of Affection

- The school does not allow any extended public displays of affection. This includes hand-holding, long hugs, and kissing. Teacher presence in the hallways and other areas outside of the classroom helps deter this behavior.
- For a first offense of hugging or holding hands, give the student a gentle reminder to disengage in such behavior
- In the case of student kissing, or multiple violations, tell the students to disengage in the behavior and issue a Poor Behavior Slip.
- If frequent disregard for this rule is observed, notify the Assistant Principal and consider issuing the student(s) a pink slip.

Student Disciplinary Procedures

There are several actions available to teachers when they encounter unvirtuous behavior and violations of the Family Handbook. Generally speaking, teachers should begin with the lightest consequence and increase severity when the action is repeated. Remember that Pink Slips and Poor Behavior Slips (PBS) are just slips of paper, and they are only as effective as the teacher's relationship with the student getting the slip. Don't jump to a severe consequence too early. Leave yourself some options for later in the year and do what you can with verbal correction and less severe disciplinary methods before reporting the behavior to the student's parents or the office.

Below are some options for correcting student behavior, in order of increasing severity.

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- *Verbal Warning, Re-Do:* Give the students a verbal reminder and have students complete the correct behavior, as a reminder of the rule or policy. This should be used frequently at the beginning of the school year, especially with new students. Below are some ways that you might implement this procedure:
    - Go back and walk, not jump or run
    - Walk back and use the crosswalk
    - Walk quietly down the hall, instead of yelling
    - Open locker again and shut it, not slam it
    - Go to the office and get the correct item of clothing
    - Take a tardy, and go get the correct supplies for class
    - Sit in the front of class where you will not be distracted
    - Rewrite the homework so it is readable
    - Repeat what was said or done in a respectful way

- *Lunch Detention*: Lunch detention will occur during the lunch AND recess portions of the student's day, on the day the infraction occurred. Lunch detention will be logged into [Online Gradebook]. Once students arrive, they should not leave the room. Lunch detention will be an assigned teacher duty. It can also be used, at the teacher's discretion, for behaviors that don't merit a PBS, but need a consequence to correct a behavior, behaviors that may include the following:
    - Passing notes
    - Chewing gum
    - Unprepared for class
    - Disrupting class
    - Being in a restricted area
- *After-School Detention*: (This should always have a PBS or Pink slip with it.) After school detention takes place in the assigned teacher's room (it is a duty). The student must be in the room by 3:15 p.m., when detention begins, and the student may not do their own work. They may sit silently, with their head off the desk, pick up trash around the school with the duty teacher, or copy lines from Washington's *Rules of Civility* (or some such book).
    - Detention is served the day it is assigned (exceptions are 6th graders).
    - The student must make arrangements with the assigning teacher if it cannot be served that day, and the students must check in with the detention duty teacher that day to let them know when the detention will be served.
    - Students who are assigned a detention, may not participate in extracurricular activities until they have served the detention.

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- *Poor Behavior Slip* (PBS): When a student knows the correct behavior and continues to act inappropriately, that student should receive a PBS. Students will bring this home to be signed by parents and returned to the front office on the next school day. Students may receive detention in conjunction with the Poor Behavior Slip. After the third poor behavior slip is received, the Assistant Principal will meet with the student to discuss the student's behavior. For habitual or more serious offenses the student will be sent to the Office and will receive a Pink Slip. A student who has received five Poor Behavior Slips will be given a Pink Slip. PBS behaviors include, but are not limited to, the following:
    - Repeat behaviors—e.g., forgetting supplies, talking out of turn, running in the halls, public displays of affection, yelling inside a building that isn't the gym, having to leave class to go to the restroom, not following classroom procedures, etc.
    - Uniform violations—e.g., not wearing a belt, wearing inappropriate outerwear, long hair (for boys), dyed hair for girls, etc.
    - Disrespect toward the teacher or another student. Depending on the situation, a pink slip might be more appropriate.
    - Disrupting class
    - Cell phone violation
    - Skipping detention
    - Lying or being dishonest
    - Use of profanity, or inappropriate language
    - Littering
    - Vandalism
    - Roughhousing
    - Misusing supplies or equipment
    - Being present in a restricted area
    - Exiting through the wrong exits
    - Not using the crosswalk during carline

- *Pink Slip*: Pink Slips are reserved for serious disciplinary infractions where the school administration should be involved. They may be handed out by teachers or administrators and they will accumulate over the course of the year. A student's total will not reset at the semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and

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act in accordance to the school mission. A student may be suspended or expelled immediately for especially serious offenses.

- 1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.
- 2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Assistant Principal to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.
- 3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.
- 4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.
- A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student. If a student is issued four or more disciplinary referrals, American Classical Academy administration may request that the student be expelled.

Pink slips are given out for serious offenses, or patterns of behavior that have led to an accumulation of PBSs:

- Cheating
- Lying
- Disrespect to staff
- Bullying
- Vandalism
- Skipping class
- Leaving the room without permission
- Physical harassment
- Fighting

Procedure:

- Send the student to the office.

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- Notify the Assistant Principal.
- Enter the discipline referral in the online management system (protocols should be detailed here).

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IV. INSTRUCTION

Curriculum Oversight

The original source for the American Classical Academy curriculum is the K-12 Curriculum offered by Hillsdale College. This curriculum is reflected in the *K-12 Program Guide* (current version 2.2), which is available to all faculty through the school's relationship with Hillsdale. Hillsdale makes updates to this curriculum on a regular basis, and they also regularly solicit teacher feedback to help make improvements. ACA takes recommendations from Hillsdale College seriously and asks that faculty do the same. Due to state requirements, teacher schedules, and financial restrictions, however, ACA may deviate from these recommendations from time to time. These decisions—and all significant decisions about curriculum—should be made in consultation with the School Leader.

The School Leader is the director of curriculum. The School Leader will construct the curriculum so that it is consistent with the School's mission and the classical, liberal-arts program as described in the School's charter petition. Teachers must design their courses under the School Leader's direction. Teachers must inform the School Leader of any significant changes to a course or subject, whether it is being taught for the first time or has been taught for years. The School Leader will inform American Classical Education, Inc., of any significant changes to a course or subject.

Pedagogy

Philosophical Guidance

Teachers new to classical education often find its pedagogy rather mysterious. They have been trained in various flavors of instruction—project based learning, 1:1 technology methods, learning clusters, direct instruction, etc—and they think that classical education is like that. The truth, however, is that classical pedagogy does not fit into a neat package that can be described with an acronym or a short sentence. To understand classical pedagogy, you'll need to understand several important things about it:

- Classical education is focused on human nature, and takes its cues and direction from that. We are shaping our students in knowledge and in virtue, and we need to account for their capability and maturity while we encourage them towards excellence. This means, among other things, that instruction may look a little different at different grade levels—an idea that the Trivium model usefully simplifies.

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- Classical education is traditional. Human beings do not change much over time, and neither do the ways they learn. Teachers should employ strategies that have worked in the past while evaluating whether or not to adapt so-called "new" practices for use in their classrooms. The Trivium model of Grammar, Logic, and Rhetoric has been in use since the Middle Ages, and its staying power is in its truth and simplicity: Students must learn the grammar of a subject before they can learn how its pieces fit together—its logic. And they must understand its logic before they can rearrange or explain its pieces in a way that is compelling or beautiful—its rhetoric.
- Classical education is interested in knowledge for its own sake. We approach the world with wonder because it is full of interesting things to know, regardless of whether this knowledge can easily turn a profit. We expect that our students will specialize in a particular professional field, but our job is to provide them with a broad and rich knowledge of the world and their place in it, to provide them with a foundation that will allow for all different kinds of specialization.
- Classical education is concerned with the moral formation of students. Moral formation occurs in many different ways, and not least in the curriculum. The stories we tell our students and the subjects we focus on shape their imaginations and teach them about what is important. The intent of our curriculum is not to be morally pedantic, but to shape our students with a view to what is good and beautiful.
- Classical education aspires to Socratic discussion. We want our students to engage seriously in the most difficult questions, but this does not come automatically. It comes by providing our students with a foundation of things to think while simultaneously teaching them how to think. Often this will look like an ordinary lecture or story, but even early elementary teachers should be asking probing questions and helping their students to do the same. With a strong basis in knowledge and the intellectual development that comes from asking and answering tough questions, our students will grow into effective thinkers.

Practical Guidance

- The schedule provides just enough time to offer a lesson and/or a seminar discussion of a topic or work. Each class period is thus used for instruction while homework is reserved for the home. Natural exceptions to this would be, for instance, in-class essay writing, the completion of a study guide, project, or lab, or the completion of sample problems or exercises to test comprehension prior to attempting the homework.
- Teachers should instruct from the front and center of the classroom, and in peripatetic fashion. If you move around the room while teaching it can help students focus. During seminar-style classes in the Upper School, teachers may sit.

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- Pedagogy can include daily warm-ups, review of organizing principles or guiding questions, interactive lecture and discussion, Socratic questioning, seminar, debate, reading aloud, close reading, composition, recitation, call and response, demonstration, lab work, music and theatre performance, drawing and painting in art class, formative assessment, and summative assessment.
- Instructional methods to avoid include project-based instruction, group work, PowerPoint, films, fluffy games and activities, crafts, and methods that disturb learning in nearby classrooms. Research should rarely be a significant focus, especially in the lower grades.
- While students are working independently or testing, teachers should monitor students and move about the room to ensure students are on task and that student work is productive. Teachers may sit at their desks for brief periods of time while students are working.
- Class time is precious, and a minute lost is lost forever. A minute per day not used for instruction adds up to three 60-minute blocks of time, or about three and a half class periods, over the course of the school year. Lessons should begin promptly and end on time.

Using Videos for Instruction

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

Videos are typically of three kinds:

1. strictly educational, e.g., a NASA film on rockets;
2. videos of works read by students, e.g., *Pride and Prejudice*;
3. videos viewed for enjoyment and/or artistic value, e.g., *Citizen Kane*.

1. Educational films. Educational films may be shown at the discretion of each faculty member, so long as the selection to be viewed by the class does not run for more than 15 minutes in length. Faculty must view the entire video ahead of time to ensure that the content of the video is appropriate and applicable to the course. The teacher must have a clear rationale for how the video will advance the understanding of the students, and he/she must do some active teaching to integrate the video into the course (post-viewing discussion and/or writing assignment, requirement of note-taking, etc.). It is not adequate to show a video and let it speak for itself; a

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lifetime of television viewing likely means that when the "tube" is on, the student's mind is habitually off. Teachers must exert extra effort to counteract this unfortunate mental habit so common to the visual age in which we live.

2. Videos of works read by students. Since our school is deeply committed to the reading and understanding of original texts, the viewing of videos of works in the second category—works already read, or to be read—is generally prohibited. The video is a medium entirely different than the book, and is, indeed, another interpretation of the work. Further, a film/video of a work of literature limits the imaginative possibilities of the student, and can be misused as a shortcut to understanding it. In some cases, we do view screenplays of dramatic works we have already read to better understand the interpretive possibilities of stage performance. If a faculty member wishes to show a film in this category, the permission of the School Leader is required. Note that video biographies of authors should likewise not be shown. We read great literature because of what it is, not because of who wrote it; the great books are immeasurably more interesting and rewarding than are facts about the lives of their authors. Class time should always be devoted to these inexhaustible classics, not to biographical curiosity that distracts from the study of these works.
3. Videos viewed for enjoyment and/or artistic value. Videos of this last category are not permitted unless School Leader approval has been granted. There are some films that can offer insight into a historical period or an aspect of classical culture that may be appropriate for a specific course, but this determination will need to be made on a case-by-case basis.

Going Outside for Class

Generally speaking class should not take place outside. The distractions of the outdoors and the novelty of a change of pace often make it impossible for students to learn outside, although the idea does sound nice. Possible exceptions are few and far between, but could include an art lesson sketching from nature or a science lesson gathering natural objects for observation or a lab. In the grammar school, remember that students spend a great deal of time outdoors during recess and encourage them to gather nature samples for science class during that time.

Classroom Appearance

- Classroom décor should reflect the serious work that teachers in a classical school do. Teachers are encouraged to use posters and other decorative items that reflect the course content and a liberal arts environment.

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- Classrooms should be clean, organized, and free of clutter. Student work should be displayed in an organized fashion. Truly excellent student work may be displayed on the Wall of Excellence for the whole school to see. We will host many visitors throughout the school year, and to these visitors we are an example of charter education in general and classical education in particular. It is important that we make a good first impression.
- Teachers should decorate the classroom in a way that doesn't cause damage to the walls, ceilings, or floors. Nothing larger than a small nail should be used to hang things on the walls. Teachers should not use tape to affix anything to a wall or window. Teachers may not paint classrooms except with prior permission. In decorating your classroom, avoid clutter. Simplicity is beautiful and gives students room to think.

Homework

General Guidance on Homework

- Every student will have some homework every day. Students in the elementary grades should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned.
- As a general rule, a student can expect 10 minutes of homework per grade level. So, a 1st grader will have approximately 10 minutes of homework per night and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students can expect to have 1.5 to 2 hours of homework per night. This assumes that students are studying efficiently, and it may take a few months for students to build the study skills required to do that. For tips on helping students study efficiently, look at *Study is Hard Work* by William Armstrong.
- Homework should be posted daily in the classroom, and reviewed orally at the beginning or at the end of class. It must also be printed in weekly elementary school newsletters, or for Upper School students, posted on [Online Gradebook] daily.

Don't Overdo It

Homework is important and necessary. It should be directed toward proper ends. What are those ends?

Homework is an essential part of learning. There is no doubt homework done right leads to sustained learning gains. Research from both cognitive science and generations of experience prove this to be true. Having said this, it is important to underscore the following: homework should be targeted and

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not assigned simply for the sake of giving homework. While we often say that we promote knowledge and learning for its own sake, we do not promote homework for its own sake.

Homework is important as it provides for practice of newly learned concepts, it enables students to prepare for what the class will do in the next day's lesson. Sometimes we can provide sufficient time in class for practice as well as for reading and other preparation for the next lesson. Whenever we can do this, we should. We ought to aim to complete as much in school as possible so that students' homework time is minimal. As we cannot always get it all done in class, we assign homework.

Students spend about 7½ hours per day in school. After a long day's effort, a typical child does not have much left in his intellectual fuel tank. Plus, he has other important waking-hour obligations outside of school, namely, those related to family time. These include the evening meal, chores, devotionals, leisure or play, and rest. We should keep all of this in mind as we plan our lessons and consider what homework to assign each day. While what we do with children at school is weighty and essential, we must always consider their lives beyond the school day and the nature of their human souls. Young people need rest and time to engage in other endeavors. We must strive to provide a vigorous learning experience for our children and avoid overextending them and extinguishing their love of learning.

What kind of targeted homework should we assign to students? There are three types of targeted homework:

- Practice: Quick practice of newly learned content is helpful (e.g. grammar, vocab, math facts or algorithms, recitations). The saying "practice makes perfect" does not only apply to music or athletics, but it most definitely relates to learning academic facts and concepts. The age-old and classical adage "repetition is the mother of all learning" is apropos. There is no substitute for time on task. Students need practice if concepts are to become part of their long-term memory/learning. We can and should do a good part of this in class. Practice sometimes extends beyond the school day. Note: practice refers to concepts to which students have already been introduced in class. Do not send home new concepts for practice that they need to learn on their own.
- Preparation for new content that will be delivered the next day: Preparatory homework typically involves short assignments that include background reading and "hook exercises" or "preview assignments." These prepare students so they can hit the ground running when they enter class the next day (e.g. reading in history, literature, science, and in other disciplines prior to class discussions), this may involve annotating or answering a very brief number of guided reading questions. If a literature teacher is going to begin a new novel tomorrow, it helps a great deal if students have some background knowledge coming in. Background reading, and

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hooks or previews, help get students ready to learn. It is important to emphasize that you should not expect students to come in knowing every little detail about the evening reading, and we should emphasize that with the students themselves. The preparatory work is meant to get them ready for class the next day where the teacher will lead students into a deeper understanding of the content.

- Long-term assignments: Long-term assignments include extended essays, research papers, history or science fair projects, etc., and involve both work completed inside the classroom and work done at home, usually over an extended number of days. These are limited in number and geared more toward high school classes, although middle school students complete small projects from time to time. When this type of homework is assigned, other homework should be reduced or eliminated for a time, depending on the length and nature of the assignment, so the student can work on the long-term assignment.

What are some inappropriate uses of homework? 1) Homework should not be used to make up lost time in class whereby students are expected to learn essential content on their own. 2) Homework that falls under the categories of practice and preparation (#'s 1 and 2 above) should not be counted as major portions of students' grades. 3) Under no circumstance should homework be used as a form of punishment.

Tests and Quizzes

General Guidance

- Upper School
    - Tests: a test should take the average student 40-50 minutes to complete. Tests cover a unit of work (for example, a chapter or two in History or Science, a book in Literature, a unit of Grammar). Tests must be announced to the students in advance. It is also advised that teachers spend a class period, or a portion of a class period, reviewing the material that will be assessed. Teachers may not allow students to use their notes or book on tests.
    - Quizzes: a quiz should take the average student no more than 25 minutes to complete. Quizzes can cover anything from last night's reading homework to a portion of a unit. Quizzes may be announced or unannounced (pop quizzes). Teachers may choose to allow their students to use their notes on specific quizzes

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(such as reading quizzes or pop quizzes). Teachers should consult with their Department Head about this.

  - Exams: A 2-hour assessment is given in each class at the end of each semester. The assessment counts for 10% of the semester grade. Review sheets must be given to the students at least three weeks before the final exam date. Review sheets, exams, and exam answer keys must be approved by the Department Head.

- Lower School
  - Grades K-2: The content and amount of written work, including tests and quizzes, should depend on the class's place within the literacy and orthography. Students should not be writing beyond their phonemic awareness. History, Science, and Literature assessments at these grade levels may be oral, aural, or pictorial. The assessments for Literacy and Math are prescribed by the Literacy Essentials and Singapore Mathematics programs, respectively.
  - Grades 3-6: Students at these grade levels should not be held to the expectations outlined above for upper school students. However, teachers should be mindful of their students' abilities and progress throughout the year, and as they matriculate into grades 5 and 6, in order to create appropriate assessments. Tests at these grade levels should take the average student 20-35 minutes, depending on the specific grade level. Teachers should not give more than one test per day. A one- or two-page review sheet should be given to the students in advance.
  - Elementary school students will not have semester exams.
- Proctoring: Teachers are to actively proctor all assessments. Teachers should spread desks out as precautionary measures. Teachers must go over directions and answer questions before the test begins. Teachers must circulate frequently around the room and up and down the rows. Students are to raise their hand for tissues or to sharpen pencils.

Test Calendar

In 6th-8th no section of students may have more than one test, essay, or major project due on the same day. In 9th-12th, students may have 2 tests, essays, or major projects due on the same day, but no more than that. In all grades, teachers should not to give students more than 3 tests, essays, or major projects per week.

All teachers must record their tests, major quizzes, project due dates, or essay due dates on the shared test calendar for the relevant grade/section of students at least three days in advance of administering them. In other words, teachers for the same section may not administer two tests, or a test and a major

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quiz, on the same day to the same group of students, nor may they have an essay/project due on the same day as a test, or vice versa. It is acceptable to have a minor quiz on the same day as another teacher has a test (or essay due) for the same group of students. A "minor quiz" would be an evaluation that required no preparation by the student apart from their regular night's homework and which takes the students about 10 minutes of class time to complete. The test calendar does not apply to regular homework assignments.

The calendar works on a first-come, first-served basis, but teachers should be flexible and try to accommodate the reasonable needs of other teachers whenever possible. The purpose of the test calendar is to space out work for our students in a way that allows them to give each major assignment the attention it deserves and to give our students a manageable schedule.

Study Guides

It is important to make use of study guides in a thoughtful way. Used poorly, a study guide could cause students to think that their only task is memorization, not deeper thinking, or it could increase a student's anxiety about a text. Here are some general points about study guides to help you design them well:

- Open-ended questions as a study guide are better than a list of points to memorize. Sometimes both will be necessary, but do not reduce the content to a list of factual points.
- Use the study guide to show the parents and students that what we are teaching is fascinating, and it's open-ended, and it's food for rich discussion. (Remember that we are not going for mastery in all things. Some things can't be mastered.)
- In the elementary grades, the study guide should be no more than 1 page. Provide a list of questions on one side, and then answers on the flip side. Simple, straightforward.
- Open-ended questions are great: Rather than "List all of the steps of mitosis in order," say "Tell me about mitosis." A study guide worded this way makes it easier for parents to study with students at home.
- Remember that tests should be predictable. The study guide should be more challenging than the actual test. Use a study guide to show students the depth and complexity of the subject but then be very reasonable in your expectations for a test.

Grading of Tests and Test Corrections

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A test is the student's opportunity to demonstrate comprehension. Tests and quizzes need to carry a high enough percentage of the final grade that a student cannot pass the subject without passing most of the tests. Suggestion: Tests and quizzes should be worth 40% of the grade.

It is a very good idea to have students do test corrections after a test so they have an opportunity to learn what they missed. But, don't include the grade for test corrections in the same category as the test itself—include it as a homework or participation grade. That way a student's grades will reflect whether or not he or she passed the test and understands the materials.

Grading

General Guidance

- A student's grade should reflect their mastery of the content in each subject matter. The mastery of that content will be achieved through the use of good study skills and habits, but it should reflect their knowledge of the content, primarily. In other words, in general, a student should not receive an F on their quiz because they did not write their name on it. It would be appropriate for them to lose a certain amount of points because they did not use the study skill of following directions, but if they know the material, they should pass the quiz. The opposite is also true. If they don't know the content at all, but follow directions perfectly, they should not pass the assignment. If a student is failing because they are not turning in their work, it is a behavioral problem. The teacher should reach out to the parents, and notify the administration.
- Be very intentional about assigning work that is appropriate to the grade level being taught. It will be helpful to discuss types of assignments with other teachers, especially those that teach the level above or below. Teachers should be communicating about the skills and abilities that students have mastered, are learning, will be learning in each grade.
- In general, items should be graded within a week of the due date. Projects, essays, and tests should be graded within two weeks of their due date. Please enter a missing assignment immediately in the gradebook for homework that is not turned in, even if you haven't graded the assignment yet. This enables you to follow the late work policy with consistency.
- When grades for a marking period (half a quarter) are finalized, any students who have failed a class (below 70%) will be ruled ineligible for school athletics or clubs for the following marking period.
- Remember that in classes students take for high school credit, students need to earn both half-credits to pass the course. So, earning a 90% in the first semester and then a 60% in the second semester doesn't count as passing. The student needs to get at least a 70% for both semesters.

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Keep this in mind if you have a student who is very close to passing but not quite there. It might be fair to give them an opportunity to earn those last few percentage points rather than making it necessary for them to re-take the entire semester or year.

Grading Scale

In Kindergarten and 1st grade we will use the following marks:

E = Excellent performance
S = Satisfactory performance
N = Performance needs improvement
U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

Progress Reports

- The front office staff pulls progress reports from [Online Gradebook] at 2 p.m. on the fifth Wednesday of each quarter. Grades must be completed no later than noon on those days.

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Grades for the progress report should include assignments turned in through the prior Friday, at a minimum.

- At the beginning of the school year, it is important that each teacher sets up his grade book in [Online Gradebook] right away. Training will be provided regarding initial set-up of the gradebook. Upper School teacher gradebook setups must be approved by Department Heads. Lower school teacher gradebook setups must be approved by Lead Teachers.
- Department Heads and Lead Teachers have viewing access to teacher gradebooks within their department/grade level(s). The School Leader and Assistant Principal have viewing access to all teachers' gradebooks.
- Students and parents should always have access to a student's own grades in the [Online Gradebook] gradebook.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) after each progress report.

Report Cards

- Report cards are mailed home at the end of each quarter, every 9 weeks.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) after each report card
- Thoughtful, specific, appropriate comments are encouraged for all students, and required for all students who have D's or F's (or "Needs Improvement" in the early elementary grades).
- Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.
- In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

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V. COMMUNICATION

Communication with Administration

On the Role of the School Leader

The School Leader at American Classical Academy is the sole report to the Board of Directors, and, as such, is ultimately responsible for managing all school operations. The role is similar to the role of a CEO in many organizations, with the unique difference being that the School Leader is also a teacher. Both the terms "principal" and "headmaster," which are traditional titles for a school leader, have their etymological roots in the idea of teaching—with the former referring to the "principal" or main teacher and the latter referring to the lead "master," which is an old word for teacher. While the School Leader at ACA is responsible for much more than teaching, he/she regards this as his first and essential function, as this is the first and essential function of the school.

Because the role of School Leader encompasses so much, he/she has delegated responsibility for specific areas and tasks across the faculty and staff. As much as possible, he/she recommends that concerns within the school be handled according to the principle of subsidiarity—at the most local level. If you have a concern, question, or recommendation, please bring it to the person who is most immediately responsible. If you are unable to resolve the matter at that level, you may bring the concern to the attention of the Assistant Principal, Academic Dean, or School Leader.

Finally, it is the established practice of the School Leader to support and defend the school and the actions taken by faculty and staff. We operate best as a team, and the School Leader will never intentionally undermine the good efforts of his/her employees, especially when communicating with those who are not an immediate part of that faculty/staff team. But faculty and staff should bear in mind that this is an established practice, not a policy, and it will be employed prudentially.

The Role of Other Administrators

- The Business Manager, alongside the School Leader, is responsible for the school's finances and physical plant. He/she manages human resources functions, budgets, payroll, security, and maintenance.
- The Assistant Principal, alongside the School Leader, is responsible for student discipline and school culture. He/she also teaches and/or acts as a substitute teacher.

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- The Academic Dean, alongside the School Leader, is responsible for curriculum and teacher coaching. He/she also teaches and/or acts as a substitute teacher.

Staff Meetings

- Staff Meetings are held at 3:15 p.m. until 4:00 p.m. on Tuesdays.
- Attendance is compulsory. Do not make doctor, dentist, parent, or any other appointments during this time. Coaches are to have an assistant coach take practice, if possible. If an absence is necessary, it must be communicated in advance with the Academic Dean.
- Teachers are to read the Monday Staff Memos, which will include the details of the staff meeting. This is necessary for all staff members to be fully informed on all-school matters.

Communication with Faculty

General Guidance

Talking about one another in the right way is essential to preserving our relationships in the community. We should be positive about the other members of the community and never gossip. When an issue needs to be addressed, it should be done through clear and direct communication and only among the parties directly involved. This applies, of course, to faculty speaking about one another and the school.

Special care should be taken to speak about students charitably, especially when they are struggling. A student is entitled to a good reputation and to being well thought of by faculty and other students. Faculty should build up the student with positive reinforcement at every opportunity. In speaking among ourselves we should be careful to distinguish between constructive speech about students (i.e. speaking about a student's good qualities, or discussing a student's behavioral/academic struggles in a charitable manner with the aim of searching for some solutions) and idle chatter, such as venting our frustrations, blowing off steam, or mocking. The communication of a student's problems or wrongdoing should be made only to those with a "need to know," and only with the aim of working to solve those problems.

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Faculty members are expected to comport themselves in a manner which brings honor to ACA and its student body. Dealings with students, parents, and the public must be courteous and professional.

In particular:

- Faculty should be addressed as Mr., Dr., Mrs., or Miss both by students and by other faculty members (when in the presence of students or parents). Academic titles should be used when appropriate.
- Parents should not be addressed by their first name unless the faculty member has a personal relationship with them.
- Inappropriate language (obscenity, profanity, or vulgarity), references, or contact between teacher and student, teacher and teacher, or teacher and parent will not be tolerated.

Lead Teachers

Lead teachers are to be helpful to their colleagues and they do not serve in a supervisory role. As appropriate, the School Leader will identify lead teachers within a grade or series of grades in the elementary school as an instructional leader among his/her peers. This person will assist with grade-level meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures.

Department Heads

Department Heads are to be helpful to their colleagues and they do not serve in a supervisory role, though they are responsible for presenting curricular changes to the School Leader. As appropriate, the School Leader will identify department heads within a subject area as a leader among his/her peers. This person will assist with department meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures. Department heads should be consulted on course syllabi and potential changes to the content, scope, or sequencing of the curriculum.

Grade Level Meetings

- Grade level meetings will initially be held on the first and third Mondays of the month at 3:15 p.m. For the upper school, they will be held only on third Mondays beginning the second quarter.
- Grade level meetings will be led by the Lead Teacher (elementary school) or the teacher designated by the School Leader/Assistant Principal (upper school).

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- Grade level meetings allow for all of the teachers of a grade level to discuss cross-curricular challenges, issues, and ideas that are specific to that grade level. Teachers can strategize on how to best serve the students with Ds and Fs, as many times these students are failing multiple subject areas.

Department Meetings (upper school)

Each department (English, Math, History, Science, Latin/Modern Foreign Language, and Fine Arts/P.E.) will meet periodically as a team. The meetings will be led by the department head or the designee of the School Leader. Topics for discussion may include curriculum (resource needs, questions), vertical alignment, upcoming events (science fair, senior thesis defenses), etc.

With Parents

General Guidance

What to Do:

- Post a sign-up sheet for meetings outside your classroom and encourage parents to use it.
- Remember that parents need to hear the good along with the bad, and that you can establish a good relationship with parents by getting to know them through discussions about their child's successes. If a parent knows that you see the good in the student, conversations about discipline will be much more effective.
- Twice a week, email or call parents to say something positive about their child. Make a point of saying something nice about each student each semester.
- Notify parents directly if a student shows a sharp drop in behavior or performance, or performs poorly on a major assignment. No parent should be surprised by the grades or comments on a progress report or report card. No parent should be surprised by news that is shared at a conference.
- Keep emails brief, professional, and kind. If something requires a long discussion make that happen over the phone or in person.

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What Not to Do:

- Don't use first names when talking with parents. Though your relationship may be close, it needs to remain professional at all times. Encourage parents to treat you with respect by signing emails with "Mr. or Ms." and your last name, and refer to them that way as well.
- Don't interact with parents or, of course, students via text message, and retain a formal tone in all of your correspondence. You are a professional and your communication should reflect the professional nature of your relationship with students and families.
- Don't interact with parents through social media. Parents should communicate with teachers via email and [Online Gradebook] only when talking about school business. Sometimes after a parent and teacher have known each other for a long time refusing to friend them on social media would be rude and do harm to the relationship. In these cases it's okay to connect with a parent on social media as long as you keep school related communication to email and [Online Gradebook] only.
- Don't talk about your work life on social media in a way that reflects negatively on the school or could be perceived that way. As an employee of the school you are a representative of the school even when you're not at work. Everything you write on Facebook or Instagram is public.

Parent Conferences

- Conferences are held for parents of every student at the end of the first quarter
- Conferences are held for parents of as many students as possible at the end of the third quarter, with scheduling preference given for parents of students who have D's or F's, and are in danger of repeating a course/grade level.
- Teachers should come to conferences prepared to discuss the really important things in specific terms. Remember that knowing a student's grades doesn't mean knowing the student, and that there are many important things happening at school that can't be explained in numbers and percentages. Sometimes it is helpful to put your gradebook to the side (parents can look at it from home, anyway). Instead, use your time with parents to get to the heart of the issue, talking about the virtues a student has displayed, the content he or she has been learning, and his or her enthusiasm for the life of the mind. These are the kinds of conferences that will be helpful in the long run.

Report Cards

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- At the end of the second and fourth quarters, teachers should provide extensive comments on students' report cards. These comments serve in lieu of a parent-teacher conference, but are not a substitute for regular parent communication.
- As you prepare report card comments, consider the following:
    - Remember that your comments on the report card have several audiences and you should write with each of them in mind.
        - The parents. Our goal is to give them an accurate understanding of how their child is doing and information about how they can help us and their child at home. Remember that the subject of a child's progress is a very personal one to a parent, and accordingly we must be gentle. However do not shy away from telling the truth.
        - The student . Remember that your students are likely to read what you write, either now or in the future.
        - Your colleagues. These report cards will go into students' files in the office, and your colleagues will read them for years to come as the student gets older. Strive to give a thorough picture of how the student is currently doing, and give some information about what you are doing, too. Information like this is invaluable when a teacher is getting to know a student at the beginning of a new school year.
        - Your future self and other teachers writing letters of recommendation. Remember that report cards are often saved for years and years, and they will be read several times over the course of a student's childhood. Take the time to make them worth reading and informative.
    - Whenever possible, begin and end your comments by saying something positive about each student. There is no need to varnish the truth, but you should be as encouraging as you can. There is something good going on with every student.
    - Be specific in your recommendations. Rather than say that "Student X needs to put in more effort," explain exactly what he needs to do better, like studying for tests the week before rather than the night before, or taking more careful notes. If a student is doing well, it is not enough to say "Student X is a bright student and I enjoy having her in class." Explain further. What is she particularly good at? What can she do to improve? There is always something.
    - You should not copy and paste comments. Please write something original for each student.
    - Your comments should explain how the student has been doing, but also what you have been doing to help. If you have discussed a student's difficulties with parents before and

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tried something different after speaking with them, mention that. For example, many Upper School students were struggling after 9 weeks because they weren't being consistent with their planners. If you have been helping by doing planner checks, mention that, and explain what results you've seen.

- The comments should be extensive, but even more important is that they are thoughtful. The quality of what you write will be determined by the thinking that you do before you sit down to write. Please don't expect to write all of your comments in one sitting. Write a few a day and really put some thought into them. How much you write will depend on who you teach. Here are some specific guidelines by grade and subject:
  - K-6 classroom teachers. Please say something specific about the student's performance in each subject. You should have at least 2 sentences about how your students have been doing in math, science, history, literature, and spelling/grammar. Treat these subjects separately.
  - K-5 Art, Music, and PE. You have a ton of students. These teachers will communicate with parents throughout the year, making sure to keep a log and send meaningful notes for each student once per semester.
  - Upper school. Please write at least 3-4 thoughtful sentences about each student. Please address each student's academic performance in your class (knowledge of the material, study habits) and, if you know a student well, please say something about his or her character as well.
  - Special education. Please write 3-4 thoughtful sentences about the students you work with.

Volunteers

- Every year we request that our families prioritize volunteer time on campus. This means, we hope, that there will be more help from parents than ever before.
- Teachers, if you have a parent volunteering for your classroom, it is very important that you are clear about how the parent can be helpful. Don't be afraid to ask if you need something, and when you ask be very specific. The parent is there to help you, and could end up being very unhelpful if you aren't clear about what needs to be done.
- Also remember that you can never be too grateful to a parent, and that volunteers love to be thanked.

In IEP/504 Meetings

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- Understand that an accommodation allows the student access to the regular curriculum. A modification is a change to the regular curriculum. Most of the time, we are working with accommodations.
- Teachers and members of the special services team should meet before the meeting to determine modifications/accommodations that will be suggested at the meeting.
- Before the meeting, have RTI data documented appropriately.
- The representative of the student services team will lead the meeting.
- Remember, kids with a disability who qualify for a 504/IEP are required by federal law to receive whatever services they need to succeed in the classroom. Do not indicate that we will not/cannot provide certain services. We may suggest alternative accommodations/ modifications that fit in with our philosophy and school culture, but we can't deny a service that is needed.
- Our focus is on Least Restrictive Environment: the goal for modifications/ accommodations is as close to the normal classroom environment as possible.
- During the meeting, try not to offer modification or accommodations except those previously discussed.
- Be positive. Emphasize and point out the student's strengths.
- Keep in mind that we are working WITH the parents. The atmosphere should be that of a team meeting.
- Listen to the parents. Sometimes what is going on at school doesn't manifest at home, and sometimes what is going on at home doesn't happen at school.
- Refrain from attributing motivation to behavior. Point out observable behaviors at school, in an objective manner. For instance: Not "He daydreams during lecture", but "He is not able to answer check for understanding questions and he doesn't copy the notes from the board without frequent reminders."

Grievance Policy

- Teachers are subject to the same grievance policy as other members of the school community; that policy is detailed in the ACA Family Handbook.
- Faculty and staff grievances should be directed according to the principle of subsidiarity—in other words, direct grievances to the person or persons most local to the problem. If you are unable to resolve the matter at that level, you should approach the immediate supervisor.
- In cases where the grievance cannot be resolved at a lower level, you may approach the School Leader or another member of the ACA administration.

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- If the School Leader is unable to resolve the complaint, you may register a formal grievance, in writing, to the Board of Directors. If you have failed to bring the grievance to the School Leader first, then the Board of Directors will automatically decline to respond.
- Concerns deserving of whistleblower status (regarding, among other things, violations of law or significant ethical concerns) may be brought directly to the School Leader, or, if the School Leader is implicated in these concerns, may be brought directly to the Board of Directors.

Communicating with the Media

- It is important that ACA speak with a single, unified voice when communicating with the Press. Should you be contacted by the media, please refer the contact to the School Leader.
- Only the School Leader and his/her designee are permitted to speak with members of the Press about ACA.
- It is the general practice of ACA to be open to public interest and inquiry, including inviting local media outlets to cover significant events and features at the school. All faculty and staff are expected to help participate in good communication with the public and the Press, and to be ambassadors of the school and the school community.
- At the direction of the School Leader or his/her designee, faculty and staff may be asked to participate in photos or stories for use in social or traditional media on behalf of the school or one of our institutional partners (e.g. Hillsdale College). Faculty and staff are not required to participate, but those who do not wish to participate should provide reasonable notice in writing to the School Leader. The school will make significant effort to honor requests for privacy, but may not be able to honor retroactive requests.

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VI. EMPLOYEE PROCEDURES

Fingerprinting and Background Investigation

All faculty and staff are required to successfully pass a background check, which includes fingerprinting, before employment begins.

Security and Inspection

General Comments on Security

Maintaining the security of American Classical Academy's buildings and vehicles is every employee's responsibility. Employees must develop habits that ensure security as a matter of course.

- Always keep cash properly secured. An employee who is aware that cash is insecurely stored should immediately inform the person responsible.
- Employees should know the location of all alarms and fire extinguishers and be familiar with the proper procedure for using them.
- Employees leaving school premises should ensure that windows are shut and doors are locked. The last employee on the premises should make sure all entrances are properly locked and secured.
- Employees exiting the building after normal hours or on the weekend who leave a door unlocked or ajar will be subject to disciplinary action and may have their keys taken away.
- Employees who are given keys shall be responsible for the cost of lost keys and/or re-keying.
- Be watchful that no unauthorized or suspicious persons are on school property. Always check for identification badges on visitors and volunteers, and immediately report the presence of any suspicious persons to the School Leader or administrative team.
- Do not lend keys, security passes, or identification badges to anyone who is not authorized to possess them.
- The School is not responsible for loss or damage to personal property.

Security Procedures

- Security drills will always be announced, and drills will be used for all three kinds of security procedures (see below).
- In the event a security issue arises, it is important for teachers to keep students calm, take attendance, and make sure that all students are accounted for.

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- The School Leader will decide when the building is safe and announce when to return to normal procedures.
- There are three general security procedures:
    - LOCKOUT: The outside doors are locked. Students are kept in the classroom. Transitions between buildings are suspended. A LOCKOUT may be called for in the event of threatening or violent behavior in the neighborhood or outside of the building.
    - LOCKDOWN: The outside doors are locked. All inside classroom doors are locked. Teachers should close the blinds and cover the door windows. Turn off the lights. Students should be quiet in a corner or closet. If any classes are outside, they should go to the nearest classroom. A LOCKDOWN may be called for a threat inside of the building.
    - EVACUATION: [Detail where students should go and any other expectations here.] An EVACUATION may occur in the case of a bomb threat, gas leak, or fire.
- Reminders:
    - Use common sense, especially in the first few weeks of school. Remember that new students are not familiar with all the rules and need your support.
    - The entire faculty and staff is to enforce compliance with school rules at all times, not just in the classroom.

Authority to Search

The School may exercise its right to inspect all classrooms, desks, and closed containers entering and leaving the premises. School rooms, furniture, and electronic devices are school property and may be subjected to searches at any time, with or without cause. Employee email accounts and other software-related tools purchased by the school are similarly the property of the school and may be subject to search.

Additional Emergency Procedures

ACA administration, in conjunction with local authorities and with approval from the Board of Directors, has developed an Emergency Procedures Manual to address a variety of possible emergencies. This manual is available for review in the school office, and questions about it can be directed to the Assistant Principal. Staff and faculty will be notified of any special roles they are expected to fill in specific emergencies.

Time-Off Requests

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[Policy TBD]

Substitute Teachers

ACA administration endeavors to use a consistent pool of substitute teachers. These substitute teachers have already provided the necessary background checks and paperwork to the school, and they are generally familiar with the school's culture and expectations. In some cases, they may be invited to attend professional development alongside fulltime members of the faculty. They are, however, part-time employees and they are a limited resource; it is therefore essential that faculty provide notice of planned leave as soon as possible so that a substitute can be secured.

Teaching Plans for Substitute Teachers

In the event of a planned absence or an absence that is not an emergency, teachers are expected to provide a set of plans to guide the substitute teacher. Plans should include the following:

- Contact information (including phone numbers) for your partner teacher or department head, the Academic Dean, the Assistant Principal, and the front office.
- A note listing the students who are especially helpful and those who can be difficult in class, along with tips for working with these students.
- A schedule of the day that begins with morning assembly and ends with afternoon pick up. Please provide detailed instructions for each lesson of the day and clear information about how the sub should handle assembly, recess, lunch, and pick-up.
- An explanation of classroom rules, including lining up, using the restroom, going to the drinking fountain, and rules for recess.
- Some instructions for classroom discipline, especially procedures or systems that are unique to your classroom (e.g., color charts).
- Enough material for one full lesson in each subject, including activities, worksheets (one copy for each student already made), and suggestions for reading material.
- Please leave behind a sheet that the sub can use to fill you in about the details of the day.
    - Which students were well or poorly behaved?
    - Which lessons were completed?
    - What else does the sub want to tell you?

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Notably, several of the items on this list could easily be created at the beginning of the school year and adapted for use as necessary.

Emergency Substitute Plans

Teachers are required to have emergency plans, which will only be used if a teacher has an emergency that does not allow them to leave regular substitute plans. [Plan TBD.]

Professional Development and Reimbursement

Professional development is a high priority of American Classical Academy. All faculty members are expected to attend summer Hillsdale College K-12 training, which is typically held the last few weeks of June.

Board members, administrators, faculty and staff should seek out opportunities to deepen or broaden both knowledge and ability to assure the highest quality professionals are working in the School. Reimbursement of such activities is at the discretion of the Board of Directors and School Leader. These activities include but are not limited to: courses, workshops, conferences, exchange programs, participation on committees, etc. The activity must be specifically tied to the area of teaching or role in the School to be considered. Availability of funds, time of request, cost of activity, and academic value will all play a role in the level of reimbursement available and the approval of the request.

ACA strives to provide resources that will cover both the cost of the activity and other expenses related to it (transportation lodging, meals). Faculty and staff are asked to be frugal, treating the School's funds as if they were their own. For activities that are away from the city or state, it is acceptable for family members to accompany a faculty or staff member or for the faculty of staff member to extend a stay to spend time with friends or family. However, these arrangements must be pre-approved and are at the expense of the attendee.

Mileage will be reimbursed at the current IRS mileage rates. Mileage will not be reimbursed for courses earning credit toward a degree. Reimbursement for mileage may not exceed the cost of an airline ticket, unless there is an overall savings to the school. To be reimbursed for driving, employees must submit an online map from the place of origin to the destination.

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If multiple persons are attending the same event, one person will be designated the coordinator. The coordinator will ensure that all reimbursements submitted are approved and in order before the information is submitted to the business office for reimbursement.

Personnel Files

It is your responsibility to keep your personal contact information up-to-date. If you have a change in any of the following items, please be sure to notify the Business Manager as soon as possible:

- Legal name
- Home address or mailing address
- Home telephone number
- Emergency Contact
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver's license, if you operate any School vehicles
- Military or draft status
- Exemptions on your W-4 tax form
- Any other matters that will affect your status as an employee.

The school requires official transcripts and evidence of relevant licensure to be on file.
You may review your personal personnel file if you wish (unless information is restricted by law), and you may request and receive copies of all documents you have signed. To obtain these, please make arrangements with the administrative staff.

Observations and Evaluations

Observations

The school leader and Assistant Principal will observe classes frequently and provide teachers with copies of their observations promptly. Teachers can expect a formal observation to happen in the middle of the year and, if needed, close to the end of the year. These observations will be part of a teacher's annual evaluation.

Evaluations

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In the spring teachers are asked to complete a self-evaluation form, which uses the same format as the evaluation form used by the school leader and Assistant Principal. These will be taken together as an annual evaluation and performance review. The primary reason for performance reviews is to develop better teachers, but it also serves to make teachers aware of and to document how their job performance compares to the goals and description of their job. The annual evaluation is also a good time to discuss interests and future goals.

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VII. EMPLOYEE POLICIES

Advertisement of Employment Opportunities

In order to attract the best faculty and staff, ACA strives to post all open positions on the School's website and utilize other local and national services. Questions regarding an opening or potential employment should be directed to the School Leader.

Harassment and Discrimination

Harassment and discriminatory behavior are not tolerated at the School and will be handled in accordance with School policy. The Board of Directors affirms the right of all students and staff to be protected from intimidation, discrimination, physical harm, and harassment.

Behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct, or other expressive behavior that demeans an individual or group. It likewise includes behavior that creates an intimidating, hostile, or demeaning environment for education.

Individuals or groups on school property or at school activities are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or "jokes."
- Physically threaten or harm an individual.
- Display demeaning visual or written material or deface school property or materials.
- Threaten to or actually damage, deface, or destroy private property of any person.

Anyone who believes that he has been the subject of harassment or discriminatory behavior is strongly encouraged to report the incident immediately to the School Leader or designee.

Confidentiality regarding all reports will be maintained whenever possible. The School Leader or designee will investigate reports about harassment or discriminatory behavior immediately.
Anyone who has witnessed harassment or discriminatory behavior should report the incident immediately to a teacher, School Leader, or designee. Confidentiality regarding all reports will be maintained whenever possible. (It is recognized that administrators and faculty have a greater role in implementing this policy and eliminating harassment.) Reports about harassment or discriminatory behavior will be investigated immediately.

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Any student who violates this policy by engaging in the conduct defined above will be required to attend a meeting with his parent/guardian and the School Leader or designee. The student will be subject to appropriate disciplinary action including suspension or expulsion.

Any staff member who violates this policy by engaging in discriminatory conduct will be subject to appropriate disciplinary action. This action may range from a verbal reprimand to termination.

Sexual Harassment/Abuse

American Classical Academy maintains a working environment free from sexual harassment/abuse and insists that all faculty, staff, and students be treated with dignity, respect, and courtesy. Harassment/abuse on the basis of sex is a violation of federal law. In addition to being illegal, sexual harassment/abuse will be considered a breach of professional conduct. Any conduct or communication which constitutes sexual harassment/abuse is strictly prohibited. Any faculty or staff member guilty of such conduct will be subject to disciplinary action.

Sexual harassment/abuse is defined as unwelcome sexual advances, requests for sexual favors, and any other conduct of a sexual nature whereby:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including decisions to hire or terminate, promote or demote, or grant or deny privileges or benefits.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Prohibited conduct will include but not be limited to:

- Repeated, offensive sexual flirtations, advances, or propositions, verbal "kidding," abuse, or harassment;
- Continued or repeated verbal remarks of a sexual or demeaning nature;
- Graphic verbal commentaries about an individual's body;
- Sexually degrading words used to describe an individual;
- Displays of sexually suggestive objects or pictures;
- Sexually explicit language or jokes;
- Pressure for sexual activity;

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- Unwelcome touching of any kind;
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

A faculty or staff member may file a report of sexual harassment with the School Leader or Board of Directors. Students may report a case of sexual harassment/abuse to a teacher or School Leader. All matters involving sexual harassment complaints will remain confidential to the extent possible. Reporting sexual harassment will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The School strongly encourages faculty and staff who believe they have been sexually harassed to report such incident using the following procedure. All faculty and staff, including those who file complaints, as well as those accused but found to be innocent, will be afforded protection from retaliation within the work environment.

- A faculty or staff member believing that he has been sexually harassed should immediately report the incident to the School Leader. If the School Leader is the alleged cause of the problem, or seems unwilling to resolve the issue, the faculty or staff member should contact the Board of Directors, preferably in writing.
- Every reported incident of sexual harassment will be thoroughly and promptly investigated by the School Leader. The School Leader, and all faculty and staff involved in the investigation, will respect the confidences and sensitivities of all persons involved in the incident. All involved individuals are expected to cooperate.
- If, after investigation, the School Leader determines that the charges of sexual harassment are substantiated, appropriate disciplinary actions will be taken. The disciplinary action may include, but is not limited to, a verbal warning, transfers, demotions, or terminations.
- The School Leader will promptly communicate to the faculty and staff involved the results of the investigation.
- If the alleged victim or the accused disagrees with the results of the investigation, an appeal may be made to the Board of Directors within five days of notification of the results. After considering the appeal, the Board of Directors will render the final decision regarding the incident.

The School insists that faculty and staff who suspect sexual harassment/abuse of a student report it to child protective services.

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Drugs, Alcohol, and Tobacco

The School is a drug- and alcohol-free workplace. Drug and alcohol use by faculty or staff members is not tolerated on school premises. A conviction of an alcohol or drug related crime will result in termination.

Employees are responsible for notifying their supervisor or the School Leader, within 5 days of any arrest or conviction.

Smoking is prohibited in the building and on the property, including the parking lot. Faculty and staff are expected to set a positive example for students concerning the use of tobacco by following the district and state laws regarding tobacco possession and its use.

If drug use is suspected while an employee is at work or at any school-related event, the School may require a drug test. If an employee refuses the test, he or she may be terminated.

Family Education and Privacy Act (FERPA)

For more details on FERPA, see ACA's Family Handbook.

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, and non-compliance can result in the loss of those funds.

Confidential education records include, but are not limited to, student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. All Employees who work with or around education records are required to keep this information strictly confidential and secure in order to protect the rights of students.

FERPA provides that:

- Parents have the right to inspect and review their child's education, to the exclusion of third parties. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level ("Eligible Student").
- Parents and Eligible Students have the right to request that a school correct records believed to be inaccurate or misleading.

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- Institutions may not disclose information about students, nor permit inspection of students' records, without written permission from the parent or eligible student, unless such action is covered by certain exceptions as stipulated in FERPA.

Intellectual Property Rights

American Classical Academy uses curricula, resources, and training from Hillsdale College, and these are provided through a licensing agreement. The materials themselves are the intellectual property of Hillsdale College and should be treated accordingly.

In the course of work at ACA, teachers will develop curriculum maps, syllabi, assessments, and various other materials for use in their classrooms and the school community. With the exception of a teacher's own notes (e.g., lecture notes), these materials are the intellectual property of ACA. When teachers are no longer employed at the school for any reason, they must turn in copies of all such materials to the School Leader or his designee. Teachers wishing to keep and/or use these materials outside of ACA should consult with the School Leader.

The purpose of this arrangement is twofold: first, to establish that paid work done on behalf of ACA is the property of the school, not the individual staff, faculty, or consultant; second, to ensure that the school builds on its institutional knowledge and experience each year despite faculty turnover.

Outside Employment

The School expects that a full-time position at the School is the employee's primary employment. Any outside activity must not interfere with the employee's ability to perform properly the job duties at the School.

Tutoring, Private Coaching, and Private Lessons

ACA is a challenging school, and parents often ask teachers if they are willing to provide tutoring, private lessons, or individual athletic coaching outside of school hours. There are several types of tutoring available. If you would like to make yourself available for tutoring, please notify the Academic Dean. Please see below for guidelines.

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- Tutoring from a teacher to a student enrolled in that teacher's class or on the coach's team: If a teacher or coach makes him or herself available before or after school to provide extra help, he or she may not charge the parent for providing that service, even if the parent offers to pay for it. Tutoring or coaching of this kind should always happen on campus or at the location of normal athletic practice.
- Tutoring from a teacher to a student not enrolled in that teacher's class: If a teacher is not responsible for grading a student, that teacher may accept money in exchange for tutoring or coaching the student as long as there is no other conflict of interest. Teachers may provide this service to students, but not on campus. They may charge the parent for the service. The recommended rate is $25-$30/hour, though teachers who tutor in advanced subjects like Calculus, advanced science, or philosophy may charge more—$40 or $50 per hour. If you are interested in making yourself available for private tutoring please let the Academic Dean know and he/she will add your name to the list of tutors available at the front office.
- Private tutoring from other school students: Successful ACA students in grades 9-12 may make themselves available for private tutoring on or off campus. Except in special circumstances, students should only tutor other students who are at least 2-3 grades younger. To apply to be a private tutor the student must first seek permission from the Academic Dean. After permission is granted the student's name will be added to the tutoring list available at the front office. The recommended rate for student tutoring is $15/hour.
- Tutoring from the National Honor Society: Members of the National Honor Society are available for tutoring during study hall. Students who receive NHS tutoring will be assigned a particular student to work with. This is a free service—NHS members may not charge. NHS tutoring must always happen on campus.

Communications and Computer Systems Security and Usage

ACA's communication and computer systems are intended for business purposes and may be used only during working time; however, limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voicemail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

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School administration may access the voicemail and e-mail systems and obtain the communications within the systems, including past voicemail and e-mail messages, without notice to users of the system, in the ordinary course of business when SJCA deems it appropriate to do so. The reasons for which ACA may obtain such access include, but are not limited to, maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

Further, ACA may review Internet usage to ensure that such use with Academy property, or communications sent via the Internet with Academy property, are appropriate.

Since School communication and computer systems are intended for business use, all employees, upon request, must inform administration of any private access codes or passwords. Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited. No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Non-Disparagement of the School

As an employee of ACA, faculty and staff members have a special responsibility to represent the School to our community and beyond, and disparaging comments made by employees about the School are likely to substantially hurt the School's reputation. The ACA Board and administration therefore expect that employees will not directly or indirectly defame, disparage, or publicly criticize the services, business, integrity, or reputation of the School, its Board, or its employees. Employees and former employees acting in violation of this expectation will be met with disciplinary consequences and/or legal action. Employees with grievances should follow the grievance protocols explained in this handbook and in the ACA Family Handbook.

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ACKNOWLEDGEMENT OF RECEIPT AND STAFF HONOR CODE

This Faculty/Staff Handbook is an important document intended to help you become acquainted with American Classical Academy. This Handbook will serve as a guide; it is not the final word in all cases. Individual circumstances may call for individual attention.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the American Classical Academy Faculty/Staff Handbook, and your willingness to serve the School's mission and Staff Honor Code:

- I have received and read a copy of the Faculty/Staff Handbook. I understand that the policies, rules, and benefits described in it are subject to change at the sole discretion of the School's Board of Directors at any time. I understand that this Handbook replaces (supersedes) all other previous handbooks.
- I further understand that all employment with the School is "at will," which means that my employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or myself, except as otherwise provided by law.
- I understand that no employee agreement other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" employment relationship unless expressed in writing, with the understanding specifically set forth and signed by myself and the Board of Directors of the School. I specifically understand that this Faculty/Staff Handbook does not constitute a contract between the School and me.
- I am aware that during the course of my employment confidential information will be made available to me. I understand that this information must not be given out or used outside of the School's premises or with non-American Classical Academy Faculty and staff other than ACA's Board of Directors. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual.
- I understand that my signature below indicates that I have read and understand the above statements and have received a copy of the Faculty/Staff Handbook.
- Faculty Pledge: I pledge to encourage my students to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my students aspire to excellence in prudence, justice, moderation, courage, and wisdom. I will keep this pledge by my words and instruction, and also by my example.

Printed Name _____Position _____

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Employee Signature _____ Date _____

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December 28, 2021

Alliant Insurance Services, Inc.
520 Summit Hill Drive
Suite 1005
Knoxville, TN 37902

P (865) 279-0358
CA License No. 0C36861
alliant.com

American Classical Academy
Attn: Michael Harner
Hillsdale College
Via email: **yvonne@adkinsandcompany.com**

Re: Coverage Summary

Michael,

American Classical Academy will have the following insurance policies in place once the schools are approved:

- Commercial Package
  - Real Property- *Replacement Cost Values*
  - Personal Property- *Replacement Cost Values*
  - General Liability- *1M occurrence/2M aggregate*
  - Employee Benefits- *1M occurrence/2M aggregate*
  - School and Educators Legal Liability- *5M*
  - Education Institution Employment Practices Liability- *5M*
  - Sexual Abuse and Molestation- *1M*
- Commercial Auto- *1M*
- Commercial Umbrella- *5M*
- Workers Compensation- *Statutory*
- Commercial Crime- *1M*
- Commercial Cyber- *3M*
- Student Accident

Notification within 10 days of any cancellation made to the policy.

Please feel free to contact me with any questions.

Sincerely,

Dee Anderson
EVP, Regional Director

This Attachment is Not Applicable.

This Attachment is Not Applicable.

Attachment M – Network Organizational Chart

This Attachment is Not Applicable.

American Classical Academy Montgomery
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	American Classical Academy Montgomery
Lead Sponsor Name	Michael H. Harner
Lead Sponsor E-mail Address	mharner@hillsdale.edu
Lead Sponsor Phone Number	517-262-2923
CMO/EMO Affiliation	N/A

Proposed Authorizer	Clarksville-Montgomery County Schools
Proposed Opening Grade Level(s)	K-5
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	340	390	440	490	540

Note: These cells auto-populate after completing Tab 2.

American Classical Academy Montgomery
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	60	60	60	60	60
1st Grade	60	60	60	60	60
2nd Grade	60	60	60	60	60
3rd Grade	60	60	60	60	60
4th Grade	50	50	50	50	50
5th Grade	50	50	50	50	50
6th Grade	0	50	50	50	50
7th Grade	0	0	50	50	50
8th Grade	0	0	0	50	50
9th Grade	0	0	0	0	50
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment (excluding Pre-Kindergarten)	**340**	**390**	**440**	**490**	**540**
Change in Net Enrollment	**340**	**50**	**50**	**50**	**50**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	3	3	3	3	3
1st Grade	3	3	3	3	3
2nd Grade	3	3	3	3	3
3rd Grade	3	3	3	3	3
4th Grade	2	2	2	2	2
5th Grade	2	2	2	2	2
6th Grade	0	2	2	2	2
7th Grade	0	0	2	2	2
8th Grade	0	0	0	2	2
9th Grade	0	0	0	0	2
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	**16**	**18**	**20**	**22**	**24**
Change in Net # of Classes	**16**	**2**	**2**	**2**	**2**

American Classical Academy Montgomery
New Charter School Application Budget Template
Student Assumptions

	Other Key Assumptions Enter Estimated Percentages				
SPED %	14%	14%	14%	14%	14%
SPED Count	**48**	**55**	**62**	**69**	**76**
ELL %	4%	4%	4%	4%	4%
ELL Count	**14**	**16**	**18**	**20**	**22**
Anticipated Paid %	73%	73%	73%	73%	73%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	27%	27%	27%	27%	27%
Anticipated Paid Count	**248**	**285**	**321**	**358**	**394**
Anticipated Reduced Count	**0**	**0**	**0**	**0**	**0**
Anticipated Free Count	**92**	**105**	**119**	**132**	**146**
Total Free and Reduced Count	**92**	**105**	**119**	**132**	**146**
School Days	180	180	180	180	180
Attendance Rate	94%	94%	94%	94%	94%

American Classical Academy Montgomery
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		$0	
Fundraising & Philanthropy			**Detail any private funding sources**
Other		$0	
Other		$0	
Other		$0	
Other		$0	
Other		$0	
Total Revenues		-	

Additional Space to Provide Fundraising Details

Compensation Assumptions

		Year 0 2022-23	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$79,167	Pro rata; Anticipated hire date 9/1/22
Assistant Principal	0.00	$0	
Special Education Coordinator	0.00	$0	
Deans, Directors	0.00	$0	
Other (Specify in Assumptions)	1.00	$30,000	Pro rata; Operations/Business Manager anticipated hire date 1/15/23
Total Administrative Compensation	**2.00**	**109,167**	

American Classical Academy Montgomery
New Charter School Application Budget Template
Pre-Opening Budget

Instructional Staff			
Teachers	0.00	$0	
Special Education Teachers	0.00	$0	
Eduacational Assistants/Aides	0.00	$0	
Elective Teachers	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Instructional Compensation	**0.00**	-	
Non-Instructional Staff			
Clerical Staff	0.00	$0	
Custodial Staff	0.00	$0	
Operations	0.00	$0	
Social Workers/Counseling	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	**0.00**	-	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	**2.00**		
Total Compensation		**109,167**	

Employer Benefits & Tax Assumptions

		Year 0	
		2022-23	
	Base Assumption		**Assumption Notes**
Social Security	6.20%	$6,768	
Medicare	1.45%	$1,583	
State Unemployment	$400 per employee	$800	
Disability/Life Insurance	0.00%	$0	
Workers Compensation Insurance	1.00%	$1,330	
Other Fringe Benefits	0.00%	$0	
Medical Insurance	$6,899	$9,200	Based on BEP rate
Dental Insurance	$0	$0	
Vision Insurance	$0	$0	
Other Retirement	0.00%	$0	

American Classical Academy Montgomery
New Charter School Application Budget Template
Pre-Opening Budget

Total Employer Benefits & Taxes	**19,681**

Operating Expenses

		Year 0	
		2022-23	
Contracted Services			**Assumption Notes**
Professional Development	$0	$0	
Financial Services	$0	$5,000	
Audit Services	$0	$0	
Legal Fees	$0	$5,000	
Copier Lease and Usage	$0	$0	
Internet and Phone Service	$0	$0	
Cell Phone Service	$0	$2,500	
Payroll Services	$0	$0	
Health Services	$0	$0	
Transportation	$0	$0	
IT Services	$0	$5,000	
Contracted SPED Services	$0	$0	
Insurance	$0	$4,750	
Postal Charges	$0	$2,500	
Bank Charges	$0	$1,000	
Supplies & Materials			
Textbooks and Instructional Supplies	$0	$0	
Education Software	$0	$10,000	Infinite Campus, School Final Forms, and ITC
Student Supplies	$0	$0	
Faculty Supplies	$0	$0	
Library Books	$0	$0	
Testing & Evaluation	$0	$0	
Student Laptops	$0	$0	
Faculty Laptops	$0	$5,000	
Office Supplies	$0	$5,000	
Printing Paper	$0	$0	
Marketing Materials	$0	$25,000	
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$0	

American Classical Academy Montgomery
New Charter School Application Budget Template
Pre-Opening Budget

Facility Related Expenses			
Rent	$0	$50,000	
Utilities	$0	$17,000	Utilities, trash, common area maintenance
Custodial	$0	$0	
Waste	$0	$0	Included in utilities
Faculty Furniture	$0	$10,000	
Student Furniture	$0	$0	
Internet/Network Equipment	$0	$0	
Other Equipment	$0	$10,000	
Building Decorum	$0	$0	
Tenant Improvements	$0	$100,000	Will pursue grants and facility incentive funding after authorization
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$0	$0	
Student Recruitment & Community Engagement	$0	$20,000	
Parent & Staff Meetings	$0	$10,000	
Authorizer Fee	$0	$2,500	Application fee
Other	$0	$0	
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		**290,250**	
Total Expenses		**419,098**	

American Classical Academy Montgomery
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP
Beginning Cash	675,000	**675,000**	**665,979**	**659,458**	**642,805**	**626,149**	**609,494**	**592,838**	**540,015**	**397,192**	**364,370**	**331,547**	**298,725**		
Revenues															
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses															
Staffing	109,167	-	-	7,914	7,917	7,917	7,917	12,917	12,917	12,917	12,917	12,917	12,917	109,167	-
Employer Benefits & Taxes	19,681	-	-	1,968	1,968	1,968	1,968	1,968	1,968	1,968	1,968	1,968	1,968	19,681	0
Contracted Services	25,750	1,938	1,938	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	25,750	-
Supplies & Materials	45,000	2,083	2,083	2,083	2,083	2,083	2,083	12,083	2,083	2,083	2,083	2,083	12,083	45,000	-
Facility-Related Expenses	187,000	-	-	-	-	-	-	21,167	121,167	11,167	11,167	11,167	11,167	187,000	0
Other Charges	32,500	5,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	32,500	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	419,098	9,021	6,521	16,653	16,656	16,656	16,656	52,823	142,823	32,823	32,823	32,823	42,823	419,098	0
Operating Income (Loss)	(419,098)	(9,021)	(6,521)	(16,653)	(16,656)	(16,656)	(16,656)	(52,823)	(142,823)	(32,823)	(32,823)	(32,823)	(42,823)	(419,098)	(0)
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**665,979**	**659,458**	**642,805**	**626,149**	**609,494**	**592,838**	**540,015**	**397,192**	**364,370**	**331,547**	**298,725**	**255,902**		

Details of Cash Flow

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Revenues							**Revenues**									
Federal Revenues																
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-		-	-	-	-	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Compensation

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	79,167	$0	$0	$7,914	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	$7,917	79,167	-	Estimated hire date 9/1/22
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	30,000	$0	$0	$0	$0	$0	$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	30,000	-	Estimated hire date 1/15/23
Total Administrative Compensation	109,167	-	-	7,914	7,917	7,917	7,917	12,917	12,917	12,917	12,917	12,917	12,917	109,167	-	
Instructional Staff																
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Eduacational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

American Classical Academy Montgomery
New Charter School Application Budget Template
Pre-Opening Cash Flow

Non-Instructional Staff																
Clerical Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bonus	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**109,167**	**-**	**-**	**7,914**	**7,917**	**7,917**	**7,917**	**12,917**	**12,917**	**12,917**	**12,917**	**12,917**	**12,917**	**109,167**	**-**	

Employer Benefits & Taxes

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Social Security	6,768	$0	$0	$677	$677	$677	$677	$677	$677	$677	$677	$677	$677	6,768	0	
Medicare	1,583	$0	$0	$158	$158	$158	$158	$158	$158	$158	$158	$158	$158	1,583	(0)	
State Unemployment	800	$0	$0	$80	$80	$80	$80	$80	$80	$80	$80	$80	$80	800	-	
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Workers Compensation Insurance	1,330	$0	$0	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	1,330	-	
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	9,200	$0	$0	$920	$920	$920	$920	$920	$920	$920	$920	$920	$920	9,200	-	
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	**19,681**	**-**	**-**	**1,968**	**1,968**	**1,968**	**1,968**	**1,968**	**1,968**	**1,968**	**1,968**	**1,968**	**1,968**	**19,681**	**0**	

Operating Expenses

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Contracted Services																
Professional Development	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Professional Development
Financial Services	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Financial Services
Audit Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Audit Services
Legal Fees	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Legal Fees
Copier Lease and Usage	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Copier Lease and Usage
Internet and Phone Service	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet and Phone Service
Cell Phone Service	2,500	$0	$0	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	2,500	-	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	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	IT Services
Contracted SPED Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Contracted SPED Services
Insurance	4,750	$396	$396	$396	$396	$396	$396	$396	$396	$396	$396	$396	$396	4,750	-	Insurance
Postal Charges	2,500	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	2,500	-	Postal Charges
Bank Charges	1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	1,000	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Textbooks and Instructional Supplies
Education Software	10,000	$0	$0	$0	$0	$0	$0	$10,000	$0	$0	$0	$0	$0	10,000	-	Infinite Campus, School Final Forms, and ITC
Student Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	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	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Testing & Evaluation
Student Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Laptops
Faculty Laptops	5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,000	5,000	-	Faculty Laptops
Office Supplies	5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,000	5,000	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper
Marketing Materials	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Supplies
Facility Related Expenses																
Rent	50,000	$0	$0	$0	$0	$0	$0	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	50,000	0	Rent
Utilities	17,000	$0	$0	$0	$0	$0	$0	$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	17,000	0	Utilities, trash, common area maintenance

American Classical Academy Montgomery
New Charter School Application Budget Template
Pre-Opening Cash Flow

Custodial	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Custodial
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Waste
Faculty Furniture	10,000	$0	$0	$0	$0	$0	$0	$10,000	$0	$0	$0	$0	$0	10,000	-	Faculty Furniture
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Furniture
Internet/Network Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet/Network Equipment
Other Equipment	10,000	$0	$0	$0	$0	$0	$0	$0	$10,000	$0	$0	$0	$0	10,000	-	Other Equipment
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Building Decorum
Tenant Improvements	100,000	$0	$0	$0	$0	$0	$0	$0	$100,000	$0	$0	$0	$0	100,000	-	Tenant Improvements
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	-	$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	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	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Parent Meetings
Authorizer Fee	2,500	$2,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	2,500	-	Application fee
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**290,250**	**9,021**	**6,521**	**6,771**	**6,771**	**6,771**	**6,771**	**37,937**	**127,937**	**17,937**	**17,937**	**17,937**	**27,937**	**290,250**	**0**	
Total Expenses	**419,098**	**9,021**	**6,521**	**16,653**	**16,656**	**16,656**	**16,656**	**52,823**	**142,823**	**32,823**	**32,823**	**32,823**	**42,823**	**419,098**	**0**	

American Classical Academy Montgomery
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	340	390	440	490	540
# of Classes	16	18	20	22	24
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00	1.00
Special Education Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	1.00	1.00	1.00	1.00	1.00
Total Administrative FTE	**4.00**	**4.00**	**4.00**	**4.00**	**4.00**
Instructional Staff					
Teachers	16.00	18.00	20.00	22.00	24.00
Special Education Teachers	2.00	2.00	3.00	3.00	3.00
Eduacational Assistants/Aides	3.00	4.00	5.00	6.00	6.00
Elective Teachers	3.00	3.00	4.00	5.00	6.00
Other (Specify in Assumptions)	1.00	1.15	1.33	1.47	1.60
Total Instructional FTE	**25.00**	**28.15**	**33.33**	**37.47**	**40.60**
Non-Instructional Staff					
Clerical Staff	1.00	1.00	2.00	2.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	0.00	0.00	0.00	0.00
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	**1.00**	**1.00**	**2.00**	**2.00**	**2.00**
Total FTE	**30.00**	**33.15**	**39.33**	**43.47**	**46.60**

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
	Annual Increase	3.00%	3.00%	3.00%	3.00%	3.00%	
	Cumultative Increase	103.00%	106.09%	109.27%	112.55%	115.93%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$95,000	97,850	100,786	103,809	106,923	110,131	Principal - Salary indexed by market
Assistant Principal	$62,025	63,886	65,802	67,776	69,810	71,904	
Special Education Coordinator	$60,428	62,240	64,108	66,031	68,012	70,052	
Deans, Directors	$66,428	-	-	-	-	-	
Other (Specify in Assumptions)	$60,000	61,800	63,654	65,564	67,531	69,556	Operations/Business Manager
Total Administrative Compensation		**285,776**	**294,349**	**303,180**	**312,275**	**321,643**	
Instructional Staff							
Teachers	$44,025	725,532	840,710	962,146	1,090,112	1,224,889	Dynamic avg of state/county scale

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Special Education Teachers	$48,428	99,761	102,753	158,754	163,517	168,422	Based on anticipated weighted caseload I/S options avg
Eduacational Assistants/Aides	$27,500	84,975	116,699	150,250	185,709	191,280	3 Yr 1; +1 ea Yr 2-4 until One Per Grade K-5
Elective Teachers	$44,025	136,037	140,118	192,429	247,753	306,222	Art, Music, PE; +1 ea Yr 3-5
Other (Specify in Assumptions)	$23,120	23,814	28,207	33,601	38,252	42,884	Substitute Pool; based on $68 per ADM
Total Instructional Compensation		**1,070,119**	**1,228,488**	**1,497,180**	**1,725,342**	**1,933,698**	
Non-Instructional Staff							
Clerical Staff	$33,867	34,883	35,930	74,015	76,235	78,522	Office Manager / Registrar - Year 1-2
Custodial Staff	$31,210	-	-	-	-	-	Office Manager and FT Register added Year 3
Operations	$54,000	-	-	-	-	-	
Social Workers/Counseling	$0	-	-	-	-	-	
Other (Specify in Assumptions)	$49,035	-	-	-	-	-	
Total Non-Instructional Compensation		**34,883**	**35,930**	**74,015**	**76,235**	**78,522**	
Bonuses		75,000	31,930	39,546	42,438	44,356	Instructional Signing and Performance Bonuses
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		**1,465,778**	**1,590,697**	**1,913,921**	**2,156,290**	**2,378,219**	

Employer Benefits & Tax Assumptions

	Base Assumption	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Social Security	6.20%	$90,878	$98,623	$118,663	$133,690	$147,450	
Medicare	1.45%	$21,254	$23,065	$27,752	$31,266	$34,484	
State Unemployment	1.00%	$14,658	$15,907	$19,139	$21,563	$23,782	
Disability/Life Insurance	0.00%	$0	$0	$0	$0	$0	
Workers Compensation Insurance	1.00%	$14,658	$15,907	$19,139	$21,563	$23,782	
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0	
Health Insurance Annual Increase		3.00%	3.00%	3.00%	3.00%	3.00%	
Cumultative Increase		103.00%	106.09%	109.27%	112.55%	115.93%	
Medical Insurance	$7,236	$217,080	$239,873	$284,592	$314,549	$337,198	Based on estimated BEP
Dental Insurance	$0	$0	$0	$0	$0	$0	
Vision Insurance	$0	$0	$0	$0	$0	$0	
TCRS Certified Legacy	10.13%	$108,403	$124,446	$151,664	$174,777	$195,884	Faculty TCRS, based on estimated BEP
TCRS Certified Hybrid	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	
Other Classified Retirement	9.86%	$28,178	$29,023	$29,894	$30,790	$31,714	Staff, based on estimated BEP
Other Retirement	0.00%	$0	$0	$0	$0	$0	

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP
Beginning Cash	**255,902**	**255,902**	**99,298**	**71,507**	**81,151**	**87,368**	**137,723**	**198,677**	**224,632**	**255,737**	**305,191**	**355,646**	**119,243**		
Revenues															
State Revenues	2,927,637	-	292,764	292,764	292,764	292,764	292,764	292,764	292,764	292,764	292,764	-	292,764	2,927,636	1
Federal Revenues	561,500	350,000	-	-	-	26,438	26,438	26,438	26,438	26,438	26,438	26,438	26,438	561,500	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	3,489,137	350,000	292,764	292,764	292,764	319,201	319,201	319,201	319,201	319,201	319,201	26,438	319,201	3,489,136	1
Expenses															
Staffing	1,465,778	138,914	116,295	116,295	116,295	116,295	116,295	141,295	116,295	116,295	116,295	116,295	138,914	1,465,778	(0)
Employer Benefits & Taxes	495,108	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	495,108	-
Contracted Services	537,069	44,043	56,043	54,737	44,410	44,410	40,410	44,410	44,410	44,410	44,410	44,410	30,970	537,069	(0)
Supplies & Materials	258,567	158,296	19,366	11,486	8,141	7,941	7,941	7,941	7,941	7,841	7,841	7,535	6,296	258,567	-
Facility-Related Expenses	772,103	124,092	87,592	59,342	58,942	58,942	52,342	58,342	60,692	59,942	58,942	53,342	39,592	772,103	-
Other Charges	35,000	-	-	-	17,500	-	-	-	17,500	-	-	-	-	35,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,563,624	506,604	320,555	283,119	286,547	268,847	258,247	293,247	288,097	269,747	268,747	262,841	257,031	3,563,625	(1)
Operating Income (Loss)	(74,487)	(156,604)	(27,791)	9,645	6,217	50,355	60,955	25,955	31,105	49,455	50,455	(236,403)	62,170	(74,489)	2
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**99,298**	**71,507**	**81,151**	**87,368**	**137,723**	**198,677**	**224,632**	**255,737**	**305,191**	**355,646**	**119,243**	**181,413**		

Details of Cash Flow

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Revenues						**Revenues**										
State Revenues																**Assumption Notes**
Basic Education Program	2,700,392	$0	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$0	$270,039	2,700,392	0	10 annual installments based on BEP
BEP Transportation Component	167,045	$0	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$0	$16,705	167,045	0	10 annual installments based on BEP
BEP Capital Outlay	60,199	$0	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$0	$6,020	60,199	0	10 annual installments based on BEP
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	-	-	Funding is dependent upon District allocation
Title II	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Title III	3,500	$0	$0	$0	$0	$438	$438	$438	$438	$438	$438	$438	$438	3,500	-	
NSLP	130,000	$0	$0	$0	$0	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	130,000	-	Reimb expected to begin within two-three months
E-Rate	6,000	$0	$0	$0	$0	$750	$750	$750	$750	$750	$750	$750	$750	6,000	-	
CSP Startup Grant	350,000	$350,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	350,000	-	Based on 600K total in two annual payments
IDEA	72,000	$0	$0	$0	$0	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	72,000	-	Based on $1,500 per pupil
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Fundraising & Philanthropy																
Other	-	$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	-	-	

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 1 Cash Flow

Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**3,489,137**	**350,000**	**292,764**	**292,764**	**292,764**	**319,201**	**319,201**	**319,201**	**319,201**	**319,201**	**319,201**	**26,438**	**319,201**	**3,489,136**	**1**	

Compensation

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	97,850	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	97,850	-	
Assistant Principal	63,886	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	63,886	-	
Special Education Coordinator	62,240	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	62,240	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	61,800	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	61,800	-	
Total Administrative Compensation	**285,776**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**285,776**	**-**	
Instructional Staff																
Teachers	725,532	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	725,532	-	
Special Education Teachers	99,761	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	99,761	-	
Educational Assistants/Aides	84,975	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	84,975	-	
Elective Teachers	136,037	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	136,037	-	
Other (Specify in Assumptions)	23,814	$0	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$0	23,814	(0)	
Total Instructional Compensation	**1,070,119**	**87,192**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**87,192**	**1,070,119**	**(0)**	
Non-Instructional Staff																
Clerical Staff	34,883	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	34,883	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	**34,883**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**34,883**	**-**	
Bonuses	75,000	$25,000	$0	$0	$0	$0	$0	$25,000	$0	$0	$0	$0	$25,000	75,000	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**1,465,778**	**138,914**	**116,295**	**116,295**	**116,295**	**116,295**	**116,295**	**141,295**	**116,295**	**116,295**	**116,295**	**116,295**	**138,914**	**1,465,778**	**(0)**	

Employer Benefits & Taxes

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Social Security	90,878	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	90,878	-	Staff and faculty training
Medicare	21,254	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	21,254	-	Admin, IT, LSSP, Occup Therapy, Prof Svcs
State Unemployment	14,658	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	14,658	-	Audit Services (may not be realized this FY)
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Legal Fees
Workers Compensation Insurance	14,658	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	14,658	-	Copier Lease and Usage
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet and Phone Service
Medical Insurance	217,080	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	217,080	-	Cell Phone Service
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Payroll Services
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	School Nurse
TCRS Certified Legacy	108,403	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	108,403	-	Transportation
TCRS Certified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	IT Services
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	LSSP, Occup Therapy, psychology, speech, all other svcs
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Insurance
Other Classified Retirement	28,178	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	28,178	-	Postal Charges
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Bank Charges
Total Employer Benefits & Taxes	**495,108**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**495,108**	**-**	

Operating Expenses

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Contracted Services																
Professional Development	58,553	$25,000	$10,500	$5,694	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,927	58,553	(0)	-
Financial Services	77,126	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	77,126	-	Admin, IT, LSSP, Occup Therapy, Prof Svcs
Audit Services	10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000	10,000	-	Audit Services

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Legal Fees	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Legal Fees
Copier Lease and Usage	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Copier Lease and Usage
Internet and Phone Service	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet and Phone Service
Cell Phone Service	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Cell Phone Service
Payroll Services	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Payroll Services
Health Services	30,000	$0	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$0	30,000	-	Health Services
Transportation	120,000	$0	$16,000	$12,000	$12,000	$12,000	$8,000	$12,000	$12,000	$12,000	$12,000	$12,000	$0	120,000	-	Transportation
IT Services	29,276	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	29,276	-	IT Services
Contracted SPED Services	90,000	$0	$7,500	$15,000	$8,438	$8,438	$8,438	$8,438	$8,438	$8,438	$8,438	$8,438	$0	90,000	-	Contracted SPED Services
Insurance	43,915	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	43,915	-	Insurance
Postal Charges	2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	-	Postal Charges
Bank Charges	1,200	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	1,200	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	93,500	$87,000	$6,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	93,500	-	Textbooks and Instructional Supplies
Education Software	17,000	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	17,000	-	Infinite Campus, School Final Forms, and ITC
Student Supplies	12,257	$10,250	$210	$200	$200	$200	$200	$200	$200	$200	$200	$197	$0	12,257	-	Student Supplies
Faculty Supplies	12,257	$10,250	$210	$200	$200	$200	$200	$200	$200	$200	$200	$197	$0	12,257	-	Faculty Supplies
Library Books	10,000	$4,000	$2,000	$1,200	$600	$400	$400	$400	$400	$300	$300	$0	$0	10,000	-	Library Books
Testing & Evaluation	10,000	$0	$3,250	$3,190	$445	$445	$445	$445	$445	$445	$445	$445	$0	10,000	-	Testing & Evaluation
Student Laptops	10,000	$10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	-	Student Laptops
Faculty Laptops	25,000	$25,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	25,000	-	Faculty Laptops
Office Supplies	5,000	$3,000	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$0	5,000	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper
Marketing Materials	58,553	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	58,553	-	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	5,000	$2,500	$700	$200	$200	$200	$200	$200	$200	$200	$200	$200	$0	5,000	-	Health Supplies
Facility Related Expenses																
Rent	326,400	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	326,400	-	Based on 80 sq ft/pupil; $12 sq/ft
Utilities	84,000	$6,500	$7,500	$6,750	$6,500	$6,500	$8,250	$8,250	$8,250	$7,500	$6,500	$6,500	$5,000	84,000	-	Utilities, trash, common area maintenance
Custodial	36,000	$4,500	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$1,500	36,000	-	Custodial
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	included in Utilities
Faculty Furniture	20,000	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	20,000	-	Faculty Furniture
Student Furniture	80,000	$60,000	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	80,000	-	Student Furniture
Internet/Network Equipment	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet/Network Equipment
Other Equipment	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Other Equipment
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Building Decorum
Tenant Improvements	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Tenant Improvements
Other	50,703	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	50,703	-	All other plant operations; based on $3.55/sq ft
Other	155,000	$0	$24,000	$16,500	$16,350	$16,350	$8,000	$14,000	$16,350	$16,350	$16,350	$10,750	$0	155,000	-	Food service expenses
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Staff Recruitment
Student Recruitment & Community Enga	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Parent Meetings
Authorizer Fee	35,000	$0	$0	$0	$17,500	$0	$0	$0	$17,500	$0	$0	$0	$0	35,000	-	3% PPR up to $35,000
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**1,602,739**	**326,431**	**163,001**	**125,565**	**128,993**	**111,293**	**100,693**	**110,693**	**130,543**	**112,193**	**111,193**	**105,287**	**76,858**	**1,602,739**	**(0)**	
Total Expenses	**3,563,624**	**506,604**	**320,555**	**283,119**	**286,547**	**268,847**	**258,247**	**293,247**	**288,097**	**269,747**	**268,747**	**262,841**	**257,031**	**3,563,625**	**(1)**	

American Classical Academy Montgomery
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Cash Flow Summary

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP
Beginning Cash	**255,902**	**255,902**	**99,298**	**71,507**	**81,151**	**87,368**	**137,723**	**198,677**	**224,632**	**255,737**	**305,191**	**355,646**	**119,243**		
Revenues															
State Revenues	2,927,637	-	292,764	292,764	292,764	292,764	292,764	292,764	292,764	292,764	292,764	-	292,764	2,927,636	1
Federal Revenues	561,500	350,000	-	-	-	26,438	26,438	26,438	26,438	26,438	26,438	26,438	26,438	561,500	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	3,489,137	350,000	292,764	292,764	292,764	319,201	319,201	319,201	319,201	319,201	319,201	26,438	319,201	3,489,136	1
Expenses															
Staffing	1,465,778	138,914	116,295	116,295	116,295	116,295	116,295	141,295	116,295	116,295	116,295	116,295	138,914	1,465,778	(0)
Employer Benefits & Taxes	495,108	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	41,259	495,108	-
Contracted Services	537,069	44,043	56,043	54,737	44,410	44,410	40,410	44,410	44,410	44,410	44,410	44,410	30,970	537,069	(0)
Supplies & Materials	258,567	158,296	19,366	11,486	8,141	7,941	7,941	7,941	7,941	7,841	7,841	7,535	6,296	258,567	-
Facility-Related Expenses	772,103	124,092	87,592	59,342	58,942	58,942	52,342	58,342	60,692	59,942	58,942	53,342	39,592	772,103	-
Other Charges	35,000	-	-	-	17,500	-	-	-	17,500	-	-	-	-	35,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,563,624	506,604	320,555	283,119	286,547	268,847	258,247	293,247	288,097	269,747	268,747	262,841	257,031	3,563,625	(1)
Operating Income (Loss)	(74,487)	(156,604)	(27,791)	9,645	6,217	50,355	60,955	25,955	31,105	49,455	50,455	(236,403)	62,170	(74,489)	2
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**99,298**	**71,507**	**81,151**	**87,368**	**137,723**	**198,677**	**224,632**	**255,737**	**305,191**	**355,646**	**119,243**	**181,413**		

Details of Cash Flow

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Revenues						**Revenues**										
State Revenues																**Assumption Notes**
Basic Education Program	2,700,392	$0	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$270,039	$0	$270,039	2,700,392	0	10 annual installments based on BEP
BEP Transportation Component	167,045	$0	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$16,705	$0	$16,705	167,045	0	10 annual installments based on BEP
BEP Capital Outlay	60,199	$0	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$6,020	$0	$6,020	60,199	0	10 annual installments based on BEP
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	-	-	Funding is dependent upon District allocation
Title II	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Title III	3,500	$0	$0	$0	$0	$438	$438	$438	$438	$438	$438	$438	$438	3,500	-	
NSLP	130,000	$0	$0	$0	$0	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	$16,250	130,000	-	Reimb expected to begin within two-three months
E-Rate	6,000	$0	$0	$0	$0	$750	$750	$750	$750	$750	$750	$750	$750	6,000	-	
CSP Startup Grant	350,000	$350,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	350,000	-	Based on 600K total in two annual payments
IDEA	72,000	$0	$0	$0	$0	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	72,000	-	Based on $1,500 per pupil
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Fundraising & Philanthropy																
Other	-	$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	-	-	

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 1 Cash Flow

Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**3,489,137**	**350,000**	**292,764**	**292,764**	**292,764**	**319,201**	**319,201**	**319,201**	**319,201**	**319,201**	**319,201**	**26,438**	**319,201**	**3,489,136**	**1**	

Compensation

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	97,850	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	$8,154	97,850	-	
Assistant Principal	63,886	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	63,886	-	
Special Education Coordinator	62,240	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	$5,187	62,240	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	61,800	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	61,800	-	
Total Administrative Compensation	**285,776**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**23,815**	**285,776**	**-**	
Instructional Staff																
Teachers	725,532	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	$60,461	725,532	-	
Special Education Teachers	99,761	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	99,761	-	
Educational Assistants/Aides	84,975	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	$7,081	84,975	-	
Elective Teachers	136,037	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	$11,336	136,037	-	
Other (Specify in Assumptions)	23,814	$0	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$2,381	$0	23,814	(0)	
Total Instructional Compensation	**1,070,119**	**87,192**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**89,573**	**87,192**	**1,070,119**	**(0)**	
Non-Instructional Staff																
Clerical Staff	34,883	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	$2,907	34,883	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	**34,883**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**2,907**	**34,883**	**-**	
Bonuses	75,000	$25,000	$0	$0	$0	$0	$0	$25,000	$0	$0	$0	$0	$25,000	75,000	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**1,465,778**	**138,914**	**116,295**	**116,295**	**116,295**	**116,295**	**116,295**	**141,295**	**116,295**	**116,295**	**116,295**	**116,295**	**138,914**	**1,465,778**	**(0)**	

Employer Benefits & Taxes

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Social Security	90,878	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	$7,573	90,878	-	Staff and faculty training
Medicare	21,254	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	$1,771	21,254	-	Admin, IT, LSSP, Occup Therapy, Prof Svcs
State Unemployment	14,658	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	14,658	-	Audit Services (may not be realized this FY)
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Legal Fees
Workers Compensation Insurance	14,658	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	$1,221	14,658	-	Copier Lease and Usage
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet and Phone Service
Medical Insurance	217,080	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	$18,090	217,080	-	Cell Phone Service
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Payroll Services
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	School Nurse
TCRS Certified Legacy	108,403	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	$9,034	108,403	-	Transportation
TCRS Certified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	IT Services
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	LSSP, Occup Therapy, psychology, speech, all other svcs
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Insurance
Other Classified Retirement	28,178	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	$2,348	28,178	-	Postal Charges
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Bank Charges
Total Employer Benefits & Taxes	**495,108**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**41,259**	**495,108**	**-**	

Operating Expenses

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Contracted Services																
Professional Development	58,553	$25,000	$10,500	$5,694	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,929	$1,927	58,553	(0)	-
Financial Services	77,126	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	$6,427	77,126	-	Admin, IT, LSSP, Occup Therapy, Prof Svcs
Audit Services	10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000	10,000	-	Audit Services

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 1 Cash Flow

Legal Fees	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Legal Fees
Copier Lease and Usage	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Copier Lease and Usage
Internet and Phone Service	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet and Phone Service
Cell Phone Service	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Cell Phone Service
Payroll Services	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Payroll Services
Health Services	30,000	$0	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$0	30,000	-	Health Services
Transportation	120,000	$0	$16,000	$12,000	$12,000	$12,000	$8,000	$12,000	$12,000	$12,000	$12,000	$12,000	$0	120,000	-	Transportation
IT Services	29,276	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	$2,440	29,276	-	IT Services
Contracted SPED Services	90,000	$0	$7,500	$15,000	$8,438	$8,438	$8,438	$8,438	$8,438	$8,438	$8,438	$8,438	$0	90,000	-	Contracted SPED Services
Insurance	43,915	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	$3,660	43,915	-	Insurance
Postal Charges	2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	-	Postal Charges
Bank Charges	1,200	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	1,200	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	93,500	$87,000	$6,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	93,500	-	Textbooks and Instructional Supplies
Education Software	17,000	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	$1,417	17,000	-	Infinite Campus, School Final Forms, and ITC
Student Supplies	12,257	$10,250	$210	$200	$200	$200	$200	$200	$200	$200	$200	$197	$0	12,257	-	Student Supplies
Faculty Supplies	12,257	$10,250	$210	$200	$200	$200	$200	$200	$200	$200	$200	$197	$0	12,257	-	Faculty Supplies
Library Books	10,000	$4,000	$2,000	$1,200	$600	$400	$400	$400	$400	$300	$300	$0	$0	10,000	-	Library Books
Testing & Evaluation	10,000	$0	$3,250	$3,190	$445	$445	$445	$445	$445	$445	$445	$445	$0	10,000	-	Testing & Evaluation
Student Laptops	10,000	$10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	-	Student Laptops
Faculty Laptops	25,000	$25,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	25,000	-	Faculty Laptops
Office Supplies	5,000	$3,000	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$0	5,000	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper
Marketing Materials	58,553	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	$4,879	58,553	-	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	5,000	$2,500	$700	$200	$200	$200	$200	$200	$200	$200	$200	$200	$0	5,000	-	Health Supplies
Facility Related Expenses																
Rent	326,400	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	$27,200	326,400	-	Based on 80 sq ft/pupil; $12 sq/ft
Utilities	84,000	$6,500	$7,500	$6,750	$6,500	$6,500	$8,250	$8,250	$8,250	$7,500	$6,500	$6,500	$5,000	84,000	-	Utilities, trash, common area maintenance
Custodial	36,000	$4,500	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$1,500	36,000	-	Custodial
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	included in Utilities
Faculty Furniture	20,000	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	20,000	-	Faculty Furniture
Student Furniture	80,000	$60,000	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	80,000	-	Student Furniture
Internet/Network Equipment	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Internet/Network Equipment
Other Equipment	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Other Equipment
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Building Decorum
Tenant Improvements	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Tenant Improvements
Other	50,703	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	$4,225	50,703	-	All other plant operations; based on $3.55/sq ft
Other	155,000	$0	$24,000	$16,500	$16,350	$16,350	$8,000	$14,000	$16,350	$16,350	$16,350	$10,750	$0	155,000	-	Food service expenses
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Staff Recruitment
Student Recruitment & Community Enga	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Parent Meetings
Authorizer Fee	35,000	$0	$0	$0	$17,500	$0	$0	$0	$17,500	$0	$0	$0	$0	35,000	-	3% PPR up to $35,000
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**1,602,739**	**326,431**	**163,001**	**125,565**	**128,993**	**111,293**	**100,693**	**110,693**	**130,543**	**112,193**	**111,193**	**105,287**	**76,858**	**1,602,739**	**(0)**	
Total Expenses	**3,563,624**	**506,604**	**320,555**	**283,119**	**286,547**	**268,847**	**258,247**	**293,247**	**288,097**	**269,747**	**268,747**	**262,841**	**257,031**	**3,563,625**	**(1)**	

American Classical Academy Montgomery
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%	3.00%	3.00%	3.00%	3.00%	
Cumultative Increase		100.00%	103.00%	106.09%	109.27%	112.55%	
State Revenues	**Assumption**						**Assumption Notes**
Basic Education Program	$7,942	2,700,392	$3,190,434	$3,599,464	$4,008,494	$4,417,524	
BEP Transportation Component	$491	167,045	$197,359	$222,662	$247,964	$273,267	
BEP Capital Outlay	$177	60,199	$71,124	$80,242	$89,361	$98,479	Based on BEP and estimated county allocations
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	$250	3,500	$4,000	$4,500	$5,000	$5,500	Based on county average 4% ELL enrollment
NSLP	$0	130,000	$159,650	$164,440	$169,373	$174,454	Reimbursement expected to begin within two-three months of the school's opening
E-Rate	$0	6,000	$6,180	$6,365	$6,556	$6,753	
CSP Startup Grant	$0	350,000	$250,000	$0	$0	$0	Based on 600K total in two annual payments
IDEA	$1,500	72,000	$84,975	$95,790	$106,605	$117,420	Based on county average 14% SpEd enrollment
Other	$0	-	$0	$0	$0	$0	
School Activity Revenues							
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
		-					
Fundraising & Philanthropy		-					
Other	$0	-	$150,000	$150,000	$150,000	$150,000	
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		**3,489,137**	**4,113,722**	**4,323,463**	**4,783,353**	**5,243,397**	

Compensation

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2023-24	2024-25	2025-26	2026-27	2027-28	
Administrative Staff						**Assumption Notes**
Principal/School Leader	97,850	100,786	103,809	106,923	110,131	
Assistant Principal	63,886	65,802	67,776	69,810	71,904	
Special Education Coordinator	62,240	64,108	66,031	68,012	70,052	
Deans, Directors	-	-	-	-	-	
Other (Specify in Assumptions)	61,800	63,654	65,564	67,531	69,556	
Total Administrative Compensation	**285,776**	294,349	303,180	312,275	321,643	
	-					
Instructional Staff						
Teachers	725,532	840,710	962,146	1,090,112	1,224,889	

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 2 Through 5 Budget

Special Education Teachers	99,761	102,753	158,754	163,517	168,422	
Eduacational Assistants/Aides	84,975	116,699	150,250	185,709	191,280	
Elective Teachers	136,037	140,118	192,429	247,753	306,222	
Other (Specify in Assumptions)	23,814	28,207	33,601	38,252	42,884	
Total Instructional Compensation	**1,070,119**	1,228,488	1,497,180	1,725,342	1,933,698	
Non-Instructional Staff						
Clerical Staff	34,883	35,930	74,015	76,235	78,522	
Custodial Staff	-	-	-	-	-	
Operations	-	-	-	-	-	
Social Workers/Counseling	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional Compensation	**34,883**	35,930	74,015	76,235	78,522	
Bonuses	75,000	31,930	39,546	42,438	44,356	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	**1,465,778**	**1,590,697**	**1,913,921**	**2,156,290**	**2,378,219**	

Employer Benefits & Taxes

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Social Security	90,878	98,623	118,663	133,690	147,450	
Medicare	21,254	23,065	27,752	31,266	34,484	
State Unemployment	14,658	15,907	19,139	21,563	23,782	
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	14,658	15,907	19,139	21,563	23,782	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	217,080	239,873	284,592	314,549	337,198	
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	108,403	124,446	151,664	174,777	195,884	
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	28,178	29,023	29,894	30,790	31,714	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	**495,108**	**546,844**	**650,843**	**728,198**	**794,293**	

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%	3.00%	3.00%	3.00%	3.00%	3.00%
	Cumultative Increase	100.00%	103.00%	106.09%	109.27%	112.55%	
Contracted Services							**Assumption Notes**
Professional Development	$0	58,553	$79,274	$83,469	$92,667	$101,868	
Financial Services	$0	77,126	$83,781	$85,050	$90,351	$91,031	All other contracted financial and admin services
Audit Services	$0	10,000	$10,300	$10,609	$10,927	$11,255	
Legal Fees	$0	15,000	$10,000	$10,300	$10,609	$10,927	
Copier Lease and Usage	$0	20,000	$20,600	$21,218	$21,855	$22,510	
Internet and Phone Service	$0	15,000	$15,450	$15,914	$16,391	$16,883	

American Classical Academy Montgomery
New Charter School Application Budget Template
Year 2 Through 5 Budget

Cell Phone Service	$0	5,000	$5,150	$5,305	$5,464	$5,628	
Payroll Services	$0	20,000	$20,600	$21,218	$21,855	$22,510	
Health Services	$0	30,000	$30,900	$31,827	$32,782	$33,765	
Transportation	$0	120,000	$141,776	$159,953	$178,129	$196,306	
IT Services	$0	29,276	$30,155	$31,059	$31,991	$32,951	
Contracted SPED Services	$0	90,000	$92,700	$95,481	$98,345	$101,296	All student contracted services: LSSP, Occup Therapy, psychology, speech
Insurance	$0	43,915	$59,456	$62,602	$69,500	$76,401	
Postal Charges	$0	2,000	$2,060	$2,122	$2,185	$2,251	
Bank Charges	$0	1,200	$1,236	$1,273	$1,311	$1,351	
Supplies & Materials							
Textbooks and Instructional Supplies	$275	93,500	$110,468	$128,369	$147,245	$167,138	Based on 21-22 BEP guidelines of for textbooks, mat'ls, and SpEd I&S mat'ls
Education Software	$0	17,000	$17,510	$18,035	$18,576	$19,134	Infinite Campus, School Final Forms, and ITC
Student Supplies	$36	12,257	$14,481	$16,828	$19,302	$21,910	Based on 36.00 ADM for consummable supplies
Faculty Supplies	$36	12,257	$14,481	$16,828	$19,302	$21,910	Based on 36.00 ADM for consummable supplies
Library Books	$0	10,000	$0	$0	$0	$0	
Testing & Evaluation	$0	10,000	$12,625	$13,003	$13,394	$13,795	
Student Laptops	$0	10,000	$0	$0	$0	$0	
Faculty Laptops	$0	25,000	$0	$0	$5,000	$0	
Office Supplies	$0	5,000	$5,150	$5,305	$5,464	$5,628	
Printing Paper	$0	-	$0	$0	$0	$0	
Marketing Materials	$0	58,553	$10,000	$10,000	$10,000	$10,000	
Student Uniforms	$0	-	$0	$0	$0	$0	
Gifts & Awards - Students	$0	-	$0	$0	$0	$0	
Gifts & Awards - Teachers and Staff	$0	-	$0	$0	$0	$0	
Health Supplies	$0	5,000	$5,150	$5,305	$5,464	$5,628	
Facility Related Expenses							
Rent	$0	326,400	$385,632	$435,072	$484,512	$533,952	based on 80 sq ft/pupil; $12 sq/ft
Utilities	$0	84,000	$99,244	$115,326	$132,284	$150,156	Utilities, trash, common area maintenance
Custodial	$0	36,000	$37,080	$38,192	$39,338	$40,518	
Waste	$0	-	$0	$0	$0	$0	inncluded in utilities
Faculty Furniture	$0	20,000	$4,250	$4,378	$4,509	$4,644	
Student Furniture	$0	80,000	$4,080	$4,202	$4,328	$4,458	
Internet/Network Equipment	$0	15,000	$15,450	$15,914	$16,391	$16,883	
Other Equipment	$0	5,000	$5,150	$5,305	$5,464	$5,628	
Building Decorum	$0	-	$0	$0	$0	$0	
Tenant Improvements	$0	-	$0	$0	$0	$0	
Other	$0	50,703	$59,904	$64,225	$67,670	$70,202	All other plant operations; based on $3.55/sq ft
Other	$0	155,000	$159,650	$164,440	$169,373	$174,454	Food service expenses
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other Charges							
Staff Recruitment	$0	-	-	-	-	-	
Student Recruitment & Community Engagement	$0	-	-	-	-	-	
Parent & Staff Meetings	$0	-	-	-	-	-	
Authorizer Fee	$0	35,000	$35,000	$35,000	$35,000	$35,000	3% PPR up to $35,000
Other	$0	-	$0	$0	$0	$0	
Debt Service							
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Total Operating Expenses		**1,602,739**	**1,598,742**	**1,733,125**	**1,886,979**	**2,027,969**	
Total Expenses		**3,563,624**	**3,736,284**	**4,297,889**	**4,771,468**	**5,200,482**	

American Classical Academy Montgomery
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	675,000	**255,902**	**181,414**	**558,853**	**584,426**	**596,311**
State Revenues	**-**	**2,927,637**	**3,458,917**	**3,902,368**	**4,345,819**	**4,789,270**
Federal Revenues	**-**	**561,500**	**504,805**	**271,095**	**287,534**	**304,127**
School Activity Revenues	**-**	**-**	**-**	**-**	**-**	**-**
Fundraising & Philanthropy	**-**	**-**	**150,000**	**150,000**	**150,000**	**150,000**
Total Revenues	**-**	**3,489,137**	**4,113,722**	**4,323,463**	**4,783,353**	**5,243,397**
Staffing	**109,167**	**1,465,778**	**1,590,697**	**1,913,921**	**2,156,290**	**2,378,219**
Employer Benefits & Taxes	**19,681**	**495,108**	**546,844**	**650,843**	**728,198**	**794,293**
Contracted Services	**25,750**	**537,069**	**603,438**	**637,400**	**684,363**	**726,932**
Supplies & Materials	**45,000**	**258,567**	**189,865**	**213,673**	**243,747**	**265,143**
Facility-Related Expenses	**187,000**	**772,103**	**770,439**	**847,053**	**923,869**	**1,000,895**
Other Charges	**32,500**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**
Debt Service	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses	**419,098**	**3,563,624**	**3,736,284**	**4,297,889**	**4,771,468**	**5,200,482**
Net Income	**(419,098)**	**(74,487)**	**377,438**	**25,574**	**11,885**	**42,915**
Ending Fund Balance	255,902	181,414	558,853	584,426	596,311	639,226

Attachment O – Budget Narrative

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

(a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

The American Classical Academy, Inc. (ACE) board expects to open American Classical Academy Montgomery (ACACM) with modest enrollment in year one with projected class sizes averaging 20 students in K-3 and no more than 25 students per class in 4-5 as required. This document describes the resources that are needed to support the school during its initial years of operation in order to produce a school that is high-performing, has a stable enrollment, and will establish itself as a successful part of the local community in which it serves. Monies received through the basic education program funding mechanism, federal programs allocations, and grants will be the primary sources of revenue for the school. The school will seek donors and additional support in donations and loans.

While the school will start with a modest enrollment and staffing model during its first years, initial staff salaries, student recruitment, local marketing efforts, and capital expenditures needed for the purchase of furniture, fixtures, classroom technology, and potential facility improvements must be in place prior to the first day of instruction. Moving forward, additional funds will be necessary to support the growth of the school and the capacity growth in all of those areas as well as professional development, student support services, technology, curriculum, and operations as a whole.

The school will apply for the charter school program (CSP) grant in the amount of $600,000 ($350,000 year one and $250,000 year two) if possible. It is not yet confirmed that the Tennessee Department of Education will be awarded the renewal grant, and because ACE cannot be sure that those charter school program funds will be available to ACACM, a plan is in place to manage all required startup expenses regardless of the CSP grant award. ACE, as the board of directors for American Classical Academy Montgomery will enter into a short-term no-interest loan for the school's startup expenses in the amount of $675,000. Having access to $675,000 through the ACE board of directors will provide assurance that all initial expenses will be funded and the school will have the working capital and necessary cash flow to carry the school until BEP funding is consistently flowing to pay all required expenses for the school year one.

The school will grow annually with the addition of two classes per grade level. By year five, the school will include high school beginning with grade 9 and the school will continue to grow until its first senior class has graduated. The budget projections show an annual improvement in cash balance growth at year-end.

(b) An explanation of student enrollment and BEP projections;

ACACM enrollment projections by year and by grade level are as stated herein. Each district's BEP rates vary slightly. Using $8,188 from the 2021-2022 BEP rate and applying a 3% annual increase has been

confirmed with the Tennessee Department of Education as a fair BEP estimate to use for the school's budget.

The first year budget reflects 340 students in grades K-5 which will yield $2,927,637 in basic education program revenue when including an estimated average per pupil capital outlay of $177.

Grade Level	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	At Capacity 2033-34
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6		50	50	50	50	50
7			50	50	50	50
8				50	50	50
9					50	50
10						50
11						50
12						50
Totals	340	390	440	490	540	690

(c) An explanation of all anticipated funding sources, including grants, state, federal, and local per- pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

As detailed in **Attachment N – Planning and Budget Worksheet,** ACACM's funding is based on the following funding sources:

- State Revenue BEP funding – primary source
- Federal Funding including Title I, Title II, Title IV, IDEA, eRate,
- The school will apply for the CSP grant when it becomes available for additional startup resources
- Fundraising and donations will be received by supporters of the Hillsdale College Barney Charter School Initiative classical education model
- $675,000 startup loan with Hillsdale College
- ACE's access to an additional $1 million line of credit through Hillsdale College

In addition to BEP funding, federal program revenue has been forecasted conservatively in the budget, consisting of IDEA funding for special needs, Title funding and school meals reimbursements. While this may change in the future, the board has been advised by the TN Department of Education to use an estimated amount of $1,500 for the projected special education population at 14% which is reflective of the local community. The budget assumes 41% for Title I and free and reduced lunch

population and 5% for the ELL population. These are estimates in order to project the budget. Any allocation in excess of these projections will reduce the amount of funding received and will require adjustment of working capital advances required in the initial years of operation.

Additional working capital is provided by the ACE startup loan to the school in the amount of $675,000. This loan is made available to the school as a contingency plan if the school does not receive the startup Charter School Program grant. At this time, the Tennessee Department of Education plans to apply for a renewal CSP grant; and if awarded the school will apply so that these additional CSP funds may be used for program implementation expenses year one and year two in the amount of $600,000 or in the amount awarded to the school.

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

ACACM expenditures as detailed in **Attachment N – Planning and Budget Worksheet** include the 3% authorizer fee up to the $35,000 state limit. There will be no debt service for the ACE startup loan, however additional detail in the Planning and Budget Worksheet include the following:

Employees
During the planning year, ACACM will hire a principal and will have limited staffing expenses, however, as expected with most schools, salaries and benefits are the primary expense estimated at 65% of revenue during the school's initial years with annual increases estimated at 3%.

Contracted Services
ACACM will contract for services beginning in year one and will continue to do so during the early growth years. Services contracted will assist with budgeting as enrollment grows. Services include accounting and audit services, IT services, contracted special education oversight, student services, food service, facility services, and professional development related fees.

Facility and Operational Costs
While the classical education model is not driven by technology, there are still significant expenses associated with technology to facilitate necessary cabling, hardware, software, and equipment. Technology estimates are included in the budget as well as curriculum, furniture, fixtures, utilities, and various other assets and supplies necessary for school operations.

(e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

The board will engage with an independent accountant and auditor to ensure that financial controls, checks, and balances are in place during the planning year. ACE is researching reputable and knowledgeable local accountants who will provide payroll and fiscal controls policies under which the school will operate. The board will secure a contract upon approval of the application if not sooner. Fiscal control policies and procedures will be adopted to ensure compliance with Tennessee and local district rules and laws.

(f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting

requirements;

ACACM will secure a contract with a reputable and knowledgeable charter school accountant and independent auditor during the planning year – well in advance of the school's opening. These relationships will be established early in the planning process to ensure that appropriate accounts are established, leaders are knowledgeable of all federal, state, and Tennessee Department of Education requirements, and so that the school is adequately prepared from a fiscal standpoint prior to opening.

(g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

The ACE board brings significant financial and operational experience to the school. Oversight of financials is a primary role of the board, so fiscal expertise on the board is important. The board will hire an experienced accountant to provide detailed monthly financials, report to the board and submit financial reporting to the authorizer and the state as required. The board's accountant will be involved with the audit process and keep the principal and board informed of progress and/or anything needed to ensure compliance. The board has not yet hired the ACACM fiscal contractor or the principal, however, the accomplished expertise on the board is impressive and will manage the processes throughout the application period until such roles have been secured.:

Patrick H Flannery – certified public accountant, MBA in Finance & accounting, former charter school board member.
H. Kenneth Cole – MBA in accounting
Luke Robson – Undergraduate degree in economics and brings startup charter school experience

When the ACE board begins hiring and contracting skilled expertise, the ACACM principal will be responsible for preparing and presenting to the board for adoption a budget for the school annual operations as well as a five-year forecast.

The accountant will be responsible for preparing monthly financials, preparing payroll and paying into required benefits and retirement systems for all staff members, working with the principal to ensure alignment with the budget and federal program allocations, in addition to ensuring authorizer reporting is accurate; and the auditor will be responsible for conducting an annual audit as required by the authorizer.

(h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
(i) The level of financial expertise of the proposed school's internal and external team members;

As stated herein, ACE will contract with an accountant and an independent auditor. The ACE governing board will oversee the school's contracts and the accountant and auditor will report directly to the board. The school's budget is developed by the principal and managed by the principal and operations/business manager. The board has an established finance committee and is engaged in oversight at the committee level and the board level, receiving regular reporting and updates on the school's financial position.

The board is composed of members with legal, business, financial and educational backgrounds, and expertise. Patrick H Flannery and H. Kenneth Cole are financial officers and Luke Robson brings to the role experience in charter school startup and a charter school operational and financial background.

Being a Hillsdale member school brings with it the expertise and assistance of Hillsdale College and Barney Charter School Initiative (BCSI) leadership selection process. The board believes that securing a strong principal with experience in charter school operations and classical education coupled with the support from a qualified and experienced operations/business manager is important to the school's success. While these positions have not yet been secured, experience and success in charter school operations is a requirement for consideration of the role.

The addition of a contracted accountant and auditor additionally provide confidence to the board that they will have the skills necessary to provide effective school fiscal management and oversight.

(j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

(k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

The school will apply for the charter school program (CSP) grant through the Tennessee State Department of Education, upon confirmation of eligibility. While the Tennessee Department of Education's (TN DOE) charter school grant is not currently secured, the TN DOE is in the process of applying for a renewal grant this year. The renewal grant is expected to result in the same award for new schools as was received in the past. As a budget projection, ACACM assumes receipt of a CSP grant award of $600,000. When the TN DOE is notified of the grant renewal, ACACM will be eligible for a year one and two implementation grant with a projected 2023-2024 start date. The CSP grant award will be significant in helping to meet financial startup needs for school year one at $350,000 and year two at $250,000.

In addition to the CSP grant, the school has a contingency plan. ACACM will have access to a $675,000 interest-free loan from ACE. Evidence of the ACE loan commitment is attached to this application in **Attachment E – Letters of Support**. If the school does not receive the CSP grant award, if enrollment goals are not met, or if there are revenue delays that could cause cash flow problems, the ACE startup loan in the amount of $675,000 is vital in ensuring the school has funds necessary to pay staff, purchase necessary furniture and equipment, and sustain operations during initial years.

Additionally, regardless of receipt of the CSP grant, or the school's potential start up loan, the ACE Board will have access to a $1 million line of credit through Hillsdale College. This line of credit may be used by the board as the board determines is necessary and beneficial. The board may use such funds to assist with the school's development in supporting facility acquisition, expansion, or other operational needs that would develop due to reduced enrollment revenues or delays in revenues. Evidence of the board's access to a $1 million line of credit is attached to this application in **Attachment E – Letters of Support.**

American Classical Education, Inc. is the governing board of the school and will be a 501c3 nonprofit. The organization is a Delaware nonprofit and has started the federal 501c3 application processes. The

ACE Board will additionally fundraise and accept donations to further support the efforts of the American Classical Academy Montgomery.

(l) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Special education needs can vary significantly. The Tennessee Department of Education suggests that ACACM use an estimated $1,500 allocation estimate for special needs students, but the school is aware that depending upon a student's designation and required needs, costs associated with services can range well beyond $1,500 and above BEP funding allocations. ACACM's fiscal representatives and operations/business manager will ensure reporting of special needs students is accurate to ensure all federal dollars are received to cover the costs of additional services and accommodations. It is known that, especially in recent years, federal grant dollars are not always received as quickly as needed. ACACM's access to a line of credit through Hillsdale College will lessen the burden and address any concerns with short-term cash flow shortfalls.

AMERICAN CLASSICAL EDUCATION

CHECKLIST
For Category 1 Applicant

- ✓ General Information
- ✓ Assurances
- ✓ Executive Summary
- ✓ 1.1
- ✓ 1.2
- ✓ 1.3
- ✓ 1.4
- 1.5 (if applicable)
- ✓ 1.6 (if applicable)
- ✓ 1.7
- ✓ 1.8
- ✓ 1.9
- ✓ 1.10
- ✓ 1.11
- ✓ 1.12
- ✓ 2.1
- ✓ 2.2
- ✓ 2.3
- ✓ 2.4
- ✓ 2.5
- ✓ 2.6
- ✓ 2.7
- ✓ 2.8
- ✓ 2.9
- 2.10 (if applicable)
- ✓ 2.11
- ✓ 3.1
- ✓ 3.2
- ✓ Attachment A
- ✓ Attachment B
- ✓ Attachment C
- ✓ Attachment D
- ✓ Attachment E
- ✓ Attachment F
- ✓ Attachment G
- ✓ Attachment H
- ✓ Attachment I
- ✓ Attachment J
- Attachment K (if applicable)
- ✓ Attachment N
- ✓ Attachment O