

**RUTHERFORD COUNTY BOARD OF EDUCATION**

**SPECIAL CALLED MEETING AGENDA**

**2240 Southpark Drive  
Murfreesboro, TN 37128**

**July 18, 2022  
7:00 P.M.**

**1. CALL TO ORDER**

**2. REVIEW AMENDED CHARTER SCHOOL APPLICATIONS FOR COMMITTEE RECOMMENDATIONS AND RESOLUTION**

**A. American Classical Academy – Rutherford (ACAR)**

**The review committee recommends denial of the amended application for American Classical Academy – Rutherford (ACAR) because the application failed to meet or exceed the criteria of the rubric in the areas of academic plan and operations.**

Recommended motion to deny the amended application for American Classical Academy – Rutherford (ACAR) as presented.

**B. Springs Public School (TN) – Empower Academy**

**The Review committee recommends authorization of the amended application for Springs Public Schools Tennessee \_ Empower Academy because the application meets or exceeds the criteria of the rubric in the areas of academic plan, operations, and financial capacity.**

Recommended motion to approve the amended application for Springs Public Schools Tennessee – Empower Academy as presented.

**3. ADJOURNMENT**



Department of  
**Education**

Charter Schools



**AMERICAN  
CLASSICAL**  
EDUCATION

**AMERICAN CLASSICAL ACADEMY RUTHERFORD**

**AMENDED APPLICATION  
FOR A  
PUBLIC CHARTER SCHOOL**

**TO OPEN 2023-24 SCHOOL YEAR**

Submitted to: Rutherford County Schools  
Attention Bill Spurlock, Director of Schools  
2240 Southpark Drive, Murfreesboro, TN 37128  
And Via Email: [SpurlockB@rcschools.net](mailto:SpurlockB@rcschools.net)

And to: TN Department of Education  
Attention: Nathan G. Parker  
Via Email: [Charter.schools@tn.gov](mailto:Charter.schools@tn.gov)





**TABLE OF CONTENTS**

**EXECUTIVE SUMMARY..... 7**

**SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY ..... 10**

1.1 School Mission and Vision ..... 10

1.2 Enrollment Summary..... 17

1.3 Academic Focus and Plan ..... 33

1.4 Academic Performance Standards ..... 51

1.5 Phase-In / Turn Around Planning..... 61

1.6 High School Graduation and Postsecondary Readiness (high schools only) ..... 62

1.7 Assessments..... 70

1.8 School Calendar and Schedule ..... 76

1.9 Special Populations..... 79

1.10 School Culture and Discipline..... 90

1.11 Recruitment and Enrollment..... 94

1.12 Parent and Community Engagement and Support..... 104

**SECTION 2: OPERATIONS PLAN AND CAPACITY..... 108**

2.1 Governance..... 108

2.2 Start-Up Plan ..... 119

2.3 Facilities ..... 127

2.4 Personnel/Human Capital ..... 131

2.5 Professional Development..... 141

2.6 Insurance..... 151

2.7 Transportation ..... 152

2.8 Food Service ..... 155

2.9 Additional Operations ..... 157

2.10 Charter Management Organization ..... 161

2.11 Waivers..... 162

**SECTION 3: FINANCIAL PLAN AND CAPACITY ..... 166**

3.1 Planning and Budget Worksheet ..... 166

3.2 Budget Narrative..... 166



## ATTACHMENTS

Please include attachments labeled according to the following schedule:

ATTACHMENT A:	Annual Academic Calendar
ATTACHMENT B:	Family Handbook/School Forms
ATTACHMENT C:	Student Discipline Policy
ATTACHMENT D:	Enrollment Policy
ATTACHMENT E:	Letters of Support/MOUs/Contracts from the Community
ATTACHMENT F:	Governance Documents
	F1. Articles of Incorporation
	F2. Proof of non-profit and tax-exempt status
	F3. By-laws
	F4. Code of Conduct
	F5. Conflict of Interest Policy
	F6. Board member resumes or biographies
	F7. Board policies
ATTACHMENT G:	School Organizational Chart
ATTACHMENT H:	Student Achievement Data (if available)
ATTACHMENT I:	Employee Manual/Personnel Policies
ATTACHMENT J:	Insurance Coverage
ATTACHMENT K:	CMO Agreement (if applicable)
ATTACHMENT L:	Network Annual Report
ATTACHMENT M:	Network Organizational Chart
ATTACHMENT N:	Planning and Budget Worksheet
ATTACHMENT O:	Budget Narrative
ATTACHMENT P-T:	N/A
APPENDIX I:	HILLSDALE K-12 PROGRAM GUIDE – In an effort to be environmentally friendly, the 650+ page Curriculum Guide is available to reviewers electronically <a href="#">here</a> .

**GENERAL INFORMATION**

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

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

Charter authorizer for proposed school: **Rutherford County School District**

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: **Rutherford County School District**

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
Donna Ecton	CEO, EEI	Board Member
Delores Gresham	Former Tennessee State Senator and Education Committee Chair	Board Member
Jason J. Kohout	Attorney, Partner, Foley & Lardner	Board Member
Oscar Ortiz Duarte	Superintendent, Heritage Classical Academy	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	Clark-Montgomery County School System	American Classical Academy Montgomery	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 Rutherford** 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:

- a. 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;
- b. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
- c. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
- d. 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;
- e. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
- f. 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;
- g. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
  - i. employing individuals to teach who hold a license to teach in a public school in Tennessee;
  - ii. 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](#));
  - iii. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
  - iv. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
  - v. 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
- h. 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 Rutherford (ACAR) will be a public charter school serving students from throughout the dynamic and growing county of Rutherford located about 30 miles southeast 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.

ACAR'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 ACAR's plan to provide a high-quality classical American education option for students and families throughout Rutherford 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.

ACAR 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 Rutherford 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. Rutherford 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.

Recently ranked as the 3<sup>rd</sup> best place to live in Tennessee, Rutherford County is experiencing rapid growth, and is home to a number of Fortune 500 companies, including Amazon, Verizon and General Mills. In addition to jobs and a booming real estate market, Rutherford’s quality public school system serves as an attraction, and ACAR intends to offer a unique but complementary option.

Communities that experience rapid growth face many challenges, including growing public school capacity to meet increased demand. The Rutherford School District currently serves approximately 46,500 students enrolled in its 50 schools. Already facing capacity challenges, the district is currently using 154 portable classrooms. It’s 2020 “Five Year Building Plan” calls for seven new school buildings and additions to five others for completion by August 2026.

ACAR 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 Rutherford County’s diverse student population: 55.4% White; 21.2% Black/African American; 17.6% Hispanic; 5.1% Asian; and less than 1% American Indian/Alaska Native and Native Hawaiian/Pacific Islander. Special populations include: 19.8% economically disadvantaged students; 12.7% English Learners; and 8.9% students with disabilities.

Among ACAR’s greatest challenges will be introducing an unfamiliar educational option and explaining the promise of charter public schools. Rutherford 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, ACAR 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 ACAR 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. ACAR 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, and door-to-door canvassing. Once a final (or temporary) site has been selected, ACAR will implement a robust community awareness plan including a Parent Info Packet (PIP). The PIP is a whole-school multilingual lead-generation campaign that drives interest from families within a 30-minute drive of ACAR's final location and connects with prospective families through Google Ads, social media ads, and search engines. This initial campaign will be followed by Age-and-Stage campaigns to speak directly to the challenges families face in specific seasons of their children's growth and development. While digital will be the primary outreach investment, ACAR also sees traditional advertising as a worthwhile investment in the early phases of rolling out a new school. Direct mail and billboards will be considered to raise brand and location awareness.

American Classical Education, Inc. (ACE) will serve as ACAR's governing authority. Initially, it 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. ACAR 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 ACAR. 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 Rutherford (ACAR) 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. ACAR will measure success in achieving this mission in several ways. Intellectual development (training minds) is measured as described on page 9 and further detailed in Sections 1.4 and 1.7.

While neither moral character nor civic virtue can be easily assessed, the school will put in place several programs and tools to ensure that the education model is effectively implemented and producing strong results. ACAR will offer specific programming tied to civic virtue and moral character, including year-long high school courses in government and moral philosophy, classes which will serve as a capstone to topics that are regularly explored in the context of K-12 history and literature curriculum. ACAR will assess its effectiveness in these areas through annual surveys of its families and through regular evaluation of the school. Evaluations of the school will include internal reviews by the school accountability committee and external reviews by visitors from the Hillsdale College K-12 Education Office. External reviews will be communicated to school leadership and to the board.

ACAR 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. ACAR 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.

ACAR will use the K-12 curriculum developed by Hillsdale College. Hillsdale College is a private nonsectarian Christian university. ACAR is an independent entity from the college and is sponsored by American Classical Education, Inc. (ACE), a nonprofit organization independent of Hillsdale College. In order to help launch ACAR with relevant skills and expertise, the founding board includes several staff

members from Hillsdale. Since its initial application, the board has added Tennessee representation. The current board roster and detail of expertise is included in section 2.1 of this application.

ACAR does not nor does the chosen curriculum “promote the agenda of any religious denomination or religiously affiliated entity.” (T.C.A. § 49-13-104(13)). The curriculum is specifically designed for public schools and made available for free. As explained in the Executive Summary, the 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. It is continually reviewed and improved based on the experiences of leaders and teachers from across Hillsdale’s network of classical schools.

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. ACAR 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.

ACAR 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. ACAR aims to see 85% retention of both faculty and students year over year. ACAR 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, ACAR understands the value of state testing and the state performance and proficiency framework as indicators of student achievement and growth, and ACAR 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 ACAR 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.

ACAR will grow to serve students from kindergarten through grade 12. Students will receive a well-rounded and robust education with opportunities for excellence in academics, athletics, extra-curricular activities, and the arts. The school will be affiliated with 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.

ACAR will train students to be stewards of the “Western Tradition” and pillars of a free society. ACAR 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, ACAR 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. ACAR 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, ACAR 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, ACAR 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 ACAR 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, ACAR 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, ACAR 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: ACAR will be open to all students from Rutherford County. ACAR anticipates a diverse group of families gravitating to the school for a variety of reasons. ACAR 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, ACAR can ensure a reduction in the achievement gaps currently seen in Rutherford 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 Rutherford County. ACAR 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, ACAR 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: ACAR will utilize the same curricula, instructional strategies, hiring practices, and school structure as other Hillsdale member schools and expect to meet or exceed similar achievement levels indicated here. Using 2018-19 data, Hillsdale member 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 member 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 member 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 ACAR. 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 employee manual as well as in promotional materials for ACAR that parent engagement, feedback, and support are of great importance to all Hillsdale member 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<sup>2</sup> 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 ACAR 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 Rutherford 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 ACAR opens, the opportunity to enroll in a rigorous liberal arts and highly successful classical education program will be available to students throughout Rutherford County.
2. Student Readiness: By adhering to a classical education model, research-proven curriculum, and time-tested instructional strategies, the teachers and staff of ACAR 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. ACAR 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 at 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 model 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 member 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 ACAR, 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 Rutherford County, ACAR 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 ACAR:

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, ACAR 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

ACAR'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 ACAR 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 ACAR 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.**

The Rutherford County Chamber of Commerce web site reads, “Immediately southeast of Nashville on the I-24 corridor, this vibrant Southern community represents a unique blend of Southern charm with a thriving 21st-century community. An average of 20 people a day are moving here - and for good reason. Fortune 500s like Amazon, Verizon, Nissan North America, General Mills, Bridgestone and more call us home! We can’t wait to show you why our business-friendly attitude, outstanding hospitality, educational ecosystem, site selection and quality of life amenities make Rutherford work.” (Rutherford Chamber of Commerce. “Economic Development.” 2021. <https://www.rutherfordchamber.org/> .)

In 2019, WKRN, a local news station enthusiastically began the evening news with the story: “Rutherford County ranked 3rd best place to live in Tennessee.” The newscasters went on to brag that Niche.com had “also ranked Rutherford County as #2 for families in Tennessee; #3 best place to live in Tennessee; #3 best public schools in Tennessee; and #4 best for young professionals in Tennessee.” (Francis, Erica. “Rutherford county ranked 3rd best place to live in Tennessee.” October 17, 2019. WKRN.com. <https://www.wkrn.com/news/rutherford-county-ranked-3rd-best-place-to-live-in-tennessee/> )

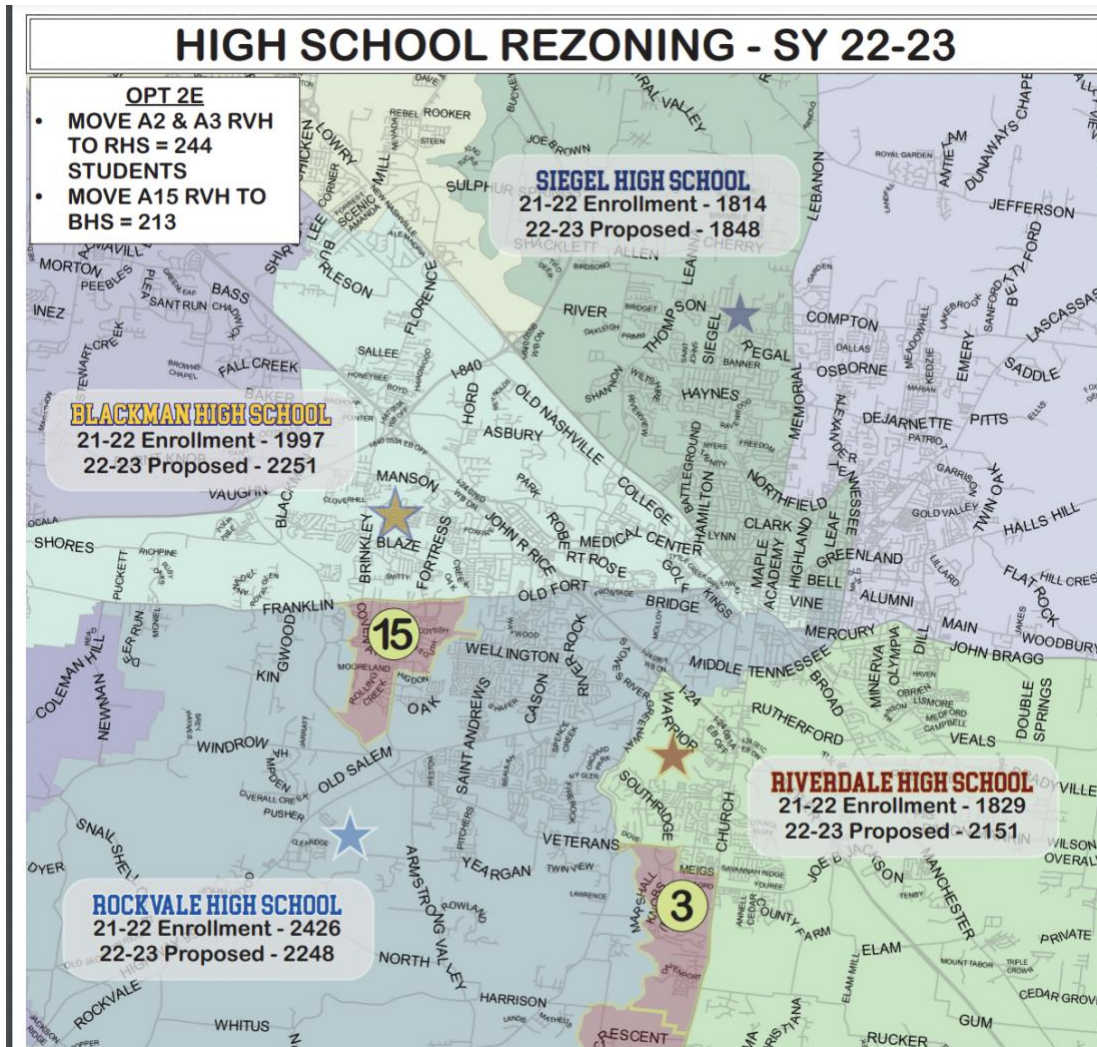
The newscasters, and Niche were right. Real estate websites and additional news stories confirm that over the past two years Rutherford County has grown, in some areas by 70%, making it one of the fastest growing areas not only in Tennessee, but in the country. Families, young professionals and businesses are flocking to the once rural communities located about 30 miles from Nashville. One interviewee in the 2019 newscast explained, “We love it. We’re country living with a neighborhood feel...that was a big thing for us, both of us lived on like 25 acres growing up, so having that space to roam is big for us.” (Francis, Erica. “Rutherford county ranked 3rd best place to live in Tennessee.” October 17, 2019. WKRN.com. <https://www.wkrn.com/news/rutherford-county-ranked-3rd-best-place-to-live-in-tennessee/> ).

In 2019, Zillow advertised that the median home value has “increased 53.7% over the past 5 years with the median home value in August 2014 being \$158,500 and in August 2019 at \$243,000”. (Zillow.com) But it’s not just the landscape, work opportunities and growing niche shopping markets that’s garnering the attention of families willing to pay the 2022 average cost of over \$300,000 for a nice four-bedroom home -- it’s the highly ranked schools. In every article, news story and real estate ad, the schools are identified as being some of the strongest in the state: “Patrick Cammack, senior vice president of economic development at the Rutherford County Chamber of Commerce, attributes the city’s popularity to the cost of living, the quality of life and the great schools – K-12 schools in Rutherford County rank among the best in the state.” (Francis, Erica. “Rutherford county ranked 3rd best place to live in Tennessee.” October 17, 2019. WKRN.com. <https://www.wkrn.com/news/rutherford-county-ranked-3rd-best-place-to-live-in-tennessee/> )



But with this rapid expansion comes growing pains, and Rutherford County is certainly feeling it. On January 6, 2022 the same news station ran another story addressing the housing in Rutherford County, but this time, the tag line was very different: “Rutherford County’s home inventory crisis being created by trusts, property assessor says” and the story continues with the county property assessor explaining that one in ten of their single-family homes are now owned by a real estate investment trust. Residents are feeling the effects with one realtor explaining, “We have a lot of traffic we didn’t have before. We have growing pains of course with infrastructure.” (Francis, Erica. Rutherford county’s home inventory crisis being created by trusts, property assessor says.” January 6, 2022. WKRN.com. [https://www.wkrn.com/special-reports/rutherford-countys-home-inventory-crisis-being-created-by-trusts-property-assessor-says/.](https://www.wkrn.com/special-reports/rutherford-countys-home-inventory-crisis-being-created-by-trusts-property-assessor-says/))

The Rutherford School District is reacting too. On recent board agendas, a redistricting plan has been discussed - the growth spurt is already affecting four different high schools - affecting building capacity numbers and causing concern. The school district, in its latest 2020 strategic plan, laid out a “Five Year Building Plan ” which identified 12 building projects - 7 new schools and additions to 5 others - all to be completed by August 2026.

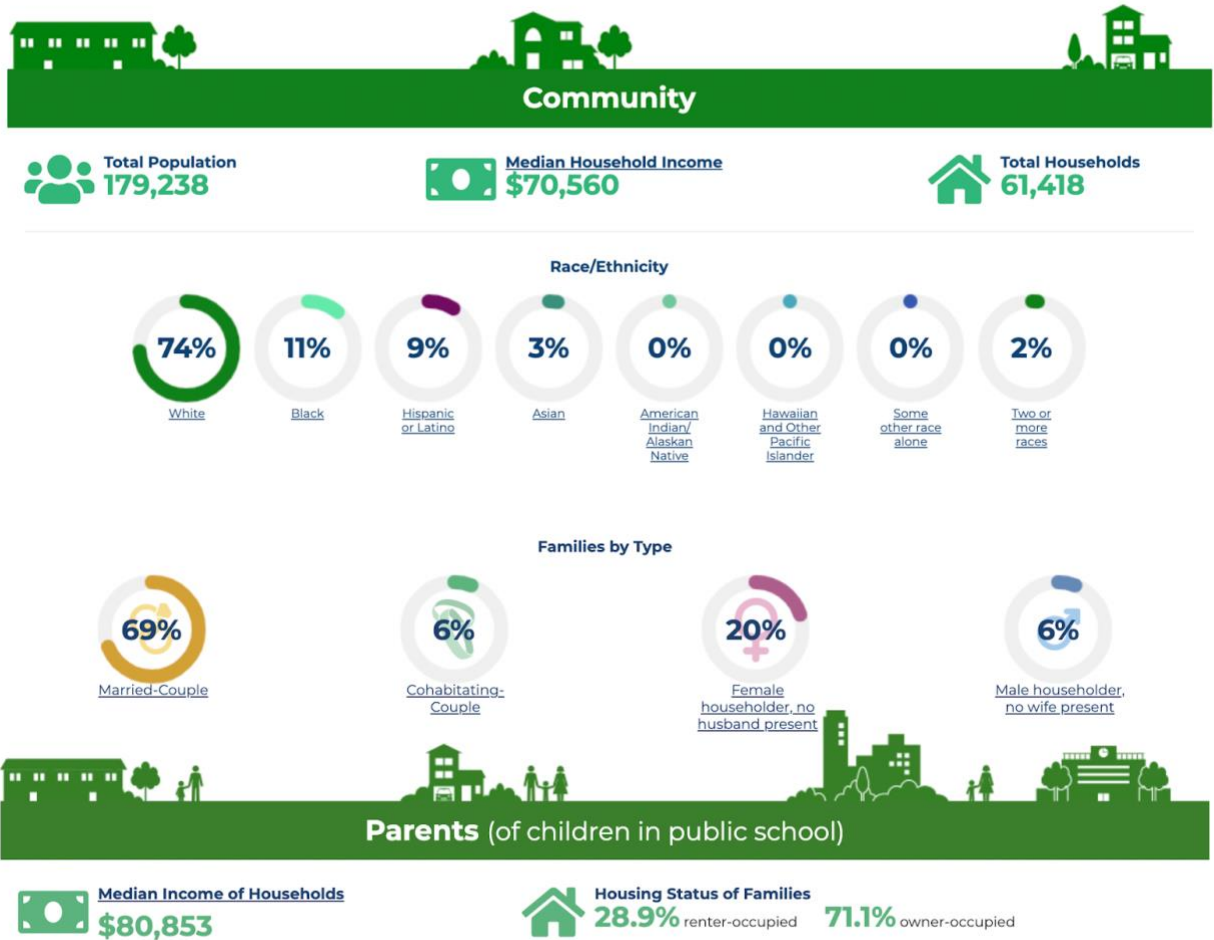


The 2021 Rutherford County District report card lists student enrollment at 46,544 representing an increase of over 1,000 students in just the past two years. The explosive growth in suburban neighborhoods as well as renovations of older homes in the county are attracting families from around the country leading to the aggressive building plan. The school district is subsequently planning for growth in all aspects of its operations including staffing, infrastructure, facilities management and transportation needs. Based on school board discussions and the strategic plan, the board and community are in agreement: the schools are a valuable commodity and the consistent record of providing a solid education for their children cannot be sacrificed in exchange for the benefits of the growth.

Rutherford County includes 50 schools: 26 elementary schools; 11 middle schools; 3 middle/high schools; and 9 high schools. According to 2019 data collected from Tennessee's department of education website, Rutherford County's schools earn high scores for achievement (33.6 on track, 6.9% mastered) and growth measures (5) on the state report card. Additionally, as a group, the high schools in Rutherford County have a 95.6 % graduation rate and 48.7% for the Ready Graduate indicator, outperforming the state averages of 89.1 and 40.3% respectively. The average ACT score for the county's students is a 21, up slightly from 2017's 20.8 and higher than the state average of 20.2. Rutherford County students collectively had a chronic absenteeism rate of 8.9, lower than the state average of 12.5. (TDOE. "Report Cards." 2019.) A full list of county schools with school achievement scores is included in this application.

According to the Tennessee Department of Education's website, the student population is diverse with 55.4% white, 21.2% Black/African American, 17.6% Hispanic, 5.1% Asian and less than 1% American Indian/Alaska Native and Native Hawaiian/Pacific Islander. The county reports special populations to include 19.8% economically disadvantaged students, 12.7% English Learners, and 8.9% students with disabilities. The Rutherford County School District serves 77% of the student population with the local city school district of Murfreesboro serving another 15% and 8% attending private schools. There are five magnet schools and one virtual academy serving the county.

The communities that make up Rutherford County are growing rapidly - many believe too rapidly and fear the future of their previously close knit communities. Although many of the communities in this 624 square mile area had been, as recently as 2016, categorized as rural or small suburban, those attributes now lean heavily toward large suburban. The school district has invested incredible resources to address this growth, but, according to its website, "RCS has grown to the fourth largest school district in the State of Tennessee. With this opportunity to serve more students each year, the needs of an ever growing and increasingly diverse student population are profound." (Rutherford County Schools. "Strategic Plan 2021-22". 2021.)



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

Rutherford County is experiencing exciting, and yet challenging growth and the school district is taking definitive action to address it. Rutherford County currently has 50 schools serving students in grades kindergarten through 12. Because of the community growth, and although building and renovation plans have been on-going for years, the district is having a hard time keeping up - 154 portable classrooms are currently being used. (Brodén, Scott. "Rutherford Collegiate Prep officials pitch charter school..." Murfreesboro Daily News Journal. December 3, 2021.

<https://www.dnj.com/story/news/2021/12/03/proposed-rutherford-collegiate-prep-charter-school-faces-opposition-county-officials/8806150002/>.

On January 8, 2022, radio station WGNS, in a brief report regarding charter schools opening in Rutherford County, included the following quote from State Representative Mike Sparks (R, Smyrna) "I think it could help us relieve our already overcrowded and growing district. Ten of the twelve Title 1 schools (higher poverty) are in my home district ..." This growth and the specific characteristics of the county provide a prime opportunity for the American Classical Academy Rutherford (ACAR) to augment the solid educational choices already available to families.

Overall, Rutherford County schools perform well with the large majority earning top scores from Tennessee’s Department of Education for both achievement and growth. The chronic absenteeism rate is lower than the state’s average, the ACT rate of graduating seniors is slightly higher as is the Ready Graduate indicator percentage. The county currently has 50 public schools including 5 magnet schools and 19 private schools. American Classical Academy Rutherford has not identified a specific community within the county at this point but recognizes the importance of offering a tuition-free high achieving school for all of its students.

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

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 – 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. ACAR will reach out to minority populations as well as students with disabilities to emphasize that the classical education model supports these students and helps them foster a sense of community and academic rigor. It will allow them to succeed with a content-rich curriculum that includes significant attention to all aspects of American history and the American cultural inheritance, including African American, Native American, and Latin American history and authors.

By utilizing an American classical education model, ACAR will meet the needs of these families.

In summary, several important factors show that Rutherford County is a perfect region for ACAR:

- 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, ACAR will prove to be as successful as other Hillsdale model schools: it will utilize the same research based curriculum; teachers will be trained to use time-tested high-yield teaching strategies; administrators and teachers will be provided intensive training regarding the principles and practices of an American classical education school; and, continued support and training will be provided by Hillsdale College K-12 Education.

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

Enrollment trends in all of the Rutherford county schools show steady increases over the past three years. The district’s strategic plan for 2020-2023 projects a 3 to 3.25% increase for the next three years equaling close to 10% growth by the end of 2023. Housing and commercial growth has hit record highs and is currently outpacing projections made by the chamber of commerce just two years ago. The schools are at or nearing capacity necessitating discussions regarding staffing, facilities, transportation needs and overcrowding. At the last three Board of Education meetings, an emergency redistricting plan possibly affecting four high schools as early as Fall 2022 has been on the agenda. Of the 50 schools listed “at capacity for 2021-2022” are 15 out of 26 elementary schools, 6 out of 11 middle schools and 3 out of 9 high schools.

Currently, as a group, Rutherford’s schools outperform the state averages in all categories. However, when the data is looked at in more detail, some anomalies can be seen. When magnet schools - all of which have application requirements for a student to have previous high academic achievement - are removed from the “all students” reporting categories, the remaining school scores fall far closer to or below the state averages. For example, although Central Magnet recorded a college readiness rate of 97.8%, seven other non-magnet high schools posted the following: 6.6, 10.4, 10.7, 10.7, 12.6, 18.7, 19.9

for an average of 12.8. The state average for the same year is 40. Rutherford County's overall one-year success rate, or the percentage of students that scored on track or mastered annual state tests, was 37.4% in 2021, down from 40.2% in 2018 and 41.8% in 2019 according to the Tennessee Department of Education. And of these successful students, less than 20% are economically disadvantaged or English Language Learners. Disabled students represent less than 10% of the academically successful students in the district.

While the district has seen significant growth and gains, Rutherford County schools are not meeting the diverse learning needs of their demographic, as evidenced by the success rate of student groups such as: economically disadvantaged - 19.4%; EL - 18.3%; and students with disabilities - 9.8% (according to Tennessee Department of Education data). The Black/Hispanic and Native American student group shows a 22.8% success rate. The addition of another high-performing educational model, such as American Classical Academy Rutherford, may meet the needs of students who are not doing well in the traditional setting.



**RUTHERFORD COUNTY- ALL SCHOOLS- ACADEMIC ACHIEVEMENT**

school_name	subject	Year	% below	% appro	% on tra	% mas	Year	below	Approa	On track	Mastered
Tennessee Schools	ELA	2019	14.6	44.9	33.6	6.9	2018	14.8	47.1	32.5	5.7
Barfield Elementary	ELA	2019	16.1	38	37.3	8.7	2018	12.7	42.6	39.5	5.3
Blackman Elementary	ELA	2019	16.1	42	34.3	7.7	2018	9.3	41.6	41.2	7.8
Blackman High School	ELA	2019	5.4	45.6	43.8	5.2	2018	13.8	58.6	20.7	6.9
Blackman Middle School	ELA	2019	10.2	44.9	36.6	8.3	2018	**	**	**	**
Brown's Chapel Elementary	ELA	2019	14.9	45.3	33.6	6.2	2018	15.7	41.1	35.6	7.6
Buchanan Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Cedar Grove Elementary	ELA	2019	18.7	46.4	29.1	5.8	2018	21.4	44	28.1	6.5
Central Magnet School	ELA	2019	**	**	**	**		**	**	**	**
Christiana Elementary	ELA	2019	15.4	42.3	35.2	7	2018	14.3	39.8	38.6	7.4
Christiana Middle School	ELA	2019	13.1	42.7	38.9	5.3	2018	14.2	47.6	32.6	5.6
David Youree Elementary	ELA	2019	**	**	**	**	2018	21	37.9	35	6.1
Eagleville School	ELA	2019	9.3	46.8	38.5	5.5	2018	**	**	**	**
Holloway High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Homer Pittard Campus	ELA	2019	**	**	**	**	2018	5.5	32	53.1	9.4
John Colemon Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Kittrell Elementary	ELA	2019	**	**	**	**	2018	23.1	48.3	23.1	5.6
Lascassas Elementary	ELA	2019	7.8	39.1	41.3	11.7	2018	6.8	31.6	47.1	14.4
Lavergne High School	ELA	2019	**	**	**	**	2018	**	**	**	**
LaVergne Lake Elementary S	ELA	2019	**	**	**	**	2018	**	**	**	**
LaVergne Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Lavergne Primary	ELA	2019	*	*	*	*					
McFadden School Of Excellence	ELA	2019	**	**	**	**	2018	**	**	**	**
Oakland High School	ELA	2019	9.1	51.3	33.2	6.5	2018	**	**	**	**
Oakland Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Riverdale High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Rock Springs Elementary	ELA	2019	13.6	42.7	36.4	7.3	2018	12.5	41.1	38.7	7.7
Rock Springs Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Rockvale Elementary	ELA	2019	13.9	41.1	35	10	2018	11.7	37.4	42.3	8.5
Rockvale Middle School	ELA	2019	11.3	43.4	38.6	6.8	2018	9.5	45.7	39.6	5.1
Rocky Fork Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Roy L Waldron Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Siegel High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Siegel Middle School	ELA	2019	13.6	43.9	36.9	5.7	2018	**	**	**	**
Smyrna Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Smyrna High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Smyrna Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Smyrna Primary	ELA	2019	**	**	**	**	2018	**	**	**	**
Stewarts Creek Elementary S	ELA	2019	11	39.3	41.7	8.1	2018	10.6	37.6	43.8	8
Stewarts Creek High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Stewarts Creek Middle Scho	ELA	2019	7.1	42.4	41.7	8.8	2018	5.5	47.7	40.5	6.2
Stewartsboro Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Thurman Francis Arts Acade	ELA	2019	**	**	**	**	2018	**	**	**	**
Walter Hill Elementary	ELA	2019	16.6	50.9	27.4	5.1	2018	15.6	43.8	33.8	6.9
Whitworth-Buchanan Middl	ELA	2019	**	**	**	**	2018	**	**	**	**

RUTHERFORD COUNTY- ACADEMIC ACHIEVEMENT- MAGNET SCHOOLS REMOVED											
school_name	subject	Year	% below	% appro	% on tra	% mas	Year	below	Approa	On track	Mastered
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Blackman Elementary	ELA	2019	16.1	42	34.3	7.7	2018	9.3	41.6	41.2	7.8
Blackman High School	ELA	2019	5.4	45.6	43.8	5.2	2018	13.8	58.6	20.7	6.9
Blackman Middle School	ELA	2019	10.2	44.9	36.6	8.3	2018	**	**	**	**
Brown's Chapel Elementary	ELA	2019	14.9	45.3	33.6	6.2	2018	15.7	41.1	35.6	7.6
Buchanan Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Cedar Grove Elementary	ELA	2019	18.7	46.4	29.1	5.8	2018	21.4	44	28.1	6.5
Christiana Elementary	ELA	2019	15.4	42.3	35.2	7	2018	14.3	39.8	38.6	7.4
Christiana Middle School	ELA	2019	13.1	42.7	38.9	5.3	2018	14.2	47.6	32.6	5.6
David Youree Elementary	ELA	2019	**	**	**	**	2018	21	37.9	35	6.1
Eagleville School	ELA	2019	9.3	46.8	38.5	5.5	2018	**	**	**	**
John Colemon Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Kittrell Elementary	ELA	2019	**	**	**	**	2018	23.1	48.3	23.1	5.6
Lascassas Elementary	ELA	2019	7.8	39.1	41.3	11.7	2018	6.8	31.6	47.1	14.4
Lavergne High School	ELA	2019	**	**	**	**	2018	**	**	**	**
LaVergne Lake Elementary S	ELA	2019	**	**	**	**	2018	**	**	**	**
LaVergne Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Lavergne Primary	ELA	2019	*	*	*	*					
Oakland Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Riverdale High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Rock Springs Elementary	ELA	2019	13.6	42.7	36.4	7.3	2018	12.5	41.1	38.7	7.7
Rock Springs Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Rockvale Elementary	ELA	2019	13.9	41.1	35	10	2018	11.7	37.4	42.3	8.5
Rockvale Middle School	ELA	2019	11.3	43.4	38.6	6.8	2018	9.5	45.7	39.6	5.1
Rocky Fork Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Roy L Waldron Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Siegel High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Siegel Middle School	ELA	2019	13.6	43.9	36.9	5.7	2018	**	**	**	**
Smyrna Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Smyrna Middle School	ELA	2019	**	**	**	**	2018	**	**	**	**
Smyrna Primary	ELA	2019	**	**	**	**	2018	**	**	**	**
Stewarts Creek Elementary S	ELA	2019	11	39.3	41.7	8.1	2018	10.6	37.6	43.8	8
Stewarts Creek High School	ELA	2019	**	**	**	**	2018	**	**	**	**
Stewarts Creek Middle Scho	ELA	2019	7.1	42.4	41.7	8.8	2018	5.5	47.7	40.5	6.2
Stewartsboro Elementary	ELA	2019	**	**	**	**	2018	**	**	**	**
Walter Hill Elementary	ELA	2019	16.6	50.9	27.4	5.1	2018	15.6	43.8	33.8	6.9
Whitworth-Buchanan Middl	ELA	2019	**	**	**	**	2018	**	**	**	**
Wilson Elementary School	ELA	2019	**	**	**	**	2018	13.9	49.9	31.1	5.2
Wilson Elementary School	ELA	2019	12.3	36.9	44.6	6.2	2018	26.3	36.8	24.6	12.3



RUTHERFORD COUNTY- ALL SCHOOLS- MATH ACHIEVEMENT											
school_name	subject	Year	Below	Approac	On track	Maste	Year	Below	Approac	On track	Maste
Tennessee Schools	Math	2019	26.3	31.8	30.2	11.7	2018	28.6	31.9	28.9	10.5
Barfield Elementary	Math	2019	12.1	26.8	36.9	24.2	2018	14.8	32.2	36.7	16.3
Blackman Elementary	Math	2019	14	34.9	34.9	16.1	2018	18.9	32.4	34.5	14.3
Blackman High School	Math	2019	36.1	34.4	22.7	6.8	2018	38.2	28.3	26	7.4
Blackman Middle School	Math	2019	20.9	39.1	31.4	8.7	2018	20.2	41.4	32	6.3
Brown's Chapel Elementary	Math	2019	11.1	29	43.6	16.3	2018	12.8	30	39.4	17.8
Buchanan Elementary	Math	2019	23	27.2	36.2	13.6	2018	25.1	33.7	34.5	6.7
Cedar Grove Elementary	Math	2019	10.2	31	38.3	20.5	2018	15.8	30.1	37.9	16.2
Central Magnet School	Math	2019	**	**	**	**		**	**	**	**
Christiana Elementary	Math	2019	10.4	33.9	37.3	18.3	2018	16.3	36.9	32.4	14.4
Christiana Middle School	Math	2019	20	36.6	35.3	8.1	2018	18.7	32.1	38	11.1
David Youree Elementary	Math	2019	19.1	32.9	35.6	12.3	2018	24.4	30.7	29.3	15.6
Eagleville School	Math	2019	21.2	31.5	36.3	10.9	2018	22.5	32.3	35	10.1
Holloway High School	Math	2019	**	**	**	**	2018	**	**	**	**
Homer Pittard Campus	Math	2019	9.8	23.8	48.4	18	2018	12.5	32.8	35.9	18.8
John Colemon Elementary	Math	2019	25.4	31.3	31.3	11.9	2018	25.8	36.2	28.8	9.2
Kittrell Elementary	Math	2019	21.6	39.2	29.1	10.1	2018	34	31.9	25.7	8.3
Lascassas Elementary	Math	2019	6	18.9	41.6	33.5	2018	6.8	15.2	36.1	41.8
Lavergne High School	Math	2019	**	**	**	**	2018	**	**	**	**
LaVergne Lake Elementary	Math	2019	22.9	35.1	29.7	12.2	2018	26.9	38.4	25.8	8.9
LaVergne Middle School	Math	2019	**	**	**	**	2018	**	**	**	**
Lavergne Primary	Math	2019	*	*	*	*					
McFadden School Of Excellenc	Math	2019	**	**	**	**		**	**	**	**
Oakland High School	Math	2019	45.2	28.6	20.1	6.1	2018	51.4	24.2	17.4	7
Oakland Middle School	Math	2019	22.3	39.6	31.9	6.2	2018	**	**	**	**
Riverdale High School	Math	2019	**	**	**	**	2018	**	**	**	**
Rock Springs Elementary	Math	2019	7.7	30.9	38.6	22.8	2018	13.3	29.6	34.9	22.2
Rock Springs Middle School	Math	2019	22	35.8	33.8	8.3	2018	22.5	36.3	32	9.1
Rockvale Elementary	Math	2019	10.5	30.1	39.8	19.5	2018	14	28.5	37	20.4
Rockvale Middle School	Math	2019	15.1	38.6	37.3	9	2018	15.9	39.3	36.6	8.2
Rocky Fork Middle School	Math	2019	13.4	26.9	42.2	17.5	2018	19	36.1	33.9	11
Rocky Fork Middle School	Math	2019	15.3	33.9	37.5	13.3	2018	22	42.2	29.6	6.3
Roy L Waldron Elementary	Math	2019	25.6	36.9	28.5	9	2018	29.6	37.9	25	7.5
Siegel High School	Math	2019	45.5	24	20.9	9.7	2018	43.9	25.4	24.1	6.6
Siegel Middle School	Math	2019	17	40.2	37.1	5.6	2018	19.7	39.4	34.2	6.7
Smyrna Elementary	Math	2019	22.6	31.5	32.1	13.7	2018	19.7	36.2	32.1	12.1
Smyrna High School	Math	2019	**	**	**	**	2018	**	**	**	**
Smyrna Middle School	Math	2019	**	**	**	**	2018	**	**	**	**
Smyrna Primary	Math	2019	29.2	36.5	28	6.4	2018	37.1	33.3	24.1	5.4
Stewarts Creek Elementary	Math	2019	6.5	19.2	37.3	37.1	2018	10.4	25.6	34.8	29.2
Stewarts Creek High School	Math	2019	38.9	30.5	24.8	5.9	2018	**	**	**	**
Stewarts Creek Middle School	Math	2019	11.5	34.1	43.2	11.1	2018	12.8	35.4	45.4	6.5
Stewartsboro Elementary	Math	2019	14.8	36.3	35	13.9	2018	23.8	38	27.7	10.5
Thurman Francis Arts Academy	Math	2019	**	**	**	**	2018	**	**	**	**
Walter Hill Elementary	Math	2019	13.7	25.1	41.1	20	2018	15.7	33.3	37.7	13.2
Whitworth-Buchanan Middle S	Math	2019	**	**	**	**	2018	**	**	**	**
Wilson Elementary School	Math	2019	10.3	30.2	41.5	18	2018	16.1	36.4	30.5	17
Wilson Elementary School	Math	2019	12.3	36.9	44.6	6.2	2018	26.3	36.8	24.6	12.3

RUTHERFORD COUNTY- MATH ACHIEVEMENT- MAGNETS REMOVED											
school_name	subject	Year	Below	Approac	On track	Maste	Year	Below	Approa	On trac	Maste
Tennessee Schools	Math	2019	26.3	31.8	30.2	11.7	2018	28.6	31.9	28.9	10.5
Barfield Elementary	Math	2019	12.1	26.8	36.9	24.2	2018	14.8	32.2	36.7	16.3
Blackman Elementary	Math	2019	14	34.9	34.9	16.1	2018	18.9	32.4	34.5	14.3
Blackman High School	Math	2019	36.1	34.4	22.7	6.8	2018	38.2	28.3	26	7.4
Blackman Middle School	Math	2019	20.9	39.1	31.4	8.7	2018	20.2	41.4	32	6.3
Brown's Chapel Elementary	Math	2019	11.1	29	43.6	16.3	2018	12.8	30	39.4	17.8
Buchanan Elementary	Math	2019	23	27.2	36.2	13.6	2018	25.1	33.7	34.5	6.7
Cedar Grove Elementary	Math	2019	10.2	31	38.3	20.5	2018	15.8	30.1	37.9	16.2
Christiana Elementary	Math	2019	10.4	33.9	37.3	18.3	2018	16.3	36.9	32.4	14.4
Christiana Middle School	Math	2019	20	36.6	35.3	8.1	2018	18.7	32.1	38	11.1
David Youree Elementary	Math	2019	19.1	32.9	35.6	12.3	2018	24.4	30.7	29.3	15.6
Eagleville School	Math	2019	21.2	31.5	36.3	10.9	2018	22.5	32.3	35	10.1
John Colemon Elementary	Math	2019	25.4	31.3	31.3	11.9	2018	25.8	36.2	28.8	9.2
Kittrell Elementary	Math	2019	21.6	39.2	29.1	10.1	2018	34	31.9	25.7	8.3
Lascassas Elementary	Math	2019	6	18.9	41.6	33.5	2018	6.8	15.2	36.1	41.8
Lavergne High School	Math	2019	**	**	**	**	2018	**	**	**	**
LaVergne Lake Elementary	Math	2019	22.9	35.1	29.7	12.2	2018	26.9	38.4	25.8	8.9
LaVergne Middle School	Math	2019	**	**	**	**	2018	**	**	**	**
Lavergne Primary	Math	2019	*	*	*	*					
Oakland High School	Math	2019	45.2	28.6	20.1	6.1	2018	51.4	24.2	17.4	7
Oakland Middle School	Math	2019	22.3	39.6	31.9	6.2	2018	**	**	**	**
Riverdale High School	Math	2019	**	**	**	**	2018	**	**	**	**
Rock Springs Elementary	Math	2019	7.7	30.9	38.6	22.8	2018	13.3	29.6	34.9	22.2
Rock Springs Middle School	Math	2019	22	35.8	33.8	8.3	2018	22.5	36.3	32	9.1
Rockvale Elementary	Math	2019	10.5	30.1	39.8	19.5	2018	14	28.5	37	20.4
Rockvale Middle School	Math	2019	15.1	38.6	37.3	9	2018	15.9	39.3	36.6	8.2
Rocky Fork Middle School	Math	2019	13.4	26.9	42.2	17.5	2018	19	36.1	33.9	11
Rocky Fork Middle School	Math	2019	15.3	33.9	37.5	13.3	2018	22	42.2	29.6	6.3
Roy L Waldron Elementary	Math	2019	25.6	36.9	28.5	9	2018	29.6	37.9	25	7.5
Siegel Middle School	Math	2019	17	40.2	37.1	5.6	2018	19.7	39.4	34.2	6.7
Smyrna Elementary	Math	2019	22.6	31.5	32.1	13.7	2018	19.7	36.2	32.1	12.1
Smyrna High School	Math	2019	**	**	**	**	2018	**	**	**	**
Smyrna Middle School	Math	2019	**	**	**	**	2018	**	**	**	**
Smyrna Primary	Math	2019	29.2	36.5	28	6.4	2018	37.1	33.3	24.1	5.4
Stewarts Creek Elementary	Math	2019	6.5	19.2	37.3	37.1	2018	10.4	25.6	34.8	29.2
Stewarts Creek High School	Math	2019	38.9	30.5	24.8	5.9	2018	**	**	**	**
Stewarts Creek Middle School	Math	2019	11.5	34.1	43.2	11.1	2018	12.8	35.4	45.4	6.5
Stewartsboro Elementary	Math	2019	14.8	36.3	35	13.9	2018	23.8	38	27.7	10.5
Walter Hill Elementary	Math	2019	13.7	25.1	41.1	20	2018	15.7	33.3	37.7	13.2
Whitworth-Buchanan Middle S	Math	2019	**	**	**	**	2018	**	**	**	**
Wilson Elementary School	Math	2019	10.3	30.2	41.5	18	2018	16.1	36.4	30.5	17
Wilson Elementary School	Math	2019	12.3	36.9	44.6	6.2	2018	26.3	36.8	24.6	12.3

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

ACAR plans to serve students throughout Rutherford County. Prior experience has shown that the classical model is attractive to students and families from all backgrounds. ACAR will be open to all

students. The school’s outreach materials will ensure families understand the classical model, ACAR’s curriculum and school culture, and can decide whether they are a good fit for their children.

Families that enroll their students in the school know 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 will be encouraged to 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.

The academic model and curriculum that will be implemented at ACAR is currently in use in over twenty classical public schools across the country. Jacksonville Classical Academy in Jacksonville, FL, serves a majority African American population and Hozho Academy Charter School in Gallup, NM, serves a majority Native American population. In both schools, more than half of the students qualify for free or reduced price lunches. The model and curriculum are also used in suburban schools like Ivywood Classical Academy in Plymouth, MI, with only 17% of students qualifying for a free or reduced price lunch, but also rural and urban schools representing a much greater proportion of students from economically disadvantaged backgrounds. Seven Oaks Classical School in Ellettsville, IN and Treasure Valley Classical Academy in Fruitland, ID, are both rural schools with more than 30% of students qualifying for free or reduced priced lunches. All of these environments and school populations have experienced success with this curriculum, and the schools themselves have readily adapted to the unique needs of their local constituencies. ACAR will do the same, and will learn from other Hillsdale member schools about how best to reach and serve the needs of its unique community.

Rutherford County’s population aligns with ACAR’s goal to serve a diverse student body representative of the quickly changing community. Rutherford County School District includes 50 schools serving a diverse student body of over 47,000. (55.4% White, 21.2% Black, 17.6% Hispanic, 5.1% Asian, and less than 1% American Indian/Alaskan Native and Native Hawaiian/Pacific Islander). Current Tennessee Charter School Data is highlighted below <https://www.tnchartercenter.org/what-we-do/data-research/>.

## Tennessee Charter School Data Highlights



of Tennessee charter school students are people of color – welcoming all students and providing public school options to communities of color



**HAVE LOWER CHRONIC ABSENTEEISM RATES**

than the state average.

Regular attendance is important for students to reach academic milestones and encourages them to stay in school and graduate.

This number reflects attendance data through March 2, 2020



The diversity of the expected student population is reflective of many of the locations where Hillsdale College K-12 (Hillsdale) classical schools are thriving around the country. Magnet schools in Rutherford County outpace Tennessee's state averages in all areas but enroll special populations of students at much lower percentages than the county average. In a parallel manner, private schools' enrollment of special populations also does not directly reflect the demographics of the county as a whole. Consequently, ACAR will be filling a need for many families in Rutherford County. In addition to meeting those needs, there are no schools in Rutherford County that offer a true classical education model. Rutherford families who desire the structure, discipline, and high expectations will appreciate and embrace ACAR's classical education model. In fact, ACAR's curriculum was selected specifically to 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 Rutherford County, ACAR would also provide equity. Rutherford 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 become exacerbated. ACAR, using well researched and time-tested curriculum and teaching methods will serve all students.

Although 19 private schools are currently available to families of Rutherford County, they all charge tuition, creating an inequitable reliance on family income. As the housing and building boom grows larger and larger, unfortunately so are the costs of living - especially in the price of single-family houses and rent. Some long-time residents and many families new to the area find that what might have been affordable just three years ago is now out of reach for the median family income of \$68,000.

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/.](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 last fall found that lower-income families were choosing homeschooling during the pandemic than higher-income families, challenging the myth that homeschooling families are more affluent than others. Parents' reasons for homeschooling, specifically during the past two years, included wanting to have more control over what their child was learning (or disagreeing with the political tenor of some material in local 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, 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 they see being used, the need for the social-emotional benefits of having their child attend school. However, many are looking for alternatives which is where an equitable free school, with a conservative, classic model of education that can better address student needs.

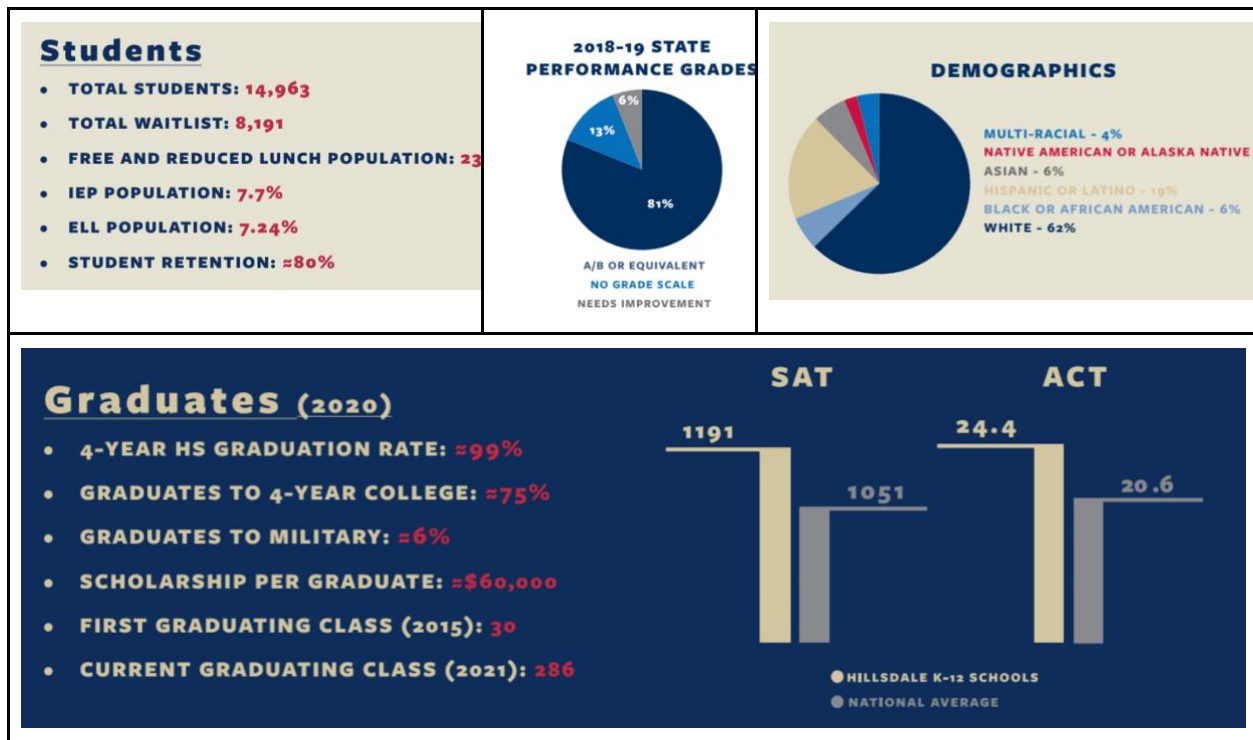
Another option available for families in Rutherford County are the magnet schools. All of these, however, have rigid entrance requirements and long wait lists. Currently, the Rutherford County website lists four magnet elementaries and four middle/high schools. All are identified as being focused on high academics. What creates an inequitable enrollment are the enrollment requirements. On the website for Central Magnet School, serving 1,248 students in grades 6-12, the enrollment policy is explained: “Students are assigned points based on their (previous standardized test) scores. For example, a 99th percentile in Math will receive 20 points, a 98th percentile will receive 19 points, etc. The points for all categories will be totaled and the students with the greatest number of points will be accepted. The remaining students will be placed on a waiting list in order of their total points.” The Discovery School, with 396 K-6 students is similar: “Discovery School is an academically accelerated school for high achieving and gifted children. If the sibling of a Discovery School student qualifies for admission through our testing process, they will be given priority on acceptance or the waitlist depending on availability of positions in the grade level.” All magnet schools have strict rules regarding application materials and dates. For families moving into new neighborhoods, displaced because of economic reasons or caught in redistricting difficulties, these deadlines might very 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, ACAR will be a perfect fit.

ACAR will offer a fair and equitable enrollment option to all students of Rutherford County. After admission, ACAR will deliver an exceptional learning environment and experience for its students through the Hillsdale K-12 classical education model developed originally with The Core Knowledge Sequence and supplemented with Singapore Math, and Literacy Essentials and continuously improved from the experience of Hillsdale staff and experts from its network of schools. Schools across the country using the Core Knowledge Sequence have been shown to outscore local and state counterparts. A 2004 study conducted by researchers from the University of Missouri (Wedman and Waigandt) showed that students attending Core Knowledge (CK) schools consistently scored higher than the national average on national tests. Test score data for the study was taken from 22 Core Knowledge schools located in 13 different states. The data was collected during six consecutive years, 1998 through 2003, and testing results were analyzed in six content areas: reading, language arts, mathematics, social studies, environmental studies, and science. In each year, Core Knowledge schools performed above the 65th percentile on national tests overall (65th in 1998, 67th in 1999, 76th in 2000, 78th in 2001, 78th in 2002, and 79th in 2003). (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](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](https://www.coreknowledge.org/wp-content/uploads/2016/12/CK_National_Study_2004.pdf), 2-16.)

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



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

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

NA

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

The student enrollment summary is based on expected resource capacity, the budget of ACAR in the first six years, community demand for charter school seats, and the experiences of other Hillsdale



member 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, ACAR will be able to hire high quality faculty and staff to meet the instructional and support needs of the students. (BCSI. "Enrollment Guidance." 2021. Hillsdale College.)

Currently, all Hillsdale member schools are operating at their 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
<b>Totals</b>	<b>340</b>	<b>390</b>	<b>440</b>	<b>490</b>	<b>540</b>	<b>690</b>

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	20%	9%	12%

### **1.3 Academic Focus and Plan**

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

American Classical Academy Rutherford (ACAR) 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. ACAR's high standards and research-based classical curriculum will provide students with a traditional education on which to build. At ACAR, 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 ACAR as highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

ACAR is on track to become a Hillsdale member school. ACAR 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 ACAR 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.**

ACAR's classical education model is grounded in the Hillsdale College K-12 curriculum and tenets of a classical American education. ACAR 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 ACAR, 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, ACAR 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, ACAR will be poised to implement RTI<sup>2</sup> with fidelity as outlined by Tennessee's Department of Education. As further proof of being ready to address the individual needs of incoming students, ACAR 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, ACAR 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 ACAR. 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 ACAR 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 ACAR 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 ACAR 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 ACAR. Highly motivated and trained professional educators will guide the learning by using a classical education model and time-proven instructional methods. ACAR’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. ACAR 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.

ACAR’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 ACAR 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.

ACAR agrees with Aristotle that one becomes good only by observing and practicing the right behavior. ACAR 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 ACAR 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 ACAR, 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, ACAR is certain similar student growth will be seen.

ACAR 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. ACAR’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.

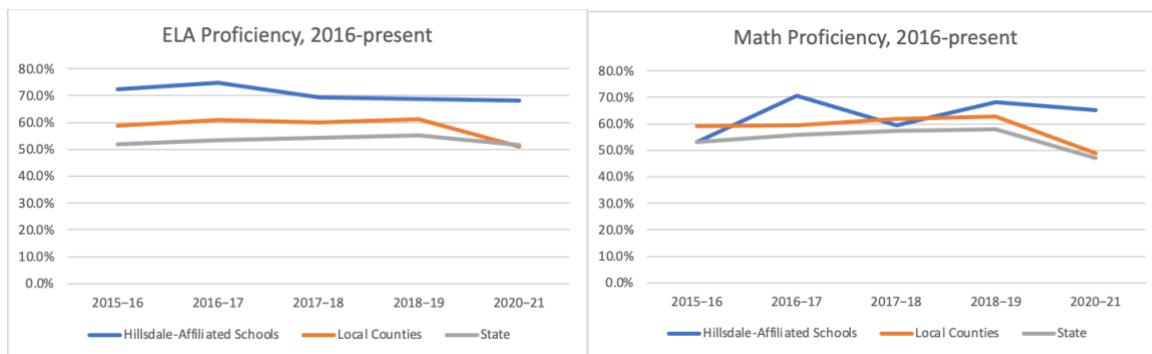
The founders of the United States believed the purpose of education is to prepare students to become good people and good citizens. In alignment with that vision, ACAR will provide students with a content-rich education in the classical tradition and a clear understanding of actions and their consequences 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.**

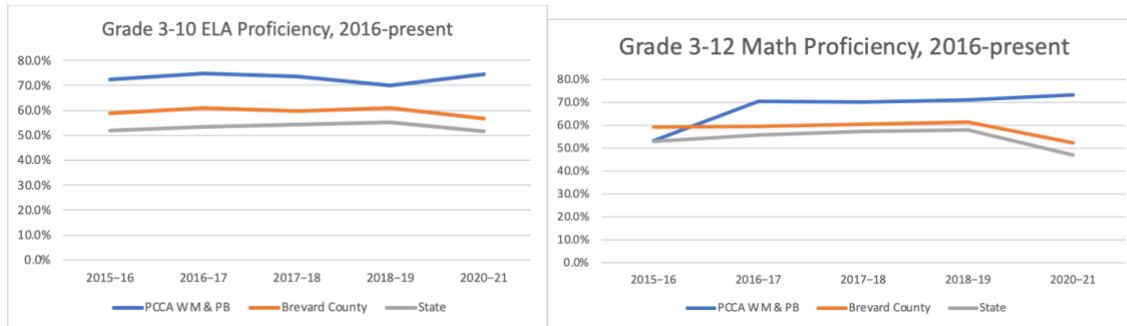
Because expectations remain high for all students and support is provided only when truly needed in appropriate ways, students enrolled in schools using the Hillsdale K-12 curriculum and being taught by educators trained by Hillsdale outperform their public school peers on state-mandated tests.

ACAR will use the curriculum and program employed in more than 20 Hillsdale member schools across the country. While this program has not yet been implemented in Tennessee, it has shown substantial results in other states. For the 2018-19 school year, the last year with proficiency data from all states, Hillsdale member schools cumulatively performed more than 10% better than their state averages in ELA proficiency test results and more than 5% better than their state averages in math proficiency test results. High school graduates from these schools in the 2020-21 graduating class scored an average of 1172 on the SAT (70th percentile) and 24.5 on the ACT (75th percentile), and over 75% of graduates matriculated to 4-year colleges.

Because of suspended testing requirements due to the COVID-19 pandemic, performance data has been difficult to obtain over the past two academic years; however, Hillsdale member schools in Florida make for an excellent case study because of their number (seven currently operating schools), longevity (the first school opened in 2015), and the availability of proficiency data for the 2020-21 school year. The charts immediately below include a comparison of average ELA and Math proficiency scores in these schools against the average scores of the counties in which they are located and the average scores from across the state. The charts include all member schools that tested in a given year, regardless of the maturity of that school—so there’s only one school indicated by the first year’s scores, but six schools in the final year reported.



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



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

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.

ACAR has created a crosswalk from its chosen curricular materials, the Hillsdale College K-12 Program Guide, to Tennessee’s academic state standards. ACAR will continuously review the curriculum, the standards and will further refine curricular materials based on differences found, to ensure strict alignment with Tennessee standards. The current draft alignment is available to view and download at <https://hillsdale.box.com/v/TennesseeAlignmentDraft>.

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 ACAR’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. ACAR 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 ACAR 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, ACAR 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, ACAR 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, ACAR'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.

ACAR 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 the performance of many Hillsdale member schools. An appropriate and thorough understanding of a school's RTI program remains a priority for the support and training provided to Hillsdale member 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 ACAR'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. ACAR 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 ACAR. 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.

ACAR 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, ACAR 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, ACAR'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, ACAR 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 are ready is not an option, so the program will be employed at each student’s ability level. Ability-level groups will be determined at the beginning of the school’s first year, and adjustments will be made 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 ACAR 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 ACAR 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.

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

**Social Studies:** In history classes, students begin with Western Civilization I & II in 9th and 10th grade, 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:** ACAR'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, ACAR 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 ACAR's goal that all students will read well, enjoy it, and understand its importance throughout their lives. Reading is at the very heart of ACAR'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 Bosphorus 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 Friedman 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. ACAR 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 ACAR:

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 express more complex thoughts easily and fluently.

Ability Groupings - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of reading, writing, and math. Ability groupings will allow ACAR to tailor instructional techniques and class time to meet the needs of all types of learners. ACAR 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 ACAR 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 ACAR 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 Rutherford (ACAR) 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. ACAR 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, ACAR 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 ACAR, 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 ACAR. 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, ACAR 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, ACAR 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, ACAR 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, ACAR 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 ACAR but is absolutely necessary. Families in Rutherford 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: ACAR 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. ACAR 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:** ACAR 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. ACAR 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, ACAR 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, ACAR is committed to becoming a highly successful asset to Rutherford County. ACAR'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 ACAR'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 ACAR'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. ACAR 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, ACAR will adhere to all of Tennessee’s state laws, rules, and initiatives. From kindergarten readiness to meeting graduation requirements, ACAR 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 Rutherford County the opportunity to choose ACAR, 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 Rutherford's (ACAR) long-term academic achievement goals are to exceed all average achievement levels of Rutherford County and the state of Tennessee. Further, ACAR will endeavor to increase student achievement levels at a consistent, challenging, yet attainable rate.

ACAR 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, ACAR 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 student 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](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 ACAR'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 K-12 Education Office, input from parents and students, and results from teacher surveys and education staff weekly meetings on student progress. 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 monthly to determine if specific benchmarks are being met. Tangible quantitative and anecdotal evidence will be analyzed. Individual teachers, intervention specialists and student services representatives meet weekly to review student progress and needs which helps to inform the monthly SAC discussions. Given thorough evaluation, the SAC will make recommendations for revising the goals when needed. As goals are revised, so too, will be the communication, training, and implementation measures aligned to them.

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

ACAR, 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 K-12 Education team that will be made available to ACAR. Additionally, taking full advantage of state training and assessment literacy materials - including TNReady scores reports and TVAAS data - will be a requisite step. If ACAR 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<sup>2</sup>) 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. ACAR 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, ACAR 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.

ACAR 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 ACAR’s assessments and diagnostic tools. Tennessee’s RTI<sup>2</sup> framework will be utilized to accommodate, modify or scaffold instruction as deemed necessary and appropriate. According to TDOE’s RTI<sup>2</sup> Implementation Guide, “Response to Instruction and Intervention (RTI<sup>2</sup>) is a problem-solving framework for teaching and learning. Helping students succeed is the fundamental mission of our work and RTI<sup>2</sup> 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<sup>2</sup> 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 ACAR 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.

Achievement gaps are present in all schools and all student populations. To address these achievement gaps, the education staff will use researched-based universal interventions for all students. This is done through the reteaching and or teaching of fundamental skill gaps obtained through assessment data. Individual student needs are discussed with the classroom teacher and intervention specialists weekly. This information further informs the SAC monthly discussions when considering and reporting on student intervention needs. Students not performing to expected standards will be provided research-based interventions to support them in meeting the requirements and proficiency in the skills needed to meet performance expectations. This can be achieved through intervention, enrichment, and tutoring blocks in the daily schedule. This can also be achieved through before- and after-school educational opportunities for students struggling to meet performance expectations. Identifying the missing skills and providing reteaching or appropriate accommodations will be keys for success. 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, ACAR will provide for additional support by utilizing the multi-tiered systems of support and Tennessee's RTI<sup>2</sup> guidelines. (Tennessee Department of Education. "Overview of Student Supports." 2020.

[https://www.tn.gov/content/dam/tn/education/reports/student\\_supports\\_overview.pdf](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.**

ACAR'S attendance policy will follow all items listed in TDOE's School Attendance Policy 4.100. Additionally, ACAR 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. ACAR 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, ACAR 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 the draft American Classical Academy Model School Family Handbook explains the specific policy in detail:

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



make every reasonable effort to ensure that students do not miss class, 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@ACAR.com](mailto:Attendance@ACAR.com). Please include your child's name and the reason for his or her absence in your email. Parents must make us aware of the child's absence before 8:00 a.m. on the day of the absence. If a parent fails to notify the office of a student's absence, the absence will be coded as unexcused.

#### Absences

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

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

#### Excused Absences

The following will be considered excused absences:

- 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 American Classical Academy Model Student 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, ACAR 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.pdf](https://www.tn.gov/content/dam/tn/education/reports/rpt_chronic_absenteeism_early_grades.pdf) ). 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.pdf](https://www.tn.gov/content/dam/tn/education/reports/rpt_chronic_absenteeism_early_grades.pdf) ). 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.



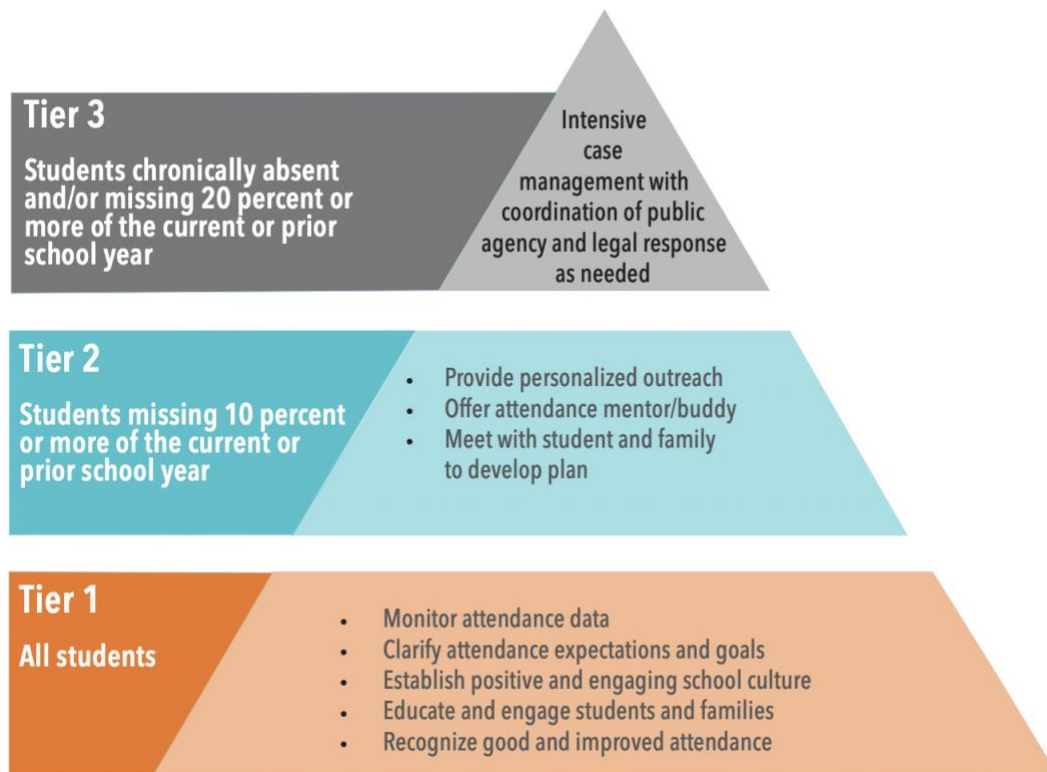
(Attridge, Jonathan. "Chronic Absenteeism in Tennessee's Early Grades." Tennessee Department of Education, 2016. [https://www.tn.gov/content/dam/tn/education/reports/rpt\\_chronic\\_absenteeism\\_early\\_grades.pdf](https://www.tn.gov/content/dam/tn/education/reports/rpt_chronic_absenteeism_early_grades.pdf)).

ACAR 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. ACAR 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. ACAR 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. ACAR 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. ACAR 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, ACAR 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 K-12 Education Office.

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. ACAR recognizes that students are individuals with unique situations. Placement decisions are evaluated on a case by case basis with input from the classroom teacher, education

program staff, and the school principal. If a student transfers from a different school, ACAR 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 ACAR's graduation requirements. ACAR 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 ACAR 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.**

ACAR'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 ACAR 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 ACAR will show evidence of both Tennessee's vision: We will set all students on a path to success; and ACAR'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 Rutherford (ACAR) will open as a K-5 school and add upper middle and high school grade bands as the 2023-2024 cohort of students' progress to those levels. Understandably, the Tennessee graduation requirements and policies regarding high school students may change during the life of the ACAR charter contract. ACAR will adhere to any and all state requirements as these grade bands expand. ACAR will ensure compliance with high school graduation requirements as the school adds high school grades. The school will ensure that all students know the range of postsecondary options available to them and will illustrate how participating in college-preparatory coursework will also prepare them for other post-secondary paths. If ACAR offered high school courses and graduates today, the school would ensure the items which follow.

### Credits

ACAR 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, ACAR 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

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

<p><b>History</b> Ancient World History (2 semesters), European History 500-1815 (2 semesters), American History (2 semesters), Modern World History (2 semesters)</p>	4.0 credits
<p><b>Government</b> Core course: American Government and Politics (2 semesters)</p>	1.0 credit
<p><b>Economics</b> Core course: Economics (1 semester)</p>	0.5 credits
<p><b>Foreign Language</b> 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.</p>	3.0 credits
<p><b>Composition, Logic, and Rhetoric</b> Logic OR Composition (1 semester) and Rhetoric (1 semester)</p>	1.0 credit
<p><b>Philosophy</b> Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (1 semester)</p>	1.0 credit
<p><b>Fine Arts</b> (2 semesters)</p>	1.0 credit
<p><b>Electives</b> (minimum, although more may be accrued) Core courses: P.E. (1 semester)</p>	3.0 credits
<p><b>Senior Thesis</b> 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.</p> <p>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 ACAR.</p>	

### **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 order to maintain the integrity of ACAR'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 ACAR only.

### **Official Transcripts**

Like all transcripts, ACAR'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 ACAR will be listed on the transcript.

Following the lead of the majority of public high schools in Tennessee, ACAR 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 ACAR 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 ACAR 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.

ACAR 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 ACAR’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 member schools have far outperformed local public schools. In late spring, 2021 data regarding all Hillsdale’s Barney Charter School Initiative (BCSI) 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 member 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 member schools hit performance grades of A or B (or their equivalent). Hillsdale’s member 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 member schools, student data shows parallel accomplishments. BCSI’s students’ average ACT score was 24.4 outperforming Rutherford

County (20.8), the state of Tennessee (21) and the nation (20.6). Based on the 2020 data available, only one high school in Rutherford County scored higher than Hillsdale member schools. BCSI student's SAT average score was 1191. (well above the national average of 1050. SAT average scores for Rutherford 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 Rutherford 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, ACAR 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.

ACAR 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. ACAR will adhere to all elements of this policy. To this end, ACAR 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.

ACAR 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. ACAR recognizes several situational causes as potentially affecting a student's ability or willingness to remain enrolled in a high school course. For this reason,

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

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

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

### **Alternate Academic Diploma**

In accordance with 34 CFR § 200.34(c)(3), “alternate diploma” means a diploma for students with the most significant cognitive disabilities, as defined by the state, who are assessed with a state’s alternate 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 Rutherford (ACAR) 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, ACAR 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, ACAR 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, ACAR subscribes to the list of assessments below:

**ACAR’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.

**ACAR’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<sup>2</sup> 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.

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

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 ACAR 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 ACAR. 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 ACAR. 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 ACAR faculty and staff will have a strong and consistent model to follow. By replicating this model, all faculty created assessments will likewise be directly aligned to the standards. Assessments created and provided by all supplemental curriculum (NWEA, Dibels, Singapore Math, Literacy Essentials, iReady, etc.) are fully vetted and documented as being aligned with Tennessee’s State Standards. The 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. A draft of the alignment is available at <https://hillsdale.box.com/v/TennesseeAlignmentDraft>. Consequently, ACAR is confident that all assessments linked to Hillsdale K-12 curriculum are aligned to the Tennessee state standards.

In addition to exhibiting full alignment to ACAR’s curriculum and Tennessee’s State Standards, all assessments used by ACAR are also aligned to the performance goals of the school as explained fully in section 1.4. ACAR 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, ACAR 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 ACAR.

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

Dedicated time and resources will be scheduled to ensure that all teachers, special education staff, and administrators have sufficient time to collect and analyze student academic data on a regular basis. It will be the responsibility of the SAC to determine a working model which clearly identifies the venues, times, goals and individuals involved in data review. In this manner, student assessment and performance data will be regularly evaluated to guarantee that all students are receiving the support and instruction necessary. Classroom teachers and intervention specialists work together weekly to evaluate performance and determine student needs. This information is shared with the SAC during monthly meetings. These meetings include the 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 intervention needs of students. Once the SAC or additional faculty and staff as designated by the SAC define parameters for identifying a student as being "not on track" to reach a specific metric, Tennessee's proven RTI<sup>2</sup> 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<sup>2</sup> model with fidelity. As the school grows to include high school grades, the amended recommendations for the use of the RTI<sup>2</sup> 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, ACAR 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 ACAR'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 ACAR'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. ACAR 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 Rutherford's (ACAR) draft school calendar was designed to closely mirror that of the district in which it will reside. It was developed based on the proposed Rutherford County School District 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.**

ACAR'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. ACAR'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.**

ACAR'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 ACAR 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<sup>2</sup> 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 ACAR traditionally provides, and those services will be provided through experienced and reputable high-quality contracted service providers.

As described in detail in Section 1.3(f), the daily schedule allows for differentiated support throughout the school day, including, as necessary, through flexible scheduling. The literacy and reading curriculum have differentiated instruction tools built into the Literacy Essentials program. Remediation in math occurs naturally through differentiated instructional strategies when necessary. Assessments and tools will be used to determine the specific needs and aptitudes of all students and to match supports needed throughout the school day.

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 ACAR'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 they will begin, how often will they occur, and how will they be funded.**

ACAR 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. ACAR will offer robust programming to allow all scholars to explore their interests and strengths. ACAR'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, ACAR considers the importance of family and parent involvement. Providing great culture leads to outstanding academics, and ACAR 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?**

ACAR'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, ACAR 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)?**

American Classical Education, Inc. (ACE) recognizes the importance of hiring and placing a highly educated and experienced individual as the principal of each classical academy with which it is affiliated. This will be the case with American Classical Academy Rutherford (ACAR). As part of the recruitment and hiring plan, addressed in more detail in section 1.11 of this application, ACAR 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. ACAR 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, ACAR 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?**

ACAR 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<sup>2</sup>) 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<sup>2</sup> Implementation in Tennessee* defines RTI<sup>2</sup> 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<sup>2</sup> Implementation in Tennessee." 2018.

[https://www.tn.gov/content/dam/tn/education/reports/rpt\\_rti\\_report\\_assessing\\_progress.pdf](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 RTI<sup>2</sup> 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 RTI<sup>2</sup> 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 RTI<sup>2</sup> Implementation in Tennessee.” 2018. [https://www.tn.gov/content/dam/tn/education/reports/rpt\\_rti\\_report\\_assessing\\_progress.pdf](https://www.tn.gov/content/dam/tn/education/reports/rpt_rti_report_assessing_progress.pdf) ).

ACAR and all Hillsdale model 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 aligned to the standards to inform instruction.” (Tennessee Department of Education. “Assessing Progress: Four Years of Learning from RTI<sup>2</sup> Implementation in Tennessee.” 2018. [https://www.tn.gov/content/dam/tn/education/reports/rpt\\_rti\\_report\\_assessing\\_progress.pdf](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, ACAR’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. ACAR will meet the needs of ALL students by properly training faculty and staff in the utilization of the RTI<sup>2</sup> 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 ACAR’s proactive plan to meet the needs of all students. Fundamental to the early learning of ACAR’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 ACAR, 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 RTI<sup>2</sup> 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](https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf) )

In implementing the RTI<sup>2</sup> 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](https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf) )

In 2014, TDOE finalized RTI<sup>2</sup> as the method for determining students’ eligibility for an SLD (as well as other disability codes including: Intellectual Disability, Autism, Emotional Disturbance, Speech/Language, and Other Health Impairment). Other legislation and guidance from TDOE recommend the same framework be used to recognize and determine EL, at-risk, and gifted designations. Various articles and studies indicate the successful utilization of this framework with the ultimate goal of allowing all Tennessee students to reach their full potential.

In addition to IDEA and Tennessee rules, regulations and policies, ACAR 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](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](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. ACAR 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, ACAR will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee’s RTI<sup>2</sup> 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.

Intervention specialists will provide specially designed instruction to students with disabilities in addition to their regular coursework. This specially designed instruction will be a method of teaching students with disabilities to use necessary accommodations. Intervention specialists will be an integral part of the general education team to guide and train teachers in methodologies, accommodations and interventions that will support students with disabilities in the classroom. Differentiation by the general education teacher is sometimes not enough to support students with disabilities in the general education classroom. In a full inclusion model, intervention specialists will become co-teachers with the general education teachers to support their students with disabilities. Students with the most severe disabilities or needs may require pull-out services to provide the necessary environment to ensure student success. Related service providers will participate in the full inclusion model if the student can be successful and make progress on their IEP goals. Related service providers will provide support based on a continuum of full inclusion, general education small group setting, pull-out small group setting and 1:1 service in a pull-out setting.

**English Learners:** All federal and state rules, laws, and policies will be strictly followed, especially, but not limited to the “Supplement Not Supplant” statutory provision. ACAR 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, ACAR will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee’s RTI<sup>2</sup> 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. ACAR 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, ACAR will use curricula, instructional practices, instructional strategies, and organizational structures that align with individual and differentiated instruction. Tennessee’s RTI<sup>2</sup> 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> ). Gifted students will be referred for evaluation, based on district and state testing criteria. Once the referral is made the student services department will begin the evaluation process. Once a student is identified as gifted, they will receive an IEP and support from an intervention specialist to allow them to achieve their full potential.

ACAR 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, ACAR 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<sup>2</sup> 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 ACAR’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 ACAR'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, ACAR, 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 ACAR'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, ACAR 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>. )

Special education services will be provided to students with disabilities based on the laws and guidelines provided by IDEA and the State of Tennessee and will include the following areas.

Personnel:

Intervention specialists will be licensed by the State of Tennessee and meet all requirements set forth by the Tennessee Department of Education. They will receive annual professional development in the following areas:

1. State and Federal Law updates
2. Best practices to completing ETR and IEP's
3. Data collection
4. Research based intervention programs such as Haggerty, Wilson, Moby Max, and other specially designed intervention programs
5. Interventions for students who have experienced trauma
6. De-escalation techniques and protocols
7. Training relevant to their student caseload
8. Behavior training
9. Social Emotion Learning
10. Child find training

Initial Evaluation Team Report (ETR):

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



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

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

The ETR Team consists of the parent, school psychologist, intervention specialist, necessary related service providers, general education teacher, and a district representative if desired.

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

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

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

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

1. Evaluation Team Report (ETR)

a. Initial/ETR

- i. Consent
- ii. Planning form signatures
- iii. Referral with signatures
- iv. Part 1 signatures
- v. Planning form followed
- vi. Signature page
- vii. Disability category selected agrees with the planning form, if more than one suspected disability, reasoning why others were not selected included in the report.
- viii. PR01
- ix. PR02

2. Individualized Education Plan (IEP)

a. Initial/RIEP

- i. Goals are measurable
- ii. LRE can be supported by school or if amendment needed
- iii. Signatures by all necessary parties or excusal forms attached.
- iv. PR01
- v. PR02

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

**Special Education Services**

Services are provided to all students who have an IEP as outlined in the IEP. The special education teacher pulls each student for their required SDI minutes per their IEP section 7. This is the minimum amount of time each student is pulled, and pulled for additional time if needed but to not exceed their current LRE. Students work on reading fluency, reading comprehension, math calculation, math application, written expression and executive functioning and behaviors per their IEP goals and objectives outlined in section 6 of their IEP.

SDI minutes are documented weekly to track all minutes provided to ensure that students

receive services per section 7 of their IEP. Deficiencies in minutes due to student absences are made up based on best practices. Minutes missed due to staff absences are made up as required by law.

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

- General Education teachers are provided a tracker for each student that has required accommodations highlighted (per section 7 of the IEP). The teacher is tasked with putting the date accommodations were provided in the appropriate box.
- The Intervention Specialist of Record will collect and file the forms and distribute new forms on a monthly basis.

### **Special Education Related Services**

A reputable and experienced service provider will be contracted to provide special related services. All licenses and fingerprints are maintained by the contractor and are given to the school upon request. All services will be provided to all students who need related services per section 7 of their IEP.

- Occupational Therapy- OT will be scheduled twice a week to collaborate with students directly in one on one session. OT services are provided within a classroom with no distractions.
- Speech and Language services - SLP and Speech is provided either one on one or in a small group of two. There will be a location blocked off within the Special education room for virtual services when needed or beneficial.
- Physical Therapy - PT services are provided within a classroom with no distractions unless another location is selected.

### **State and District Assessments**

Students are provided accommodations for all required state and district assessments per the IEP, Section 12. The student services director will set up the testing sessions for the students and ensure all accommodations are provided per section 7 of student IEPs.

- District Assessment: Students will test with the Intervention Specialist during their scheduled time to start and provide headphones as the program speaks and reads for them. If they require extended time they will stay until their time is up. Other students will rotate in and out as they start and finish.
- State Test: Students will test with the Intervention Specialist. Students will be pulled for a small group setting and provided headphones. Students will start at their start time and, if required, extended time. Students will rotate through as needed.

### **Transportation for Students with Disabilities**

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

### **Confidentiality**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or

she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe are inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information
- Schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest.
  - Other schools to which a student is transferring.
  - Specified officials for audit or evaluation purposes.
  - Appropriate parties in connection with financial aid to a student
  - Organizations conducting certain studies for or on behalf of the school.
  - Accrediting organizations.
  - To comply with a judicial order or lawfully issued subpoena.
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

### **Confidentiality of Special Education Documentation**

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

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

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

In order to accomplish this mandate, ACAR 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 ACAR will use the RTI<sup>2</sup> framework and data from all relevant assessments typically administered to students to determine an “Individualized Learning Plan” (ILP). ACAR 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](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). ACAR 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](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. ACAR will utilize the RTI<sup>2</sup> 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<sup>2</sup> 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, ACAR will monitor and evaluate the progress of these students through careful observation, honest communication, and the use of the RTI<sup>2</sup> 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 Rutherford (ACAR) Family Handbook is in draft form and is included as **Attachment B - Family Handbook**. This draft model handbook has been reviewed by the school's attorney and has been updated to address reviewers concerns and to ensure compliance with Tennessee state and local district rule and law in addition to any federal requirements. The Family Handbook includes student disciplinary procedures, so it also serves as **Attachment C**.

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

ACAR 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.

ACAR 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. ACAR'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 ACAR, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition.

ACAR 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. ACAR 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. ACAR 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.

ACAR will implement a discipline policy and code of conduct as outlined in the school’s Family Handbook and policy manual. Students are expected to model and reinforce the school’s expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, ACAR 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 ACAR. 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.

ACAR 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 ACAR is to provide students with a classical education, leading them to have exceptional academic skills and personal character. ACAR 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.**

ACAR 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. ACAR’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, ACAR will access additional support and services from third-party specialists to meet the needs of all student populations. To provide specialized services, ACAR will contract with an entity that can provide the appropriately skilled and credentialed resources to further support the ACAR 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 Family Handbook included as **Attachment B**. The school will ensure its policies are in compliance with Tennessee rule and law, and will have annual training on discipline procedures so the principal, assistant principal and staff are confident in implementing the school's discipline requirements. The board will adopt fully compliant discipline policies and will establish processes by which the school will follow the board's policies well in advance of the school's opening.

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

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

ACAR'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 ACAR student and discipline policies, included in the Family Handbook, will be made available to all students and families upon enrollment. ACAR 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 Rutherford (ACAR) will be tuition free and open to any student in grades kindergarten through 5. The school welcomes all and will not discriminate in its student admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, gender identity or appearance, disability, intellectual or athletic ability, measures of achievement or aptitude, or any other basis.

The Community Outreach and Engagement Plan below uses a layered approach to building community awareness starting with local leaders and organizations and progressing to gatherings, media and signage, and ultimately door to door canvassing and one on one conversations. Once the school is authorized and a location is found (fall 2022), outreach plans will be adjusted to build from the school location outward.

As described in this application, ACAR will serve students throughout Rutherford County. Prior experience has shown that the classical model is attractive to students and families from all backgrounds. ACAR will be open to all students. The school's outreach materials will ensure families understand the classical model, ACAR's curriculum and school culture, and can decide whether that would be a good fit for their children. The school's board will adopt enrollment and admission policies to align with Rutherford County and the Tennessee State Board's authorized charter school policies [guidance](#).

While Rutherford County does not have a publicly funded classical school, classical schools around the country have generated significant interest. For example, the more than twenty Hillsdale member schools have an average enrollment of 648 students and an average waitlist of 395 students—and the first schools opened in 2012, so these enrollments have grown quickly. The three newest Hillsdale member schools, which opened in fall of 2021, all opened with more than 400 students and all reported waitlists shortly after opening. ACAR is confident that the outreach and engagement plan will build on the interest generated and demonstrated through letters of support and board member recruitment. Enrollment goals are expected to be met by June 30, 2023.

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

ACAR'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. ACAR'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 Rutherford community in several important ways beginning in the planning year, continuing through the opening, and sustaining the relationship as the school grows. Hillsdale member 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 ACAR 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 ACAR 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 ACAR. To-date, 110 responses have been received with an overwhelming 81% of responses indicating support of a tuition free public classical education school in Rutherford 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. ACAR 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, ACAR'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 ACAR'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.

Informational sessions and other events will be hosted to provide opportunities for members of the community to learn about ACAR and the exemplary track record of the Hillsdale classical education model. Information about ACAR'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 ACAR'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 ACAR 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 interest for school choice in Rutherford County. Because of the explosion of growth (as discussed in section 1.2 of this application) a trend is developing in families' preferences away from traditional district public schools in favor of private schools, public charter schools and homeschooling.

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

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

Several factors support ACAR's confidence that there is significant and currently unmet need for a classical education charter school to be established to meet the needs of Rutherford 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
- A survey conducted by Rutherford County Schools between April 7th, 2022 and April 14th, 2022 found 19% of respondents supported the creation of a public classical charter school in Rutherford County. 19% of Rutherford County's 49,000 students equates to 9310, which would suggest that there will be significant demand for ACAR's proposed number of seats, which equal less than 10% of 9310.

**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, ACAR 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 ACAR will serve. ACAR's board has already engaged with Hillsdale College's supporters throughout the Rutherford area and interest is rising in the early stages of the charter application process. Additionally, engaging with the Rutherford County Chamber of Commerce and learning more about its members – including The Optimist Club of Murfreesboro, a youth community service club, and The Center for the Arts, an organization dedicated to enhancing the quality of life by providing cultural and economic enrichment through the arts – will be a high priority. Outreach to local houses of worship – beyond the five that are Chamber of Commerce

members (Fellowship Bible Church of Rutherford County, River Oaks Community Church, New Vision Baptist Church, World Outreach Church, Alinea Church and LifePoint Church) and the local business community will also be essential in informing parents and others about ACAR 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. ACAR 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. ACAR’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 ACAR to leaders and create contacts, support and partnerships	Jan-Dec 2022	Founding Board and Local Ambassadors
Attend Local Community Meetings/Events	Introduce ACAR 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 ACAR 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 ACAR can serve the community	Feb-Dec 2022	Founding Board and Local Ambassadors
Meet with Local Businesses	Introduce ACAR and create partnership for future opportunities	Feb-Dec 2022	Founding Board and Local Ambassadors
Visit Local Churches	Introduce ACAR 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 ACAR	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	ACAR 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	ACAR 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 & ACAR Leadership Team/Teacher/Staff
Schedule Community Fun Day	Host a community celebration to announce the opening of ACAR	June 2023	ACAR Leadership Team
School Pre-Opening Family Walk-Throughs	ACAR is open for school walk-through	July 2023	Founding Board & ACAR Leadership Team

ACAR’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. ACAR 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 developed a general brochure about the school, its unique educational model, and its plans to serve Rutherford County communities. The brochure and recruitment and marketing materials will be complete and ready for distribution in early 2022. ACE has also already held multiple community information and parent information nights within the community, as well as held many meetings with elected officials (including all state representatives and addressing the county commissioners twice) , key community members, business leaders, and most importantly, parents. ACE has also developed a robust community awareness plan, the Parent Info Packet (PIP). The PIP is a whole-school multilingual lead-generation campaign that drives interest from families within a 30-minute drive of ACAR’s final location and connects with prospective families through Google Ads, social media ads, and search engines. This initial campaign will be followed by Age-and-Stage campaigns to speak directly to the challenges families face in specific seasons of their children's growth and development. While digital will be the primary outreach investment, ACAR also sees traditional advertising as a worthwhile investment in the early phases of rolling out a new school. Direct mail and billboards will be considered to raise brand and location awareness.



The board has hired 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 ACAR; 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 ACAR 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 Rutherford residents are not just looking for "any school" -- they want and deserve a school of the highest quality. Rutherford County has a long history of delivering just that to its families. ACE believes the American Classical Academy Rutherford 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 Rutherford County -- it will take time, genuine concern, and considerable resources to help educate the community about the philosophy, curriculum and rationale behind each choice ACAR 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.**

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

Rutherford County's population aligns with ACAR'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: food banks (including Nourish, Second Harvest, Feed America First and Feed the Children); support agencies (including Mid-Cumberland Community Action Agency; Child Advocacy Center of Rutherford Co., Greenhouse Ministries, Tennessee CASA Association, Goodwill, Stepping Stones Safe Haven and We Care Murfreesboro); and, youth groups (including Boys & Girls Clubs of Rutherford Co. and Challenged Athletes Playing Equally) 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." Rutherford County endeavors to "empower today's students to grasp tomorrow's opportunities." The American Classical Academy Rutherford 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 ACAR, 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 ACAR is well-established with robust enrollment, the school will be well-positioned to focus its messaging locally – on ACAR’s academic achievement including state report card ratings and student growth, as well as civic engagement and anecdotal evidence of a school where respect is expected, given and reciprocated. Promotional and recruitment materials will be translated and can be made more impactful by featuring local student and family testimonies and indicators of satisfaction gathered through regular feedback gathering and annual parent surveys. Opportunities for earned media will also increase as ACAR shares its students’ unique experience, accomplishments, and commitment to community and civic service.

ACAR will pivot and adjust as needed over time to ensure that it is reaching a representative sample of its neighborhood and Rutherford County more broadly. ACAR 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. ACAR 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 Rutherford (ACAR). The trust of families and community stakeholders is vital in introducing a new school model. ACAR'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.

ACAR has actively worked across the community to raise awareness of the proposed school. ACAR has met with key business leaders in the community, elected officials at the state and local levels, local academics, and most importantly, parents, to listen to the needs and concerns of community members and ensure a strong fit for the proposed academic model.

ACAR has organized and will continue to offer public community awareness events and parent information nights, providing an opportunity for community members to hear more about the school and ask questions from ACAR administrators and school leaders. The strong attendance at each of these events, averaging more than 40 attendees, supports the conclusion drawn by the many letters of support submitted by ACAR – which include letters from Representative Mike Sparks, community leaders, business owners, and most importantly, parents.

This community's desire for a school like ACAR is further buttressed by the survey conducted by RCCS which concluded that 19% of the community supports the addition of a public charter school focused on classical education methods. 19% of Rutherford County's 49,000 students equates to 9310, which would suggest that there will be significant demand for ACAR's proposed number of seats, which when full, will equal less than 10% of 9310. The letters of support that have been received and were submitted to ACAR at the capacity hearing are again attached in Exhibit E.

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 24 residents of Rutherford County who responded to the survey. ACE and ACAR school leadership will continue to distribute the survey and monitor results as the school furthers its marketing campaign.

Indirectly, through monitoring discussions taking place monthly at Rutherford School Board meetings, ACE is aware of the concern some of the families have voiced regarding the explosive growth in the region. This type of community reaction is not unusual when a district is facing difficult decisions regarding building projects, school placement, redistricting, and material appropriations. Rutherford 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 Rutherford 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. 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.**

ACAR 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. ACAR 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. ACAR 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 ACAR 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 Rutherford County. Just as ACAR will expect its students to serve as community leaders, so too, must the leadership team of ACAR.

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, ACAR 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, ACE and ACAR'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 Rutherford 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).**

ACAR 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. ACAR 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. ACAR 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 ACAR 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, ACAR will be assisted in its outreach efforts through its affiliation with Hillsdale K-12 Education Office. 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. ACAR 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 ACAR. 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 ACAR 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.**

ACAR 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. ACAR expects a similar experience in an engaged and active parent teacher organization. ACAR'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 Academy Rutherford (ACAR) is sponsored by American Classical Education, Inc. (ACE), a nonprofit organization independent of Hillsdale College. ACAR will be supported by Hillsdale College's K-12 Office, a free program offered to classical public charter schools across the country. In order to help ACAR launch successfully with relevant expertise, at the time of the initial application, the founding board includes several staff members from Hillsdale.

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

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. Since its initial application, the board has already begun diversifying and expanding to include



local members. It now includes the following members, who bring additional local knowledge and experience in the areas of governance, school leadership, operations, and educational law. 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
Donna Ecton	CEO, EEI	Governance, Finance and Operations
Delores Gresham	Former Tennessee State Senator, Education Committee	Education law and rule
Jason J. Kohout	Attorney; Partner, Foley and Lardner	Legal
Oscar Ortiz Duarte	Superintendent, Heritage Classical Academy	Superintendent, Educational Leadership and Operations
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 Price Waterhouse Coopers, and then served in a similar capacity for Andrews, Hooper & Pavli. 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 Hondo’s College, Mount Vernon Nazarene University and Judson University. He has owned and served as president of two companies: Alpha Graphics 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.

**Donna Ecton** is chairman and CEO of EEI Inc., which she founded in 1998. EEI is a management consulting practice that provides private equity and sub-debt firms with due diligence and market and operational assessments of companies being considered for acquisition, turns around troubled portfolio companies, and serves as a mentor and coach for CEOs. Ecton has been a member of the board of directors of CVR GP, LLC, a nitrogen fertilizer business since March 2008, where she chairs the audit committee. She has served on other public company boards of directors and numerous privately held companies and non-profit organizations. She earned her MBA from the Harvard Graduate School of Business Administration and her BA in economics from Wellesley College. She is a resident of Davidson County, TN.

**Dolores Gresham** holds a Bachelor of Arts from [University of the Incarnate Word](#), Master of Arts from [Loyola University New Orleans](#) and a Master of Science in administration from [The George Washington University](#). She served in the [United States Marine Corps](#), retiring with the rank of [lieutenant colonel](#). In 2002, Gresham was elected to the Tennessee House of Representatives from District 94. During her time in the House, Gresham served on the Agriculture and Education Committees. In 2008, she was elected to the [Tennessee Senate](#) in the 2008 elections after having served three terms in the [Tennessee House of Representatives](#) and served three consecutive terms in the Tennessee Senate. She was appointed chairman of the Senate Education Committee as a freshman senator, presiding over the committee during a time of tremendous student progress at the K-12 level. Her tenure as chairman also saw unprecedented growth in access to post-secondary education at Tennessee’s colleges and universities. Gresham has served as Chairman of the Education Committee for the State Council of State Government’s Southern Legislative Conference. She also served as Vice Chairman of the Education Commission of the States. In other leadership roles, Gresham has been a champion of Tennessee farmers and advancing agriculture in Tennessee. She and her husband, Will, live on their cattle farm in Fayette County, TN.

**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.

**Oscar Ortiz Duarte** is the Superintendent of Heritage Classical Academy in Houston, Texas. Oscar has devoted his career to classical education and over the course of ten years has gone from the classroom, to head of school, to Superintendent. He is known for being a passionate advocate for various classical charter organizations, lending his assistance and expertise to all. With an undergraduate degree in Philosophy and a master's in the Liberal Arts, Oscar is well-versed in classical themes bringing his knowledge into every new endeavor. Originally from Honduras, Oscar's vocation has always been creating access to classical education to diverse and disadvantaged populations believing that the true, the good, and the beautiful paves the way for all to lead flourishing lives.

**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 ACAR'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.

ACE, as a CMO, may conduct board meetings by electronic means as permitted by T.C.A. § 49-13-111(h). In those cases, ACAR will provide space at the school for public in-person participation, in addition to login information for electronic participation by community members.

ACE will pursue exemption from federal taxation pursuant to section 501c3 of the Internal Revenue Code. ACAR plans to file during the summer of 2022 in order to have that exemption on hand by the end of the year. Tennessee law requires that the exemption be in place before school opens in the summer of 2023.

**(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.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>CHARTER SCHOOL GOVERNING BODY TRAINING</b>	<b>6.112</b>

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

### **All Other Grievances**

All meetings of the board will be open to the public with the meetings schedule, including dates, times and locations published on the school's website as required by Tennessee law (T.C.A. § 8-44-103). Issues relating to school operations will be handled by the principal before being brought to the board. The board has adopted employee and family handbooks addressing complaint processes 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.

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

The Family Handbook specifically addresses grievances:

### **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.

### **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.

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

## 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 Rutherford (ACAR) 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.

ACAR Start-Up Plan	Primary Responsibility Assigned	Oct 2021- Feb 2022	Mar-Aug 2022	Sept 2022-Aug 2023
<b>Individual Assigned:</b> <b>B = Board / Executive Director</b> <b>P = Principal</b> <b>O = Operations/Business Manager</b> <b>C = Consultant/Subject Matter Expert</b>				
<b>TOPIC/TASK</b>				
<b>INITIAL PLANNING</b>				
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		
<b>GOVERNANCE</b>				
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
<b>APPLICATION COMPLETION</b>				
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
<b>POLICIES &amp; PROCEDURES</b>				
Prepare 1 <sup>st</sup> draft of Student/Family Handbook	B	X		
Create initial board policies including conflict of interest	B	X		
Determine lottery/enrollment process specifics	B	X		
Prepare Head of School job description	B	X		
Prepare any templates or policies required for authorizer application	B	X		
Head of School makes any necessary changes and finalizes Student/Family Handbook	P			X
Head of School finalizes Faculty/Staff handbook	P			X
Head of School develops management-level policies and procedures	P			X
Board to approve handbooks and policies	B, P			X
Board attends board training at Hillsdale College	B			X
<b>BUSINESS PLAN/OPERATIONS</b>				
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 1 <sup>st</sup> 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	X

Investigate/determine technology services provider	P, O		X	X
Investigate/determine payroll provider	O		X	X
Create accounts receivable/payable system	O		X	X
Create federal grants database	O		X	X
Create & publish all enrollment applications/materials	P, O			X
Create system for on-site enrollment records	P, O			X
Create system for sending/receiving student records requests	O			X
Develop employment system/identify vendor	P, O			X
Establish payroll system/identify vendor	O			X
Develop employment paperwork/contract template	O			X
Investigate and recommend insurance carriers/coverage (for school & staff benefits)	B, C			X
Create paid time off tracking & reporting system	P, O			X
Establish unemployment, workers' compensation & pension plans	B, P			X
Develop school safety plan including staff training	P, O			X
Prepare CSP grant applications	B, O, C		X	X
Meet necessary fundraising goals to begin funding year-zero	B, O, C		X	X
<b>PUBLIC RELATION/MARKETING TASKS</b>				
Determine school name, mission statement & virtues	B	X		
Assign PR and marketing responsibilities	B		X	
Create a school logo	B, C	X		
Create general brochure(s)	B, C	X	X	
Create and further develop website	B, C	X	X	
Create and manage a Facebook page (can be private for now)	B, C		X	
Start a system for gathering email addresses and building an interest list	B,C		X	
Create a newsletter template	B, C		X	
Begin building a network of support & interest through social networks & community events	B, C		X	
Meet with authorizer representatives, relevant political officers and others to build support for school's charter	B, P	X	X	X
Finalize marketing/enrollment plan/PIP	B, P		X	X
Begin monthly community and enrollment events	P		X	X
Begin enrollment marketing campaign	P		X	X
Begin open enrollment	P			X
Reach 50% of enrollment capacity in at least 2 sections for each opening grade – by March	P			X
Reach 75% of enrollment capacity in at least 2 sections for each opening grade – by May	P			X
<b>FACILITY</b>				
Identify at least one viable school site in the proposed area, including expected development costs, timeline and contractors (not to exceed 18% of anticipated revenue)	B, C	X		
Identify other viable school sites and compare to original site in terms of size, cost, growth, amenities & financing options	B		X	
Execute financing and begin school construction	B		X	

Finalize facility arrangements, including any necessary leases -- by Feb 1	B		X	X
File building lease/purchase paperwork with state and authorizer	B			X
Schedule & secure inspections: fire, fire extinguishers, food, health & safety, occupancy & boiler	P, O			X
Select and engage service providers including contractors, technology, etc.	O		X	X
<b>STAFFING</b>				
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
<b>ACADEMICS</b>				
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 and 2

ACAR 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 2<sup>nd</sup> 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 and 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 ACAR. Hillsdale provides support on principal selection and evaluation to ACAR 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 ACAR. 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 ACAR. 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 ACAR board and, at that point, it is up to the ACAR board to make a decision on the principal selection for the school.

Additionally, members of the school's founding team are well-positioned to help identify strong candidates who may be interested in the school leader position. Dr. Daniel Copeland, who was listed as an original board member, 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 ACAR Board can reach out to.

Like other Hillsdale member schools, ACAR 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 or 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.** ACAR understands the challenges of finding a suitable facility and its impact on the viability of the start-up plan and the school in general. ACAR has been working with multiple local real estate professionals to find suitable school locations since January 2022.

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 ACAR. ACAR seeks a facility that will provide an outstanding learning environment to support student success. In addition to facility basics required by all schools, ACAR 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 ACAR 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 CBRE, a national commercial real estate firm that have been instrumental in helping charter schools find adequate facilities for many years, but has also been working with local real estate professionals like Matt Herriman, who has assistant Rutherford Collegiate Prep in finding their location in the county and is very familiar with the available options. Additionally, the board is working with several developers, including Summit, Prestige Schools, and Bouma USA who have deep experience in site control and building



charter school facilities and have toured multiple locations in Rutherford County. All of these resources are invaluable as the governing board engages in valuing, planning, leasing, occupying, or purchasing property for design and building of a new facility. ACAR has evaluated multiple greenfield sites and existing facilities within Rutherford County and continues to actively pursue multiple potential paths to securing a facility.

ACAR expects that a final site will be identified during summer of 2022 and that this selection window still allows ACAR to pursue both greenfield and renovation site options. If site control does not prove possible by this date and a site cannot be selected in time to allow ACAR to have confidence in our ability to open our proposed school on time, ACAR will rapidly secure a temporary leased facility while a final location is obtained and developed.

**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, ACAR 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 ACAR 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. ACAR 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, and door-to-door canvassing by ACE staff. Once a final (or temporary) site has been selected, ACAR will implement a robust community awareness plan, the Parent Info Packet (PIP). The PIP is a whole-school multilingual lead-generation campaign that drives interest from families within a 30-minute drive of ACAR's final location and connects with prospective families through Google Ads, social media ads, and search engines. This initial campaign will be followed by Age-and-Stage campaigns to speak directly to the challenges families face in specific seasons of their children's growth and development. While digital will be the primary outreach investment, ACAR also sees traditional advertising as a worthwhile investment in the early phases of rolling out a new school. Direct mail and billboards will be considered to raise brand and location awareness.

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

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

ACAR 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 ACAR Startup Plan, the school's board knows that a community engagement and awareness campaign must begin immediately. The board has identified Rutherford 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. The community outreach and engagement plan as included in Section 1.11 identifies the various community members, local businesses, nonprofits, and churches that the founding board will contact in the coming months. It further identifies the timeline for canvassing the neighborhoods, holding informational nights, community open houses and more.

## 2.3 Facilities

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

Securing a facility is critical to generating local community support, generating adequate enrollment, and building effective partnerships with local organizations to support the school. The 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 21<sup>st</sup> 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 Rutherford (ACAR) 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, ACAR 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, ACAR 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 green-space 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.**

ACAR'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 the various real estate partnerships the board currently has provide great value. The board and its consultants have worked to find facilities for other development projects – negotiating lease or sale terms and providing guidance throughout the build-out and/or renovation process. CBRE and the development firms currently being worked with provide services from architect selection through construction management. The board will leverage this expertise to secure and renovate the ideal facility for ACAR'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.**

ACAR has evaluated multiple greenfield sites and existing facilities within Rutherford County and continues to actively pursue multiple potential paths to secure a facility. ACAR has established relationships with both local real estate professionals, like long-time Rutherford resident Matt Herriman, as well as relationships with a state level real estate broker with experience in procuring charter school facilities.

ACAR has also entered into MOUs with several experienced charter school developers who have worked with multiple CMOs to acquire and build charter school facilities, including Summit Development Group, Prestige Schools and BoumaUSA to ensure that evaluation of each site is thorough and timely.

ACAR expects that a final site will be identified during the summer of 2022 and that this selection window still allows ACAR to pursue both greenfield and renovation site options. If site control does not prove possible by this date and a site cannot be selected in time to allow ACAR to have confidence in its ability to open the proposed school on time, ACAR will rapidly secure a temporary leased facility while a final location is obtained and developed.

Outreach will also be made to the Rutherford 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.**

ACAR 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 and national charter school development teams, the board will ensure that ACAR 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 marshal 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 ACAR, but has identified multiple potential school sites and begun to determine initial development costs.

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 second and third quarters of 2022, the board will select a site for ACAR, 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 Rutherford County at this time. In a tough real estate market, it is essential to have a back-up plan. In the unlikely event that ACAR 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 multiple partners to begin searches with the above referenced facilities and property criteria in Rutherford County. Unfortunately, at the time this application must be finalized for print and distribution, an ideal location has not yet been identified for ACAR.

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 Rutherford (ACAR). 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.**

ACAR 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 ACAR’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, ACAR's principal will assume his or her full-time position by Sept 1, 2022.

Three members of the school's founding team are well-positioned to help identify strong candidates who may be interested in the school leader position. Dr. Daniel Copeland, who was listed as an original board member, 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 ACAR Board can reach out to. Dolores Gresham has many connections across the Tennessee Education community from her long service as Chair of the Senate Education Committee, and Oscar Duarte is actively involved in the national classical charter school movements. 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 ACAR. Hillsdale provides support on principal selection and evaluation to ACAR 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 ACAR 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 ACAR. 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.

ACAR'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.

ACAR'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 multitask.
- 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.** ACAR 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.**

ACAR understands the challenges all schools are facing, including in Tennessee, to recruit and retain educators. ACAR has found success recruiting from three groups of candidates, all of whom are generally attracted by the classical education model: educators new to the profession from teacher training programs; individuals changing careers after significant professional experience, and retired or nearly retired educators.

ACAR will, as described in the application, ensure all teachers meet applicable licensure standards and participate in the state retirement system. Non-teaching staff will be offered a separate defined contribution retirement plan, and teachers may choose to participate in that in addition to the state retirement system.

The waiver request has been updated to reflect that a waiver from teacher licensure requirements is not being sought.

All teachers and staff at ACAR will be employees of the school, which is an independent nonprofit organization. They will not be employees of Hillsdale College.

Teacher quality is fundamental to student success. In addition to strong fundamental teaching skills, those hired to teach at ACAR 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 school's founding team are well-positioned to help identify strong candidates who may be interested in various teaching positions. Dr. Daniel Copeland, who was listed as an original board member, 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 ACAR Board can reach out to. Dolores Gresham has many connections across the Tennessee Education community from her long service as Chair of the Senate Education Committee, and Oscar Duarte is actively involved in the national classical charter school movements. They are also well-positioned to reach out to or recommend strong candidates for consideration.

Like other Hillsdale member schools, ACAR 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. ACAR 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 ACAR 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 ACAR 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.**

ACAR 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, ACAR 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 ACAR'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?**

ACAR 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.**

ACAR 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 will be scheduled with the terminated employee; the principal or designee will ensure that all school property is returned; final pay, benefits termination and COBRA (if applicable), 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.**

ACAR’s compensation structure is based on a salary scale that acknowledges level of education and years of service for instructional staff. ACAR 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. ACAR 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. ACAR 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.

Professional development is an area of great strength for Hillsdale member schools. Comprehensive annual training is provided free of charge. School leadership provides training, guidance, and oversight of teachers hired mid-year. Those teachers will receive comprehensive training the following year. The school conducts monthly professional development. 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 (BCSI) summer training program is comprehensive and addresses required topics and topics of interest for new and returning school leaders, board members and teachers. The 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

**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

**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

SESSION 1		Grades 7-12, Art, Music, Physical Education, Latin, & Modern Foreign Language																			
June 16-19, 2021																					
<b>Wednesday, June 16</b>																					
Check-in 7:00-8:00																					
Breakfast 8:00-8:45																					
Welcome Reception 8:45-10:00																					
<b>Thursday, June 17</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					
<b>Friday, June 18</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					
<b>Saturday, June 19</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					

SESSION 2		Administration, Special Education, Office Personnel, & College Counselors																			
June 20-23, 2021																					
<b>Sunday, June 20</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					
<b>Monday, June 21</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					
<b>Tuesday, June 22</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					
<b>Wednesday, June 23</b>																					
Breakfast 7:00-8:45																					
Welcome Reception 8:45-10:00																					
Primary 10:00-11:00																					
Break 11:15-11:30																					

SESSION 3 June 24-27, 2021		Grades K-6											
Thursday, June 24													
Breakfast (Session 1 Holdovers) 7:00-8:45 a.m.	Knorr Dining Hall												
Lunch (Session 1 Holdovers) 12:00-1:00 p.m.	Knorr Dining Hall												
Check-in 1:00-2:00 p.m.	Searle Center Lower Lobby												
Dinner 5:00-6:30 p.m.	Knorr Dining Hall												
Welcome Reception 8:00-10:00 p.m.	Searle Center												
Friday, June 25													
Breakfast 7:00-8:45	Knorr Dining Hall												
Welcome 9:00-9:20	Plaster Auditorium												
Plenary 1 9:20-10:15	Plaster Auditorium												
Break 10:15-10:30	Searle Center												
Block 1 10:45-12:00	Presenter Rooms	Introduction to Literacy Essentials K-2	Using Quality Read Aloud	Supporting Young Children with Special Needs	After the First Year: Learning History	How to Teach Early Literacy	3rd Grade Focus: Reading Comprehension	After the First Year: Learning Science	Developmental Progression of Fractions	Are We Anything Different?	Importance of Assessment and Standards	Assessing Student Learning	Access to ICT for All
Lunch 12:00-1:00	Knorr Dining Hall												
Block 2 1:15-2:30	Presenter Rooms	Using the Differentiated Instructional Model	Introduction to Literacy Essentials 3-6	Supporting Struggling Readers	How to Teach the American Revolution	4th Grade Focus: Reading Comprehension	5th Grade Focus: Reading Comprehension	After the First Year: Learning Science	Using Math to Solve Real-World Problems	How to Assess Students with Special Needs	Supporting the Fundamentals of Good Instruction	Teaching English Learners	Classroom Management for the 21st Century
Lecture 1 2:45-3:45	Presenter Rooms	Using Quality Read Aloud	Using the Differentiated Instructional Model	Supporting Young Children with Special Needs	After the First Year: Learning History	6th Grade Focus: Reading Comprehension	7th Grade Focus: Reading Comprehension	8th Grade Focus: Reading Comprehension	9th Grade Focus: Reading Comprehension	10th Grade Focus: Reading Comprehension	11th Grade Focus: Reading Comprehension	12th Grade Focus: Reading Comprehension	
Dinner 5:00-6:30	Knorr Dining Hall												
Plenary 2 7:00-8:00	Plaster Auditorium												
Reception 8:00-10:00	Searle Center												
Saturday, June 26													
Breakfast 7:00-8:45	Knorr Dining Hall												
Block 3 9:00-10:15	Presenter Rooms	Using Quality Read Aloud	Using the Differentiated Instructional Model	Supporting Young Children with Special Needs	After the First Year: Learning History	13th Grade Focus: Reading Comprehension	14th Grade Focus: Reading Comprehension	15th Grade Focus: Reading Comprehension	16th Grade Focus: Reading Comprehension	17th Grade Focus: Reading Comprehension	18th Grade Focus: Reading Comprehension	19th Grade Focus: Reading Comprehension	20th Grade Focus: Reading Comprehension
Block 4 10:30-11:45	Presenter Rooms	Using Quality Read Aloud	Using the Differentiated Instructional Model	Supporting Young Children with Special Needs	After the First Year: Learning History	21st Grade Focus: Reading Comprehension	22nd Grade Focus: Reading Comprehension	23rd Grade Focus: Reading Comprehension	24th Grade Focus: Reading Comprehension	25th Grade Focus: Reading Comprehension	26th Grade Focus: Reading Comprehension	27th Grade Focus: Reading Comprehension	28th Grade Focus: Reading Comprehension
Lunch 12:00-1:00	Knorr Dining Hall												
Block 5 1:15-2:30	Presenter Rooms	Using Quality Read Aloud	Using the Differentiated Instructional Model	Supporting Young Children with Special Needs	After the First Year: Learning History	29th Grade Focus: Reading Comprehension	30th Grade Focus: Reading Comprehension	31st Grade Focus: Reading Comprehension	32nd Grade Focus: Reading Comprehension	33rd Grade Focus: Reading Comprehension	34th Grade Focus: Reading Comprehension	35th Grade Focus: Reading Comprehension	36th Grade Focus: Reading Comprehension
Lecture 2 2:45-3:45	Presenter Rooms	Using Quality Read Aloud	Using the Differentiated Instructional Model	Supporting Young Children with Special Needs	After the First Year: Learning History	37th Grade Focus: Reading Comprehension	38th Grade Focus: Reading Comprehension	39th Grade Focus: Reading Comprehension	40th Grade Focus: Reading Comprehension	41st Grade Focus: Reading Comprehension	42nd Grade Focus: Reading Comprehension	43rd Grade Focus: Reading Comprehension	44th Grade Focus: Reading Comprehension
Reception 5:00-8:00	Quail												
Dinner 6:00-7:00	Searle Center												
Reading 7:00-7:30	Searle Center												
Trivia 7:30-8:00	Searle Center												
Reception 8:30-10:00	Searle Center												
Sunday, June 27													

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

ACAR 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. ACAR 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.**

ACAR 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.

ACAR 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.

<b>Training</b>	<b>Uniform</b>	<b>Individualized</b>
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 ACAR wants to ensure that mid-year hires are as successful as those attending summer professional development. ACAR 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 Rutherford (ACAR) 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 ACAR 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 Rutherford (ACAR) 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 ACAR 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.

Following the example of other Hillsdale member schools like Atlanta Classical Academy (Atlanta, GA) and Treasure Valley Classical Academy (Fruitland, ID), ACAR leadership will consider providing transportation insofar as it is affordable and significantly increases access to economically disadvantaged families. Atlanta Classical Academy, for example, currently has two buses and coordinates with families qualifying for the Free and Reduced Lunch program around several pickup and drop-off points throughout the city of Atlanta. Atlanta Classical Academy serves approximately 10% of its student population with bus transportation. Treasure Valley Classical Academy serves approximately half of its student population with busing services, reaching students in its rural location up to 18 miles away from the school along five pick-up and eight drop off routes, with at least one coordinated pickup and drop off point outside of the 18-mile radius. Given Treasure Valley's dispersed rural population, bus transportation is essential to providing access to many of its students.

ACAR leadership will be especially interested in collaborating with the local district to ensure transportation is available to its students. ACAR leadership will also facilitate sharing of contact information so families can work together to organize carpooling and other independent transportation opportunities. ACAR will ensure that community outreach and recruitment materials make clear that while standard transportation is not provided, the school will work with families to ensure transportation is not a barrier to attendance.

ACAR will also evaluate enrollment trends to understand whether the lack of uniformly available standard transportation appears to be a barrier to attendance. The board will review this data quarterly during Year 0 and three months after the start of school in each successive year. Based on that analysis, the board may implement a comprehensive transportation plan as described below.

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

**(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.**

ACAR 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 ACAR 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. ACAR 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 ACAR 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. ACAR 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 ACAR'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.**

ACAR will, as described below, solicit competitive bids for food service. Purchasing food service from the local school district could be an ideal solution, providing extra food service revenue to the district (to meet increased staffing needs), and building on the existing infrastructure. ACAR will also consult with districts and public charter schools across Tennessee for recommendations based on their experience.

Since submitting this application, ACAR has actively explored partnerships with both local and national providers of food service solutions, in the event that purchasing from the district is not an option. These include Sage Dining Services and Sodexo -- both of which have extensive experience serving a variety of schools in Tennessee, as well as smaller local providers.

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

ACAR 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, ACAR 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).**

ACAR 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, ACAR 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. ACAR will communicate to parents the importance of this information 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, ACAR 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. ACAR 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 Rutherford (ACAR) 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. ACAR 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, ACAR 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. ACAR’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 FIT Technologies as its technology service provider to ensure it is equipped with a safe and secure infrastructure necessary to support future growth. ACAR will have computers with wireless internet capabilities to allow for testing at all grade levels.

ACAR has partnered with FIT Technologies (FITtechnologies.com) to provide managed IT services. FIT has more than 20 years of experience in education and a strong history of working with charter schools. FIT offers strong partnerships with the world’s leading software and hardware companies and has achieved Microsoft Gold Partner, AT&T Platinum Partner, Cisco Premier Partnership, VMware Professional Partner, and Microsoft Authorized Education Partner status.

FIT will provide

1. Help Desk and Technical Support Services including training on technology required for mandated state online assessments
2. Infrastructure and Support Services, including E-rate compliance, digital asset management to ensure student information is protected according to federal and state student record laws and infrastructure required to create a sound and safe and reliable network for testing
3. Cybersecurity Services including Antivirus/Anti-malware Software and Support, Intrusion Detection System (IDS) Review, Annual Security Awareness Training, Multi-factor authentication, Mobile Device Management (MDM), Disk encryption/protection, Data loss prevention and Email Advanced Threat Protection (ATP).

FIT will ensure access to and 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. ACAR 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.**

ACAR 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.

ACAR 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.**

ACAR 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 ACAR 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 ACAR 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.**

ACAR 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 ACAR 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 will waiver of this statute or rule help student achievement?
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	American Classical Education (ACAR) approves salaries during the annual budgeting process. ACAR's payroll system will reflect appropriate use of public funds.	Compensation will reflect the ACAR model approved pay scale which will help to retain high-quality teachers.
T.C.A. § 8-23-206(a)	Longevity Pay	ACAR approves salaries during the annual budgeting process. ACAR's payroll system will reflect appropriate use of public funds. Compensation will reflect the ACAR 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;	Career Ladder	ACAR approves salaries during the annual budgeting process.	No funding is currently available for career ladder initiatives.

SBE Rule 0520-02-02			
T.C.A. § 49-5-5205; SBE Rule 0520-01-01-.01	General Requirements for Evaluation	ACAR approves salaries and compensation plans during the annual budgeting process.	The classical model is unique and ACAR 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	ACAR oversees performance evaluations and performance management.	It is important that ACAR 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.
T.C.A. § 49-5-501-513	Tenure	ACAR oversees performance evaluations and performance management of all its employees.	ACAR employees are evaluated annually and will be at-will employees. Flexibility and high standards for teaching staff facilitate strong student outcomes.,
SBE Rule 0520-01-02-.03	Employment Standards	ACAR will ensure that all school employees are qualified for their roles through its hiring and onboarding process.	ACAR desires the flexibility needed to properly staff the school with the most qualified candidates to provide an effective classical education for its students.

T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(6)	Licensed Principals	ACAR principal will participate in the Hillsdale principal leadership training.	ACAR will recruit the most qualified principal experienced in classical education, regardless of administrative licensure status, to fulfill its mission.
SBE Rule 0520-01-02-.04	Leave for Teachers	ACAR will adopt its own personnel policies including leave in compliance with all state and federal laws and approved by the board.	ACAR 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	ACAR 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 desires flexibility on implementation and staffing.
T.C.A. § 49-3-316	Local Fiscal Accounting	ACAR approves the budget through the annual budgeting process. ACAR will ensure that public dollars will be used properly, and financial processes and audits will comply with the requirements applicable to all Tennessee public charter schools.	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	ACAR reviews and approves the family handbooks and discipline policies annually to ensure compliance with applicable State and federal laws, including the protection of the rights of students with disabilities in disciplinary matters.	It is important that the school's discipline practices ensure a safe and effective learning environment for all students, aligned with the classical education program.
T.C.A. § 49-6-2206	Use of Unapproved Textbooks	ACAR approves use of curricular materials as detailed in this application.	The ACAR curriculum and instructional approaches will be linked to the school's mission and philosophy. ACAR will use



			Curricular materials as detailed in this application, aligned to the outcomes it seeks for its students.
T.C.A. § 49-3-311	Capital Outlay	ACAR contracts and leases its facilities.	Preparing a charter school facility is a challenge. It is important that ACAR 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	ACAR develops an annual calendar and school schedule including time for student health and physical activity. The principal will oversee these classes and work to ensure that the PE curriculum meets state content standards.	Students will be involved in physical education activities each week.
T.C.A. § 49-6-303; State Board School Counseling Model and Standards Policy 5.103	School Counseling	ACAR 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 student 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 Academy 2023-2024 School Calendar **DRAFT**

Rutherford 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
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 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

October 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				

November 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		

December 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						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

BSCI Training In-Service/PD for Teachers - No School for Students	Progress Reports Delivery	In-Service Local/State Election Day, No School for Students
First Day & Last Day of School Students Return from Winter Break	Early Dismissal	
No School for Students - School Closed	Report Cards Delivery	
Parent Teacher Conferences	Abbreviated Day for Students First Day of School	

TIMES	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TIMES	Grade 7a	Grade 7b	Grade 8a	Grade 8b									
8:00 - 8:10	Arrival							8:00 - 8:10	Homeroom												
8:10 - 8:20	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling Handwriting	Literacy: Vocabulary Spelling	Literacy: Vocabulary Spelling	Special	Special	1st Period 8:10 - 9:00	Math	History	Science	Literature									
8:20 - 8:30													ELA: Well- Ordered Language	Literacy: Vocabulary Spelling	Literacy: Vocabulary Spelling						
8:30 - 8:40				Recess	Math: Number Talk	Special	Special									History & Geography	Science	History & Geography			
8:40 - 8:50													Math: Number Talk	Literacy (E.g. Handwriting)	Special				Special	History & Geography	Science
8:50 - 9:00	Special	Special	Recess	Recess	Recess	Recess	Recess	2nd Period 9:05 - 9:55	Latin	Math	Music/Art	History									
9:00 - 9:10													Special	Special	Recess	Recess	Recess	Recess	Recess		
9:10 - 9:20	Math	Math	Math Block				3rd Period 10:00 - 10:50													Science	Latin
9:20 - 9:30													Math: Number Talk	Literacy (E.g. Handwriting)	Special	Special	History & Geography	Science	History & Geography		
9:30 - 9:40	Special	Special						Recess	Recess	Recess	Recess	Recess									
9:40 - 9:50													Special	Special	Recess	Recess	Recess	Recess	Recess		
9:50 - 10:00	Math	Math	Math Block				5th Period 12:20 - 1:10	Music/Art	Literature	Math	Latin										
10:00 - 10:10												Special	Special	Recess	Recess	Recess	Recess	Recess			
10:10 - 10:20	Math	Math																	Science	Special	Special
10:20 - 10:30												Math	Math	Math Block				6th Period 1:15 - 2:05			
10:30 - 10:40	Special	Special	Recess	Recess	Recess	Recess	Recess														
10:40 - 10:50								Math	Math	Science	Special	Special	History & Geography						Science		
10:50 - 11:00	Special	Special	Recess	Recess	Recess	Recess	Recess													Lunch 11:45 - 12:20	Lunch
11:00 - 11:10								Science	Science	Science	Special	Special	History & Geography	Science							
11:10 - 11:20	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
11:20 - 11:30								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
11:30 - 11:40	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special								5th Period 12:20 - 1:10	Music/Art	Literature	Math	Latin		
11:40 - 11:50								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
11:50 - 12:00	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
12:00 - 12:10								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
12:10 - 12:20	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special								6th Period 1:15 - 2:05	Literature	Science	History	Math		
12:20 - 12:30								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
12:30 - 12:40	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
12:40 - 12:50								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
12:50 - 1:00	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special								7th Period 2:10 - 3:00	Study Hall/Tutoring/Electives (Choir, Band, etc.)					
1:00 - 1:10								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
1:10 - 1:20	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
1:20 - 1:30								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
1:30 - 1:40	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
1:40 - 1:50								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
1:50 - 2:00	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
2:00 - 2:10								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
2:10 - 2:20	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
2:20 - 2:30								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
2:30 - 2:40	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														
2:40 - 2:50								Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special							
2:50 - 3:00	Lunch	Math Facts	Lunch	Reading Practice	Math Facts	Special	Special														

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).



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							
9:00 - 9:10	A Day → 8A B Day → Prep	Prep	A Day → Prep B Day → 8A	Prep	Prep	Prep	
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	Prep	A Day → 7B B Day → Prep	A Day → 3A B Day → 3B	A Day → 3B B Day → 3A		
11:00 - 11:10	A Day → 4A B Day → 4B	A Day → Prep B Day → 7B				A Day → 4B B Day → 4A	
11:10 - 11:20							
11:20 - 11:30							
11:30 - 11:40							
11:40 - 11:50	Prep	Prep	A Day → Prep B Day → 7A	Prep	Prep		
11:50 - 12:00	Prep	A Day → 7A B Day → Prep				A Day → 2B B Day → 2A	Prep
12:00 - 12:10							
12:10 - 12:20							
12:20 - 12:30	Prep	A Day → 5B B Day → 5A	Prep	Prep	Prep	Prep	
12:30 - 12:40							
12:40 - 12:50	A Day → 2A B Day → 2B	Prep	Prep	Prep	Prep	Prep	
12:50 - 1:00							
1:00 - 1:10							
1:10 - 1:20	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	Prep	
1:20 - 1:30							
1:30 - 1:40	A Day → KA B Day → Prep	Prep	Prep	Prep	Prep	A Day → 6B B Day → 6A	
1:40 - 1:50							
1:50 - 2:00							
2:00 - 2:10	Prep	Prep	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							

**DRAFT**



AMERICAN  
CLASSICAL  
EDUCATION

AMERICAN CLASSICAL ACADEMY  
FAMILY HANDBOOK  
**2023-2024**

American Classical Academy

Address TBD

[AmericanClassicalSchools.com](https://AmericanClassicalSchools.com)

Phone TBD

2023-2024 Family Handbook

Family Handbook Draft Version

Modified May 2022

## TABLE OF CONTENTS

<b>INTRODUCTION</b>	6
Mission	6
Virtues	6
<b>A Note from the Principal</b>	6
<b>SECTION 1: SCHOOL LIFE &amp; DECORUM</b>	8
School Hours	8
Student Drop-Off and Pick-Up	8
Car Line	8
Parking	8
Attendance	8
Absences	9
Excused Absences	9
Make-up Work	10
Extended Excused Absences	10
To Report an Absence	10
Unexcused Absences	10
Truancy	11
College Visit Absence Requests	11
Tardiness/Early Release	11
Releasing a Student from School	12
Early Drop-off and Late Pick-up	12
Uniform and Personal Appearance	12
Additional Uniform Provisions	13
Uniforms and Financial Assistance	14
Lost and Found	15



<b>Discipline</b>	15
Virtues and General Expectations for Behavior	16
Honor Code	16
The Purpose of Discipline	16
Disciplinary Action	16
Detention	17
Notifying Parents	18
Pink Slips	18
Corporal Punishment	19
Restraint	19
Long-Term Suspension and Expulsion	19
Bullying [TBD, subject to legal review]	20
Discipline of Students with Disabilities	21
Public Displays of Affection	23
Electronic Devices	23
Lockers	23
<b>Lunch and Snacks</b>	25
School Meals & Lunchtime	25
Snacks	25
Birthday Celebrations	25
<b>Medication and Medical Care</b>	26
Administration of Medication	26
Student medical records	26
Medical operations	26
Medical records and enrollment	27
Parent/guardian obligations	27
Food allergies	27
Sick students	27

Lice Policy	27
<b>Student Fees and Supplies</b>	28
Textbooks	28
Fees	28
<b>Extracurricular Activities</b>	29
Eligibility	29
Clubs	30
Special Events	30
Sports	30
Student Publications	30
<b>Volunteers</b>	32
Volunteer Background Checks	32
Volunteer Confidentiality	32
<b>Visitors</b>	33
Sign-In	33
Parent Visits	33
Classroom Observations	33
<b>Inclement Weather</b>	34
<b>Withdrawals</b>	34
<b>SECTION 2: ACADEMIC POLICIES</b>	35
Curriculum Introduction	35
Homework	35
Late Homework	36
Grading	36
Weighted GPA and HS Transcripts	38
Uniform Grading for TSAC and Hope Scholarship Applicants	39
Reporting Student Progress	39
Teacher Conferences	40

Student Placement	40
Promotion & Retention	40
Kindergarten-5th Grade	40
6th-8th Grade	41
9th-12th Grade	41
High School Graduation Requirements	42
Mathematics	43
Senior Thesis	43
Academic Honesty	43
Plagiarism	43
Cheating	44
Student Services	44
State Assessments	45
Controversial subjects	45
Religion	46
Evolution	46
Human Sexuality	47
Videos in the Classroom	48
<b>SECTION 3: ADDITIONAL POLICIES &amp; PROCEDURES</b>	49
Admissions and Enrollment	49
Admissions Eligibility	49
Limited Availability	49
Field Trips	50
Extended Field Trips	50
School Communication Procedures	51
Parent Communications to Administration, Faculty, and Staff	51
General Communication with the School Community	51
Social Media	52

Communicating with Parents with Joint Custody	52
Student Network Use	53
Security Checks	53
Emergency Policy	53
Student Drivers and Parking	53
Facility Use	54
Parent Teacher Organization	54
<b>SECTION 4: GOVERNANCE &amp; MANAGEMENT</b>	56
Board of Directors	56
Board Responsibilities and Obligations	56
Board Meetings	56
Communication to the Board	57
Role of the Principal	57
Chain of Command	57
<b>Grievance Policy</b>	59
Grievance Related to the Classroom	59
Grievance Related to Administration	59
Records Requests	59
<b>SECTION 5: PRIVACY</b>	60
Family Educational Rights Privacy Act (FERPA)	60
Student Information	61
<b>APPENDIX</b>	61
Change Log	62
<b>PARENT ACKNOWLEDGEMENT</b>	63

## **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

### **A Note from the Principal**

[Note: The following letter is an example from another classical public school. If ACA is approved, this will be rewritten by the principal of the school.]

Dear parents,

Welcome to American Classical Academy, and thank you for choosing this place among the many schooling options you have. The mission of American Classical Academy is to train the minds and improve the hearts of young men and women through a rigorous, classical education in the liberal arts and sciences, with instruction in good character and civic virtue.

Parents, in choosing classical education for your child, you have chosen a more difficult path, but one that brings great rewards for those who travel it well. Our school hopes not merely to care for your students, but to help them fill their minds with knowledge. Our methods are the old-fashioned ones— we diagram sentences, we read the great and difficult books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding, and because we believe that the things we study are worth the effort. At American Classical Academy, we want to really know things, not just appear to know them.

We are focused on providing something increasingly rare: an education that is good for its own sake. At American Classical Academy, we believe that a liberal education in the sciences and the humanities is inherently good— something worth having apart from the many good things that can come from it. Schools like ours often produce impressive students; graduating seniors with high SAT scores, excellent college applications, and the opportunity to be doctors or lawyers once they finish college. We hope that our first graduates will be impressive as well, but we do not think that making them merely impressive is the primary mission of our school. We believe that even the highest accolades are worth nothing if the person who earns them doesn't deserve them. In the end, what good does a perfect SAT score do for a human being who lacks the virtues? Instead we think that our work is to help our students learn to be good, to teach them to

be men and women with sound minds and well-formed characters. We hope to help them become thoughtful judges of their own happiness and forces for what is right in the world.

Liberal education, education that is good for its own sake, is the education that makes human beings free—free to consider the world as it is and endeavor to understand it over time. Liberal education teaches an independence that is unavailable to a person trained for a particular career in a particular set of skills. The liberally educated person is open to the world, but also well grounded in knowledge and in virtue, so he or she is free to ask the most important questions for human beings and then reason through those questions well. The liberally educated person understands himself, and because he knows that his character is his most important possession, he cares for it above all.

In choosing American Classical Academy, you have chosen a very particular kind of place. To honor the choice that you have made, we promise to treat your students' education as an end in itself. We promise to help them learn to be virtuous, not just credentialed. We promise to educate them to be thinkers, not merely to train them for a particular profession. We promise to challenge them to help them see what they are capable of. We promise to pursue the truth without shame and without agenda. We promise to help your students know themselves, and to help them cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and to your children. This important and difficult education relies upon a close partnership between parent and teacher. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website. We invite you to schedule observations of our classrooms to see firsthand what your student is learning and how instruction in a classical school works. When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us.

We hope you will display to your students the core virtues we teach—courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. Help us teach them to understand themselves and to develop the good habits that lead to moral virtue. Above all, help us demonstrate to them that learning is not just for young people. Show them through example that curiosity about the world along with the good judgment to understand it well is the truest and best source of human happiness. I thank you for your support of our school, and I look forward to another excellent school year.

Sincerely,

Founding principal

## **SECTION 1: SCHOOL LIFE & DECORUM**

### **School Hours**

School Hours: Monday-Friday 8:00 a.m. - 3:00 p.m. (K-12) Front Office: Monday-Friday 7:30 a.m. - 4:00 p.m. Closed weekends and during school holidays

Summer Office Hours: Monday-Friday 8:30 a.m. - 3:00 p.m.

Phone: (123) 456.7890

Email: [info@AmericanClassical.com](mailto:info@AmericanClassical.com)

Attendance email: Attendance@AmericanClassical.com

### **Student Drop-Off and Pick-Up**

Students should begin arriving no earlier than 7:30 a.m. Faculty, staff, and volunteers will be at the front of the campus in the morning to escort our younger students from their vehicles to the building. Other staff will be inside to supervise students on their way to class. At 8:00 a.m. our doors will be locked to ensure the security of students and staff.

### **Car Line**

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

[Site Specific Carline Maps and Procedures TBD]

### **Parking**

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan.

The school has established five “five-minute parking only” spaces near the entrance to the main office to facilitate carline needs, deliveries, etc. Parents and visitors who will remain at school for more than 5 minutes should park in the designated visitor spots in the rear of the lot.

### **Attendance**

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

parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted breaks.

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

## **Absences**

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. The Principal may require that the student obtain comments from teachers about the impact of the absence before the request for an excused absence can be granted, and may require evidence or a commitment that the time will be made up in some way.

We discourage doctors' and other appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades.

In the Upper School, absences are calculated by course. In the Grammar School, missing two clock hours equals one half-day absence and missing four clock hours equals one full day absence.

Students are expected to attend 90% of a class in order to receive credit for that class. This threshold includes both excused and unexcused absences. If a student is not physically present in class, regardless of the reason, the student's total attendance percentage is reduced. Students who do not attend 90% of a class are in danger of failing the class because of absences and will be referred to the School Leader.

## **Excused Absences**

The following will be considered excused absences:

- Absences for medical reasons
- Absences for documented mental or emotional disabilities, with a note from a doctor or specialist
- Pre-arranged absences of an educational nature
- Important family events
- Attendance at any school-sponsored activity for which a student is eligible x  
Bereavement (notify school if absence will extend beyond three days) x Court appearances



- Religious holidays and observances

The School may require suitable proof of excused absences, including written statements from medical sources.

### **Make-up Work**

Students may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), students returning from an excused absence will have two additional days for each absent day to make up work that was due during or immediately after the absence. For example, if a student has an excused absence on Monday, then he has until Wednesday to turn in any work due on Monday or Tuesday; if a student has an excused absence on Thursday and Friday, then work due on Thursday, Friday, or Monday is not due until Thursday of the following week.

The extra time is intended to allow students to catch up on any missed notes or lessons prior to turning in related material. Students are responsible for retrieving notes and assignments for themselves, preferably from a classmate, and are expected to be respectful of their teacher's time.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

### **Extended Excused Absences**

American Classical Academy recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Principal or his designee of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

### **To Report an Absence**

Parents must notify the front office of absences by 8:00 a.m. in order to be excused. The Attendance Line is (123-456-7890). Please notify the school every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

### **Unexcused Absences**

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including

suspension. Students will not receive credit for homework and assignments that they miss during unexcused absences.

If a student has more than 5 unexcused absences in any year, the student may be classified as truant according to Tennessee law. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

### **Truancy**

A student who is absent from school without permission will be considered truant and is subject to disciplinary action.

### **College Visit Absence Requests**

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

1. The student must have passed the required parts of the EOC tests for the previous year.
2. The student must be on track to graduate on time.
3. The student must be classified as a junior or senior based upon credits earned.
4. The student must be passing all coursework.
5. The student must meet the 90% attendance rule.
6. The student cannot have any disciplinary issues.

Students must submit a "College Visit Absence Request Form" to the office at least two days prior to the day requested for a college visit.

### **Tardiness/Early Release**

Each tardy or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:00 a.m. or at the established school start time. Early release refers to any occasion in which a student leaves before 3:00 p.m. or the established school finishing time.

Three (3) tardiest or early releases make one absence. These may be excused, but the total number does count against the 90% attendance record necessary for receiving credit in a class.

In order for a tardy or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy, the front office must be notified prior to 8:00 a.m. on the day of the tardy, except in cases of extreme extenuating circumstances.

An unexcused tardy or early release is subject to the same provisions as an unexcused absence, and students will not be offered make-up opportunities for schoolwork missed during this time. Students who are habitually tardy will be referred to the School Leader for potential disciplinary action.

### **Releasing a Student from School**

American Classical Academy's campus is closed during the school day to encourage friendship among all our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. Students may not be taken from the school or playground unless parents have signed them out in the office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

### **Early Drop-off and Late Pick-up**

Students may not be dropped off before 7:15 a.m. and must be picked up by 3:30 p.m. Students with siblings in clubs or athletics must still be picked up or wait outside with a parent/guardian at 3:30 p.m.

Students who are still on campus and not participating in a club or athletics at 3:30 p.m. must wait for a parent/guardian in the front office. The late fee for pick-up after 3:30 p.m. is \$10 for the first minute and \$1 per minute thereafter.

### **Uniform and Personal Appearance**

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion that can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy.

When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the office. The office will keep a limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements and return to class (in most cases with a tardy slip). Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have appropriate uniform items for a student out of uniform, the student must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

TBD is the sole uniform provider for ALL uniform pieces. The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of directives. Basic details for the school uniform, including ordering information, can be found on the American Classical Academy website.

### **Additional Uniform Provisions**

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All students must be in uniform at all times. NO OTHER clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- All shirts must be tucked in.
- Skirts and shorts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, white, or black. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- 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 unbuttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Students may wear no more than two necklaces at one time.
- Students are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural. Colors such as black, yellow, rainbow, etc., are not acceptable.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
- Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. K-6 students will not change for P.E.
- Shoes, socks, and shoelaces should be mostly white, black, blue, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes; boots, sandals, moccasins, and slippers are not permitted.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing.
- Strong/offensive body odors are inappropriate. Clothes may not be ripped or torn. Boys should be clean-shaven and sideburns should not extend lower than the earlobe.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- All school-sponsored events, including after school and weekends, are subject to school uniform policy.

### **Uniforms and Financial Assistance**

ACA will not allow financial need to limit access to the School, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose

*Attachment B, C - ACA Family Handbook - Draft May 2022*

families qualify for financial assistance. If you may need assistance, please contact the principal's office.

### **Lost and Found**

The student Lost and Found is in the front office. Students are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the 30th of each month.

## **Discipline**

### **Virtues and General Expectations for Behavior**

At American Classical Academy we seek virtue in all its forms, and we focus specifically on the classical virtues of courage, moderation, justice, responsibility, friendliness, prudence, and wisdom. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at American Classical Academy is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

### **Honor Code**

The ACA Honor Code: An American Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, courage, and wisdom.

At the end of the Family Handbook is a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All students in grades 5-12 are also required to sign it.

### **The Purpose of Discipline**

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent.

A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

### **Disciplinary Action**

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the ACA Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class (e.g. PE vs. History class) and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch detention or afterschool detention. PBSs are accumulative, and five are treated as equal to a Pink Slip.
3. Pink Slip: Pink Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, 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.

In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Poor Behavior Slips will be sent home to be signed by parents. The consequences for a PBS will generally extend beyond the classroom to include something like lunch detention, after school detention, or a special assignment. The consequences for a Pink Slip are explained in the section below.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Assistant Principal has developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class to ensure the student has access to the required curriculum

### **Detention**

Students may receive detention as a consequence of misbehavior tracked by either a PBS or a Pink Slip. Detention will occur after school or during lunch. During lunch detention, students will generally be permitted to do homework and eat their lunches quietly. Afterschool detention is a more serious consequence, and students will not be permitted to do homework during this time and will be assigned other appropriate tasks.



Detention takes precedence over any extracurricular activity. Students who miss detention will need to make it up and serve another detention, and they may also receive a Pink Slip (see below). Repeatedly missing detention may result in Pink Slips and/or suspension.

### **Notifying Parents**

The School will notify parents of discipline problems that escalate to the level of a PBS or a Pink Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which conference will include the student.

### **Pink Slips**

For consistent and/or more serious disruptions, the student will be sent to the Office and will receive a Pink Slip. Pink Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance with the school's mission.

1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.

2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Assistant Principal to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.

4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she may be subject to a longer suspension or expulsion

## **Corporal Punishment**

Corporal punishment is prohibited at American Classical Academy. Employees are specifically prohibited from shoving, striking, grabbing, shaking, or hitting a student. Throwing objects at a student, unreasonably restraining a student, or asking others to engage in any of these activities are also prohibited.

## **Restraint**

If a student is disruptive to the point where he, she, or others are in danger, school faculty and personnel are authorized to use restraint, in the most limited fashion possible, proportional to the student's conduct. Using physical contact to protect employees or students should only be used after all other means have been attempted. The school shall contact the parent(s) or legal guardian(s) as soon as possible after physical restraint is used.

Restraint or seclusion of a student receiving special education services may only be used in emergency situations and must follow the procedures, reporting, and follow up actions outlined in Tennessee law, T.C.A. § 49-10-1301 et. seq.

Complaints regarding the use of restraint or seclusion should follow the grievance process outlined in this Handbook.

## **Long-Term Suspension and Expulsion**

The principal has authority to suspend a student--remove him or her from the regular education program--for up to ten (10) school days. Prior to suspending a student, the following due process must be provided:

1. The principal will informally talk with the student to explain the reasons for the proposed suspension,
2. The principal will give the student a chance to explain his or her version of what happened, and
3. The principal will then determine whether suspension is warranted.

The principal must notify the student's parents before the student has been sent home, on the day the suspension occurs. This notice shall include the grounds for the suspension and give parents an opportunity to talk with the principal about the matter.

If the principal believes a student's conduct warrants expulsion (removal from the education program for more than ten (10) days, then additional due process must be provided.

1. The principal will informally talk with the student to explain the reasons for the proposed suspension,
2. The principal will give the student a chance to explain his or her version of what happened, and

3. The principal will then determine whether a short-term suspension is warranted pending review for expulsion.
4. If the principal decides to expel the student, the student's parents shall immediately be notified, in writing, of the proposed expulsion, including the cause and length.
5. Parents will be given an opportunity to appeal the proposed expulsion.

If a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault on a school employee, the student shall be subject to a one-year expulsion, which may be modified by the principal on a case by case basis, pursuant to T.C.A. § 49-6-3401.

If a student expulsion is upheld, the local school district's student discipline staff shall be notified of the expulsion and the grounds. The student may be eligible for attendance at the district's alternative school program during the period of expulsion.

### **Bullying**

ACA has zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adheres to the definitions established by T.C.A. § 49-6-4502:

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
4. Causes another person substantial physical harm;
5. Has the effect of substantially interfering with a student's education;
6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, or at school related functions or activities or by use of data or software that is accessed through School computers, networks, or other technologies. The term also applies in instances of "cyber-bullying" involving ACA students, even if the technology in use does not belong to the School.

Parents, please call ACA administration if your child reports being a victim of repeated behaviors that might be bullying. Conflict is normal in a child's life. To help distinguish between

normal conflict and bullying, remember bullying behavior is: repeated, intentional, and involves an imbalance of power. If you think your child has been the victim of bullying or harassment, please contact the school administrator. Incidents of bullying or harassment can be reported to administration via the front office at [number TBD].

### **Discipline of Students with Disabilities**

American Classical Academy follows the Individuals with Disabilities in Education Act (IDEA) and the procedural safeguards provided under IDEA and State law for students with disabilities. In disciplinary matters, this means that a student with disabilities may, based on the severity of the behavior, be moved to a temporary alternate placement determined by the IEP team or suspended for no more than 10 consecutive school days (a student may be moved by a temporary administrative decision if there is a risk of serious bodily injury).

A student does not have to have an IEP in place to receive IDEA discipline protections. Protections are available as long as the school had knowledge that the student may have a disability before the misconduct occurred.

The Academy may suspend a student with a disability for up to 10 days without a duty to continue to provide services from the IEP, review his or her Behavior Intervention Plan, or reconsider the Functional Behavior Assessment.

Suspending a student with disabilities for more than 10 cumulative days in a single school year (even for separate incidents), however, constitutes a change of placement. In those cases, the student must continue to receive all services required by the IEP. If a student's behavior warrants in-school suspension, the Academy will provide services comparable to those in the student's IEP and that allow the student opportunities to participate in his or her general curriculum.

If a student with a disability is being considered for expulsion or a suspension that would result in more than 10 days (consecutive or cumulative of the school year), the Academy will conduct a Manifestation Determination Review (MDR) hearing. At this hearing a determination will be made regarding whether the behavior was caused by, or had a direct or substantial relationship to, the student's disability, or whether the conduct resulted from the school's failure to implement the IEP. Parents will be notified at least 24 hours prior to an MDR.

If the MDR results in a finding that the behavior was not a manifestation of the disability, then the Academy will take the same disciplinary action for the student with a disability that it would have for children without disabilities. As noted above, if a removal constitutes more than 10 cumulative days during the school year, all required IEP services shall be provided. If necessary, the Academy may also perform a functional behavioral assessment (FBA) and implement positive behavioral intervention services to reduce the likelihood of recurrence.

If the MDR results in a finding that the behavior was a manifestation of the disability, or if the conduct was a direct result of the Academy's failure to implement the IEP, then the Academy will conduct an FBA or, following a review, modify any existing behavioral intervention plan as

necessary. The student will be returned to the student's placement at the school (though the parents and the school may agree to a change of placement as part of modifications to the IEP or BIP).

Parents or the school may appeal an MDR determination. An appeal hearing must be held within 20 days of notice by the LEA representative. A decision shall be rendered within 10 days. Disability services shall be provided during the appeal process. If the school believes continuing IEP services is substantially likely to result in injury to the student or others, the school may appeal that decision.

School officials shall remove a student to an interim alternative setting for up to 45 school days, regardless of whether the conduct is a manifestation of the disability in the following three situations: a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault on a school employee.

In these cases, the student may be placed in an alternative education setting for up to 45 days. The Principal will notify parents of all matters related to the incident in writing. And parents may bring an attorney or advocate to any related meetings.

Regardless of the determination following the MDR, the school will resume providing IEP services on the 11th day of suspension (if they were halted as part of the suspension).

## **Public Displays of Affection**

Public displays of affection are not allowed on campus or during school-related activities, and are liable to disciplinary consequences.

## **Electronic Devices**

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. Students may not keep electronic devices on their person during the academic school day. If a student must bring a cell phone or other electronic device to school, he or she must keep it in a locker for the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, head/earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Principal's discretion.

Any student who is using a phone or other electronic device during the day will have that device confiscated until the end of the day. If there is reason to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, the device may be powered on and searched.

Students who break this rule will be subject to fines and other disciplinary action. American Classical Academy is not responsible for the damage, loss, or theft of these items.

## **Lockers**

American Classical Academy provides lockers (as available) for students in 7th grade and higher. The lockers and locks are school property. Students will be issued a lock and a combination upon request. Students who misplace their lock will be required to pay \$5 for its replacement. Only locks issued by the school are authorized.

ACA has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

ACA is not responsible for lost or stolen items. Valuables 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.

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**

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Assistant Principal and any appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by district and state regulations.

### **Medical operations**

American Classical Academy will:

- Participate in workshops, in-services and/or training offered by the Tennessee Department of Education's Office of Coordinated School Health
- Use appropriate State forms for health services
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a temperature of 100°F or higher will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Students who are sent home with a fever or vomiting may only return to school when they have been fever- or vomit-free for 24 consecutive hours.

### **Medical records and enrollment**

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

### **Parent/guardian obligations**

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

### **Food allergies**

ACA is not a peanut-free school. The school will, however, establish a table in the cafeteria for students with allergies, and teachers/monitors will ensure that this peanut-free zone is enforced.

### **Sick students**

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a student may return to school, fevers must resolve and the student must be symptom-free without medication for 24 hours.

### **Lice Policy**

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. ACA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Students will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, ACA will provide missed work within 24 hours for the student to complete. [NOTE: Each school should ensure that its lice policy meets local requirements.]

## **Student Fees and Supplies**

### **Textbooks**

American Classical Academy provides students in 5th grade and up with paperback copies of some literature books free of charge. Students are encouraged to annotate these books as they read them with the class and add them to their home libraries when the class is finished. If you have questions about whether a book is yours to keep after the school year, please ask your child's teacher.

ACA takes on the extra expense of providing students with some literature books free of charge because we hope to cultivate a love of reading, and because annotation is an important skill. If you would like to make a donation to the school to help offset the cost of these books, please make a check payable to American Classical Academy in the amount of \$60 (the cost per child of literature books alone) or any amount you choose. Donations are optional.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

### **Fees**

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Principal. All financial obligations must be rectified prior to registration for the upcoming school year. Students with outstanding balances will not be issued report cards or be permitted to register for the next school year.

While these fees have been approved by the Principal and are requested to help provide all students a great classical education, Tennessee law prohibits requiring the payment of any fees "as a condition of attending the public school or using its equipment while receiving educational training" T.C.A. § 49-2-110(c). This includes fees for activities and supplies to participate in any course offered for credit or grade and fees for graduation ceremonies. We appreciate your support of the education of all students at American Classical Academy and note that the fees you decide to pay are a gift rather than a required payment. We thank you for partnering with us in providing a strong classical education.

## **Extracurricular Activities**

We encourage students to participate in as many extra-curricular activities as they can reasonably manage, knowing that academics comes first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate, and to remain in good academic standing, and to display American Classical Academy's core virtues as ambassadors for the school.

Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items.

Each coach or club leader will set rules by which each student must abide in order to participate.

### **Eligibility**

Extracurriculars enrich a student's life at the school. American Classical Academy's goal is to encourage students to prioritize academics, but also to provide meaningful opportunities to compete and flourish as young men and women. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in ACA extra-curricular activities, though the Principal may grant exemptions in specific circumstances and for specific events (e.g., school dances).

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Students with either two Ds or one F are ineligible to participate in extracurricular activities. Grades are based upon regularly scheduled progress reports, which occur at the mid-point and end of each academic quarter. Ineligible students will not become eligible until the following progress report or later.

Student athletes may still practice at the discretion of the coach if they are ineligible to compete.

Any student who receives three pink slips in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester. Any student who receives five pink slips in a year will be ineligible for participation in extracurricular activities for the remainder of the year.

Ultimate discretion on eligibility is the responsibility of the Principal.

## **Clubs**

The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views.

All clubs must be approved by the Principal and have an active faculty sponsor.

## **Special Events**

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Principal a minimum of 3 weeks prior to its scheduled date. Approval for one year does not carry over to the next.

The school will host various social events, including dances, in the course of a regular school year. Students are expected to follow School rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Principal may make specific exceptions.

## **Sports**

All student-athletes will need to complete a physical and sign a release form before they will be allowed to participate in any school-sanctioned sport activity, including practice. These forms are available in the front office and on the school website.

ACA encourages students to participate in sports outside of the school day, whether at American Classical Academy or at another school if we do not offer the sport in question. In all cases, a student's academic needs and performance are the foremost priority and take precedence over athletics. Similarly, disciplinary consequences will take precedence over athletics.

American Classical Academy will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

## **Student Publications**

Student publications must uphold ACA's mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the American Classical Academy community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior review by the Principal. Employees of the school or parents may not

use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

## **Volunteers**

American Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. ACA relies on volunteers during carlines, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

### **Volunteer Background Checks**

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

### **Volunteer Confidentiality**

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Principal. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present.

If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

## **Visitors**

### **Sign-In**

ACA has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30am and 4:00pm must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

In the unlikely event that a registered sex offender attempts to gain access to the school, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at ACA, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

### **Parent Visits**

Classrooms, the lunchroom, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. Parents and family members are welcome to join their child for lunch. Please sign in at the office to obtain a badge prior to joining your student in the lunchroom.

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact him or her via email.

### **Classroom Observations**

We encourage parents to visit our classrooms to learn more about classical education and discover ways to contribute to their children's education at home. Beginning October 1 of each school year, classroom visits are available to parents by appointment.

Parents may schedule a formal observation of a student's class with the front office and check in at the office before the observation begins. A normal parent observation will last for one period, or, in K-6, two subjects at a time.



## **Inclement Weather**

When weather threatens a school closing, you may tune into one of the local news stations to find out if ACA will be closing. We will follow the decisions of the [Local] School District when making our decision. If you see that the district schools are closed, then so are we. If the local district has a delayed opening then so do we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus. As possible, ACA will also notify parents of school closures by email and other electronic methods.

## **Withdrawals**

We are always sorry to have a student move from ACA. To facilitate withdrawal of students from School, we ask that parents advise the School office of an intended withdrawal three days prior to leaving. A parent is required to meet with the Registrar to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All debts must be paid prior to withdrawal, and textbooks must be returned.

## **SECTION 2: ACADEMIC POLICIES**

### **Curriculum Introduction**

The curriculum of American Classical Academy is based on the curriculum scope and sequence offered by Hillsdale College. This curriculum is used throughout the network of Hillsdale-affiliated schools, of which American Classical Academy is an affiliate. While ACA has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our School has committed to embrace and uphold the following key characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than “student-centered learning” methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 12.

### **Homework**

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students are studying. At best this will extend homework time beyond what one would typically need and at worst will hinder real learning.

Every student will have some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family, and make a little progress on it every night.

As a general rule, a student can expect 10 minutes of homework per grade level plus additional time for reading. So, a 1st grader will have approximately 10 minutes of homework per night

*Attachment B, C - ACA Family Handbook - Draft May 2022*

(plus reading time) and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students can expect to have 1.5 to 2 hours of homework per night plus reading time of 30-60 minutes.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

### **Late Homework**

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

In grades 3-12, homework submitted one day late will receive 75% credit and two days late will receive 50% credit. Homework submitted more than two days late will not receive credit. In grades K-2, late homework will be treated as an in-class discipline issue, and students may be required to serve lunchtime or recess detention in order to complete assignments.

### **Grading**

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and

subjects. American Classical Academy will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

In Kindergarten and 1st grade we will use the following marks:

E = Excellent performance

S = Satisfactory performance

N = Performance needs improvement

U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

Students will receive report cards every 9 weeks. Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.

In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth. See below for further information about calculating GPA for ranking purposes in high school.

### **Weighted GPA and HS Transcripts**

In order to maintain the integrity of our classrooms while recognizing the pressures of the broader academic world, ACA has adopted the following weighted grading policy.

For purposes of official High School transcripts only, Honors courses and courses that count for both High School and college credit will be weighted on a 5-point scale as follows:

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

For report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale applies.

Students completing high school level courses in grade levels 6th-8th are awarded high school credit. The final semester grades and credits are reported on the student's transcript, however, any high school level courses completed in grade levels 6th-8th grade will not be factored into a student's cumulative GPA.

Because weighting procedures and level of rigor vary greatly from institution to institution, the final GPA reported on the transcript is based on courses taken at ACA only. Courses and final grades earned outside of ACA are listed on the transcript. For college applications, students may choose to provide a transcript from their previous high school if they believe it will strengthen their application.

### **Uniform Grading for TSAC and Hope Scholarship Applicants**

To ensure fairness for students applying for financial assistance through the Tennessee Student Assistance Corporation (TSAC), including for the Hope Scholarship, American Classical Academy will report grades to TSAC using the State Board of Education's Uniform Grading Policy.

### **Reporting Student Progress**

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Progress reports will be available at the midpoint of the quarter and sent home if a student has earned a D in two or more classes, or earned an F in one or more classes. In such cases, a student will be ineligible for extracurricular activities.
- Report cards will be mailed or sent home quarterly.
- Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.
- Parents have the ability to review student progress via online access to American Classical Academy's teachers' grade books.

In general, grades will be posted within seven business days after the due date unless otherwise notified by the teacher on the syllabus. Written assignments in the Upper School and labs may take longer to grade due to the kind and amount of feedback. Parents are able to monitor missing assignments online. Parents are encouraged to notify the teacher and the principal if there is no assignment/grade information for a particular academic subject or course.

## **Teacher Conferences**

Parent teacher conferences happen at the end of the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent/teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via email.

## **Student Placement**

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. American Classical Academy will respect the promotion and retention decisions from the school from which a student transfers.

If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed appropriate by the teacher and principal. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the teacher and principal, a signed document of this choice will become part of the student's permanent file.

High school transfer students will be placed based upon their state-recognized credit hours; however, transfer students may require additional time in order to meet ACA's graduation requirements.

## **Promotion & Retention**

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental or physical development would not allow satisfactory progress in the next higher grade. In certain cases—especially the academic cases detailed below— school administration may recommend or require that a student be retained.

### **Kindergarten-5<sup>th</sup> 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.

## **6<sup>th</sup>-8<sup>th</sup> 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.

## **9<sup>th</sup>-12<sup>th</sup> Grade**

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

Grade level classification of students is composed of two requirements:

1. Units of credit for each grade, and
2. Sequence of courses for each grade and prerequisites for each course.

Grade level classification is based on these units of credit earned:

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



## **High School Graduation Requirements**

English	4.0 credits
Core courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)	
Math	4.0 credits
In addition to meeting the credit requirement, students must successfully complete Geometry (2 semesters) and Algebra II (2 semesters).	
Science	4.0 credits
In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters), Chemistry (2 semesters), and Physics (2 semesters).	
History	4.0 credits
Core courses: Ancient World History (2 semesters), European History 500-1815 (2 semesters), American History (2 semesters), Modern World History (2 semesters)	
Government	1.0 credit
Core course: American Government and Politics (2 semesters)	
Economics	0.5 credits
Core course: Economics (1 semester)	
Foreign Language	3.0 credits
Students who begin Latin in grade 6 must successfully complete Latin through 9th grade. Students who begin Latin in grades 7, 8, or 9 must successfully complete Latin through 10th Grade. Additional courses in Latin, French, and Spanish are offered to allow students to fulfill the six-semester language requirement.	
Composition, Logic, and Rhetoric	1.0 credit
Core Courses: Logic OR Composition (1 semester) and Rhetoric (1 semester)	
Philosophy	1.0 credit
Core courses: Introduction to Moral and Political Philosophy (1 semester) and Moral and Political Philosophy (1 semester)	

Electives (minimum, although more may be accrued)  
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
- At the discretion of the School Leader, a student may be required to complete remedial courses in order to graduate.
- The School Leader has the authority to waive any graduation requirement except those meeting the state requirements.
- Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the School Leader.
- A special education diploma may be awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements, or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Program (IEP).

## **Mathematics**

All students are required to follow the mathematics course sequence through Pre-Calculus. After successful completion of Pre-Calculus students will be placed into Calculus or another advanced math course based on the recommendations of the Pre-Calculus teacher and by approval of the principal.

## **Senior Thesis**

The senior thesis is the culmination of a student's classical education and a rite of passage to a life of virtue and self-government. The student's thesis may concentrate on books, events, or themes that draw upon any of the core courses and should serve as a capstone project, one which brings together the things a student has learned during his or her time at the school.

Every senior will write, orally deliver, and defend a thesis on a topic of his or her choosing that emerges from the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members. A satisfactory performance on the writing and presentation of the thesis is required for graduation.

Students must complete a senior thesis and present that thesis in a formal setting in order to graduate from high school.

## **Academic Honesty**

### **Plagiarism**

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and

*Attachment B, C - ACA Family Handbook - Draft May 2022*

constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the principal of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or the principal will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may, if applicable, lose the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

## **Cheating**

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may, when applicable, lose their status as valedictorian or salutatorian.

## **Student Services**

In furtherance of our mission, American Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

ACA will offer a continuum of special education services and placements for the special needs of students.

ACA provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into ACA, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the ACA staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

ACA's Student Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Student Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

### **State Assessments**

The state of Tennessee requires standardized testing through the Tennessee Comprehensive Assessment Program (TCAP) in reading, math, and science for Grades 3-8, as well as social studies for grades 6-8. Tennessee also requires exams in several high-school subjects, called "end of course" exams or "EOCs." While we are required to participate in these exams and will take them seriously when they arrive in the spring, our approach differs from that in many public schools and deserves a comment.

Our curriculum is not designed around the state assessments and our teachers do not "teach to the test." We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that ACA provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in Grammar School math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed and students may not be picked up early from school. Please plan accordingly.

### **Controversial subjects**

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 9 through 12. When these subjects come up, teachers will present an impartial view of all sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school without Principal approval.

Guest Speakers who cover controversial topics must be screened by the principal. The screening may include an interview of the guest by the principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the academic sequence. Parents may have students excused from such presentations and understand that the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for students to be excused.

### **Religion**

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage, and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, ACA curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

### **Evolution**

ACA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and many religious colleges.

Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God.

ACA recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at ACA will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion.

Teachers, students, and parents must realize that a biology class has a particular purpose and is

not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

### **Human Sexuality**

At ACA, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5<sup>th</sup> grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way. Upper school students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Administration or a faculty member who has the full confidence of the Principal in these matters.

In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

### **Videos in the Classroom**

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

## **SECTION 3: ADDITIONAL POLICIES & PROCEDURES**

### **Admissions and Enrollment**

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website.

### **Admissions Eligibility**

American Classical Academy is open to all students who reside within the school district, subject to availability. At the time of enrollment and re-enrollment, students will be required to demonstrate permanent residency within the school district. Students whose residence is not fixed or regular will be evaluated on a case-by-case basis in keeping with governing state and federal laws.

ACA will not discriminate on the basis of race, color, ethnic background, sexuality, national origin, gender, or disability in administration of its educational policies, admissions policies, athletics, and other school-administered programs.

Students expelled from another school will be admitted at the discretion of the Principal. The Principal will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

Admission forms and deadlines will be available in the school office and online.

### **Limited Availability**

ACA will determine the number of seats to be offered in each grade on an annual basis. While it is our expectation that such numbers will be determined prior to the Open Enrollment period, the school may decide to revise these numbers prior to the beginning of the new school year.

Open Enrollment will be held during the spring semester each year; exact dates will be posted online and available in the school office. Families of enrolled students who wish to re-enroll will be required to submit a re-enrollment form for each student prior to or during the open enrollment period in order to secure each seat.

At the end of the Open Enrollment period, the school will admit students in the following order:

1. Current students who have submitted re-enrollment forms.
2. Children of teachers, staff, or board members.
3. Applicants who have siblings already admitted to the school.
4. All other applicants residing within the school district.



If the number of applicants exceeds the number of available seats in any grade, a random lottery process will be used to select admitted students from the pool of applicants. The lottery will also establish the order of the waitlist.

The school may, by direction of the principal, establish more seats in any grade in order to accommodate applicants who are next-of-kin to any teachers, staff, or board members.

Once students are admitted at the end of the open enrollment period, families will receive notice via mail and, if possible, via phone and/or electronic communication. Families will have three weeks from the date on which notices are mailed to submit enrollment paperwork. If families do not submit enrollment paperwork by the due date, then they forfeit the offered seat. Seats that become available after the enrollment period will go first to waitlisted students—in the order established by the lottery—and will then become available on a first-come, first-served basis.

The school will allow enrollment for open seats after the start of each school year, but only until such date as is determined by the Board of Directors.

### **Field Trips**

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the principal at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be asked to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the principal. Students who have received 4 or more Pink Slips may not attend field trips without an accompanying parent.

### **Extended Field Trips**

An extended field trip is one that requires an overnight stay. All extended field trips require individual Board approval a minimum of 90 days (180 days outside US) prior to the proposed trip. All students attending the extended field trip must have principal approval. For Upper School students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc) must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with administration to ensure that all procedures are followed.

## **School Communication Procedures**

### **Parent Communications to Administration, Faculty, and Staff**

American Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail
- Email

ACA employees will not use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

ACA teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the principal may require an extra day to respond to correspondence.

### **General Communication with the School Community**

The Principal must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school, and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

1. The school website, [url TBD]
2. The official monthly newsletter

3. The official Facebook page, [url TBD]
4. Correspondence from school administration, including emails and postal correspondence
5. Notices sent home with students and/or distributed by the school office

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

### **Social Media**

ACA recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page at [facebook.com/NationalMountainClassical](https://facebook.com/NationalMountainClassical). This page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to “like” or “follow” our page to receive updates. Any important notifications from ACA that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

In the interest of privacy, ACA will limit the sharing of personal information about students on our Facebook page, and ACA staff and faculty will not discuss a student’s personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, ACA will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of ACA to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. ACA reserves the right to delete comments that are inappropriate, quarrelsome, or out of place.

While ACA is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of dissent. The ACA administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

ACA retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

### **Communicating with Parents with Joint Custody**

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

## **Student Network Use**

Students at American Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

We also recognize the need for supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

ACA does not assume responsibility for system failures that could result in the loss of data.

It is the policy of ACA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

## **Security Checks**

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers

entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

## **Emergency Policy**

The Administration shall maintain a stand-alone Emergency Operations Plan, which shall be available for reference in the School office.

## **Student Drivers and Parking**

Being able to bring a vehicle on campus is a privilege. The school is not responsible for damage to a vehicle that occurs while it is on campus. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to

others. Permission is required for any student who finds it necessary to go to his or her vehicle during the school day.

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A copy of a student's driver's license and insurance must be on file in the school office. Students who have received a driver's license and are in good standing may drive to school and park in designated parking spaces. Students must maintain a 1.7 GPA in order to drive to or from school. The school will check a student driver's GPA at semester, and falling below the 1.7 threshold will revoke driving privileges for the following semester.

Students must receive a parking pass in order to park on campus. Due to limited space on campus,

passes will be distributed first to seniors, then to juniors, then to sophomores, through a lottery process as established by the school administration. Students who receive their driver's license during the course of the school year may apply for a parking permit if spaces are available.

The school shall not issue more than one parking pass per family.

The school will set the fee for a parking pass each year before the start of school.

Student passengers must have parent permission to be in other students' vehicles, other than siblings.

### **Facility Use**

The Principal will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.

### **Parent Teacher Organization**

American Classical Academy's Board establishes the Parent Teacher Organization (PTO) to support the school's mission. PTO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PTO consists of a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PTO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PTO may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. ACA is itself a non-profit organization with 501(c)3 status.

The Principal reserves the right to create, remove, or dissolve PTO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

## **SECTION 4: GOVERNANCE & MANAGEMENT**

### **Board of Directors**

American Classical Academy (the “School”) is a subsidiary of American Classical Education, Inc., a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the “Board”). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with [TBD: district authorizer]. The bylaws and Charter Agreement are available on the School’s website, [url TBD].

### **Board Responsibilities and Obligations**

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission. The Board created American Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following mission:

To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

### **Board Meetings**

In compliance with the state’s Open Meetings Laws, the Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location, including the School website (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings and state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and a record of votes.

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**

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.

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 classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

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

### **Grievance Related to Administration**

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

### **Records Requests**

Tennessee citizens wishing to view or receive copies of public records maintained by American Classical Academy may submit a records request using a form on the Academy's website. Individuals will need to provide a detailed description of the record(s) requested, whether they would like to view or receive copies of the record(s). The Academy's records custodian will respond to each request within seven days, in one of the following ways:

- By providing access to view the record or by providing the actual record,
- Providing an estimate of how much longer it will take to complete the request,
- Requesting additional information to complete the request, or
- Denying the request with a citation to the reason for the denial.

## **SECTION 5: PRIVACY**

### **Family Educational Rights Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

## **Student Information**

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or videotaped for use by the school, by the media, or by other organizations operating with approval from the school principal. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign the ACA photo/video release waiver included with ACA enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared.

Student names will not be listed alongside their pictures on the school website or in ACA advertising publications.

## **APPENDIX**

### **Change Log**

This is version 1.0 of the ACA Family Handbook. The handbook and the policies herein were adopted for use by the ACA Board of Directors for use during the 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: \_\_\_\_\_

**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.

## Attachment D – Enrollment Policy

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.

Attachment E – Letters of Support





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



Attachment E – Letters of Support

**From:** Michelle Garcia <gmgarciafamily@gmail.com>  
**Sent:** Friday, January 21, 2022 4:38 PM  
**To:** Operations <operations@americanclassicalschoools.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



Attachment E – Letters of Support

From: MFL WC <moms4libertywc@gmail.com>  
Sent: Thursday, January 20, 2022 11:21 PM  
To: Operations <operations@americanclassicalschoools.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@americanclassicalschoools.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@americanclassicalschoools.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@americanclassicalschoools.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](mailto: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

# Letters of Support

April 2022



March 24,2022

To Whom It May Concern:

I am submitting this letter to express my support for American Classical Education (ACE) to create a charter school in Rutherford County. I believe ACE's mission of having a timeless and rigorous model of classical education available to all students who desire it. I feel it should align with our obligation to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

I believe strongly in the need to ensure that students in Rutherford County receive an education that ensures they are prepared for success in high school, college, and their careers. I also believe that every parent deserves to choose an educational option that best suits their children's needs. This includes opportunities to work with educators that challenge them to fulfill their highest potential. I look forward to welcoming ACE as part of Rutherford County's academic community. Thank you for considering American Classical Education's charter proposal. If you have any questions, please don't hesitate to contact me.

Yours Truly,

Guadalupe Howell

Murfreesboro, TN

Rutherford County

March 27, 2022

To whom it may concern:

I am writing to express my full support for a public charter school from American Classical Education (ACE) to come to Rutherford County. The excellent track record of educational achievement coming from classical institutions like Hillsdale needs to be duplicated as much as possible in our county, state and country. *"If Virtue & Knowledge are diffused among the People, they will never be enslav'd. This will be their great Security."* - Samuel Adams, letter to James Warren, February 12, 1779.

Hillsdale Academy, a K-12 private school founded in 1990, has ranked between the 97<sup>th</sup> and 99<sup>th</sup> percentile on the Iowa Test of Basic Skills over the last twenty years.

I cannot imagine anyone disagreeing with the idea that our children and grandchildren should have the opportunity for the best education possible. Those opportunities come when more choices are available, not less. Competition always results in a better product or service, and usually at a reduced cost. Public charter schools come with no tuition cost, and offer a strong, classical education found normally in expensive private schools.

When I attended public high school in the early 1970's in Virginia, Latin was taught in the 9<sup>th</sup> and 10<sup>th</sup> grades. I didn't realize at the time how helpful those classes were going to be to my understanding of English grammar and appreciation of classical literature today. I still remember my Latin teacher's name, Mr. Fagan (however, I have no clue what my Chemistry teacher's name was!).

I encourage you to approve ACE's application to Rutherford County.

Jim Sandman, USN Ret.  
"Pappy" to four grandchildren  
Christiana, TN

*"Education is what you have left after losing your notes."* - Jim Sandman

March 28, 2022

To whom it may concern,

Having educated my own child using the classical method, I am very excited that Hillsdale, a prestigious organization, is interested in investing in Rutherford County to offer opportunity to students in my community to learn using a timeless and successful method of education. I support this effort and I hope our school board will do the same.

Laurie Waldron

April 4, 2022

To whom it may concern,

I am writing this letter of support for American Classical Education's charter school application in Rutherford County, TN.

I am a parent of 3 students in Rutherford County Schools, and recently started a group called Rutherford Students First with other parents in the county. We recently conducted an internal survey of our parents, which showed 100% of them knew what a charter school was and 84% of survey respondents supported school choice. The written feedback they provided beyond the multiple choice questions in the survey echoes my own concerns with Rutherford County Schools and the primary reasons why we support American Classical Education's charter school.

Some of those reasons are:

1. County schools are overcrowded, with classroom instruction being interrupted by something as simple as heavy rain which prevents access to portable classroom buildings. All three of my kids have classes in portable classrooms, with my 5th grader having all of his classes in a portable classroom.
2. A far too frequent lack of teachers has meant students are left without instruction for extended periods of time, often being asked to sit in auditoriums, gyms, or cafeterias for hours at a time. While this was incredibly common during the last year with Covid, it has happened this year as well—as recently as March of 2022.
3. County schools outcomes and test scores have a concerning trend. Outside of magnet high schools, nowhere close to a majority of high school students are proficient in Math, English, or History. When removing Central Magnet from the numbers, 85% of RCS high school students are NOT proficient in Math when looking at the TCAP results.
4. Violence and disruptions are increasingly common, but often hidden from parents. A recent incident at Blackman High School involved a student being choked by another student, blacking out, hitting head, and being hospitalized. As this incident occurred in a football locker room, the students and parents were actively told not to tell anyone about the incident.
5. As problems like these have surfaced, parents were not encouraged to voice concerns privately or at Board meetings. Exactly the opposite, administrators and Board members regularly ignore emails and phone calls requesting meetings.

Parents are extremely frustrated with Rutherford County Schools, and hungry for alternatives. After learning about American Classical Education's plans and methodology, I could not be more excited to have them in Rutherford County. Their approach to education would offer a much needed change from the current lackluster approach.

Sincerely,  
Chris Littleton  
Parent of 3 current RCS students  
Mobile: 937.499.3594  
702 Sergio Ave  
Murfreesboro, TN 37128

April 6, 2022

Dear Sir or Madam,

I am writing to express my support for the application of an American Classical Education school in Rutherford county. I believe deeply in the need to better educate our local students and am confident that the ethos the founding board plans to adopt will raise the bar. By introducing high expectations, a focus on literacy, and an emphasis on classical education in a K-5 setting, the American Classical Education team will offer an affordable and quality option in Rutherford county for parents who are interested in this model. Given the track record of classical education focused charter schools and the ACE leadership team's success in diverse fields such as law, business, media, and education, I believe in their potential.

American Classical Education's proposed school would be a fantastic addition to the Rutherford County educational community and I wholeheartedly support their application.

Sincerely,  
Shawn Wright

April 9, 2022

To Whom It May Concern:

I am submitting this letter of support and recognition for the establishment of American Classical Education (ACE) proposed school in Rutherford County. I believe ACE's mission, that "the timeless and rigorous model of classical education should be available to all students who desire it," aligns with our obligation to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

I believe strongly in the need to ensure students in Rutherford County and Middle Tennessee receive an education that ensures they are prepared for success in high school, college, and their careers. I also believe that every single student deserves to choose an educational option that best suits their needs, including opportunities to work with educators that challenge them to fulfill their highest potential. I look forward to welcoming ACE as part of Rutherford County's academic community. Thank you for considering American Classical Education's charter proposal. If you have any questions, please don't hesitate to contact me.

Sincerely,

Michael W. Hiatt

LTC, US Army Corps of Engineers (Retired)

Professor of Geology (Retired)

Middle Tennessee State University

April 11, 2022

Dear Sir or Madam,

I am writing to express my support for the application of an American Classical Education school in Rutherford county. I believe deeply in the need to better educate our local students and am confident that the ethos the founding board plans to adopt will raise the bar. By introducing high expectations, a focus on literacy, and an emphasis on classical education in a K-5 setting, the American Classical Education team will offer an affordable and quality option in Rutherford county for parents who are interested in this model. Given the track record of classical education focused charter schools and the ACE leadership team's success in diverse fields such as law, business, media, and education, I believe in their potential.

American Classical Education's proposed school would be a fantastic addition to the Rutherford County educational community and I wholeheartedly support their application.

Sincerely,  
Gabriel Fancher

April 11, 2022

Dear Sir or Madam,

Please accept this letter expressing my support for the application of American Classical Education's proposed school. There is no greater challenge we face than that of better educating students in Tennessee. I am confident that the ACE team has the experience and talent to improve the lives of many children.

ACE has assembled a very capable and engaged board that will support this effort and ensure success. By its curriculum, including math, language, and science, but especially through classical education's emphasis on and special approach to literature and philosophy and its unique school culture, ACE will help put our students on a track for long-term success.

I am confident that American Classical Education will be a boon to local community efforts to raise the rate of college graduates in a historically lower achieving student population.

American Classical Education would be a fantastic addition to the Rutherford County and Murfreesboro educational community and I wholeheartedly support their application.

Sincerely,

Wendy M. Hiatt

Retired Registered Nurse

Ascension Saint Thomas Rutherford Hospital

Murfreesboro, Tennessee



April 11, 2022

To whom it may concern,

I highly recommend implementation of an American Classical Education school in Rutherford County. The core liberal arts education at an early age creates the base from which all learning is built upon and is severely lacking in today's curricula. My own experience with classical education sparked a zest for learning that has lasted a lifetime and included a wide diversity of subjects beyond my chosen profession.

Dr. Thomas E. Biggs  
Eagleville, TN

March 22, 2022

Dear Sir or Madam,

Please accept this letter expressing my support for the application of American Classical Education's proposed school. There is no greater challenge we face than that of better educating students in Tennessee. I am confident that the ACE team has the experience and talent to improve the lives of many children.

ACE has assembled a very capable and engaged board that will support this effort and ensure success. By its curriculum, including math, language, and science, but especially through classical education's emphasis on and special approach to literature and philosophy and its unique school culture, ACE will help put our students on a track for long-term success.

I am confident that American Classical Education will be a boon to local community efforts to raise the rate of college graduates in a historically lower achieving student population.

American Classical Education would be a fantastic addition to the Murfreesboro educational community and I wholeheartedly support their application.

Sincerely,  
Jo Zeferino



Tuesday, March 22, 2022

Dear Rutherford Classical,

I am writing to provide a letter of support for developing an American Classical Schools Charter in Rutherford County, Tennessee. As a resident of the Blackmon area of Murfreesboro and the father of a 2- and 4-year old, I would be thrilled to have a charter option available in our area. I believe the mission of the American Classical Education curriculum, to provide an education that is both classical and American, rooted in the liberal arts and sciences, with a firm grounding in civic virtue and the cultivation of moral character, would provide a much-needed alternative educational model in our area. A recent study, "[Kickstarting K-12 Education in Tennessee: Avenues for Systemic Transformation](#)," by Dr. Corey A. DeAngelis, shows that additional charter educational options will advance educational reform and economic growth in our area.

My professional affiliations below are given strictly for identification purposes.

Sincerely,

**DANIEL J. SMITH | DIRECTOR OF THE POLITICAL ECONOMY RESEARCH INSTITUTE**

Professor, Department of Economics and Finance in the Jones College of Business

**Middle Tennessee State University**

North American Co-Editor, *The Review of Austrian Economics*

615-904-8485

<http://www.danieljosephsmith.com/>



**Mike Sparks**  
State Representative  
District 49  
**Member of Committees**  
Commerce  
Education Instruction  
Finance, Ways, and Means  
**Member of Subcommittees**  
Appropriations Subcommittee

**House of  
Representatives  
State of Tennessee**

**Legislative Address**  
425 Rep. John Lewis Way N  
Suite 532 Cordell Hull Bldg.  
Nashville, TN 37243

Phone: (615) 741-6829  
Fax: (615) 253-0332  
[rep.mike.sparks@capitol.tn.gov](mailto:rep.mike.sparks@capitol.tn.gov)

April 4, 2022

To Whom It May Concern:

I am submitting this letter of support and recognition for the establishment of American Classical Education (ACE) proposed school. I believe ACE's mission, that "the timeless and rigorous model of classical education should be available to all students who desire it," aligns with our obligation to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

I believe strongly in the need to ensure students in Rutherford County and Middle Tennessee receive an education that ensures they are prepared for success in high school, college, and their careers. I also believe that every single student deserves to choose an educational option that best suits their needs, including opportunities to work with educators that challenge them to fulfill their highest potential. I look forward to welcoming ACE as part of my community. Thank you for considering American Classical Education's charter proposal.

If you have any questions, please do not hesitate to contact my office at **615-741-6829**. You can also reach me via email at **[rep.mike.sparks@capitol.tn.gov](mailto:rep.mike.sparks@capitol.tn.gov)**.

Sincerely,

Representative Mike Sparks, 49<sup>th</sup> District

# American Classical Education

183112th Avenue South, Suite 188  
Nashville, TN 37203  
770-596-5989  
operations@americanclassicalschoools.com

May 11, 2022

To whom may concern,

I am pleased to notify you that American Classical Education (ACE) is willing to provide a revolving line of credit of up to \$1 million to American Classical Academy Rutherford (ACAR) upon authorization of its charter by the Rutherford County Board of Education. ACE is offering this start-up financial support to ensure the Academy's long-term success.

We know the Academy expects to operate largely on public funding once it reaches full enrollment. However, before reaching full enrollment and securing a long-term facility, resources for financial contingencies like this are necessary.

This line of credit will be available only if ACAR is unable to secure grant funds through the federal Charter Schools Program (CSP) and if the original \$675,000 no-interest loan from American Classical Education is insufficient to meet start-up needs. This line of credit will be available to ACAR from authorization through the full period of the school's initial charter.

ACE is pleased to support ACAR's mission to provide a strong, publicly-funded classical education model to the families of Rutherford County. Following authorization, we will enter a formal agreement for the line of credit with the Academy.

Sincerely yours,



Mike Harner

Chair, American Classical Education Board



May 19, 2022

Dear Joel:

This letter is to confirm that Hillsdale College awarded a \$10 million grant to American Classical Education (ACE), a nonprofit organization independent of the College. This grant may also be in the form of a loan guarantee.

The grant is intended to support ACE's establishment of classical public charter schools. The funds are restricted to uses necessary to establish and support classical public charter schools. Should any of the funds be extended as loans to individual public charter schools, ACE may not charge interest on those loans.

Should ACE, for any reason, lose its nonprofit status, any unexpended or obligated grant funds must be disposed of pursuant to applicable state or federal dissolution requirements.

The College is pleased to support ACE's efforts and we look forward to hearing about your success.

Sincerely,

Patrick H. Flannery  
Treasurer



AMERICAN CLASSICAL  
EDUCATION

# ACE Meetings

April 2022

# ACE Meetings 2022

## Local Meetings attended:

- Chamber of Commerce Monthly Meeting
- County Commissioner's Meeting
- County Commissioner Health and Education Meeting
- Capitol Connection with Board of Education and Local Representatives
- Board of Education Meeting

## Parent and Community Information Night

- 50 attendees

## 1 on 1 Meetings with:

- Representative Scott DesJarlais
- Senator Dawn White
- Senator Shane Reeves
- Representative Tim Rudd
- Representative Charlie Baum
- Representative Bryan Terry
- Representative Mike Sparks
- Rutherford County Mayor Bill Ketron
- Smyrna Mayor Mary Esther Reed and City Manager Brian Hercules
- Mayoral Candidates: Randy Allen, Joe Carr
- County Commissioners: Robert Stevens, Craig Harris
- Board of Education Members: Tiffany Johnson, Claire Maxwell, Tammy Sharp
- Chris Littleton, Founder Rutherford Students First Parents Organization
- Gabe Fancher, Teacher, Rutherford County Schools
- Scott Graby, Real Estate Developer and Rutherford County Election Commissioner
- Matt Herriman, Realtor at Parks, Parks Realty
- Taze Lundy, Realtor at Sourceland, LLC



Attachment F – Governance Documents



# 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



**Attachment F1 – Filed Certificate of Incorporation**

You may verify this certificate online at [corp.delaware.gov/authver.shtml](http://corp.delaware.gov/authver.shtml)

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



Attachment F1 – Filed Certificate of Incorporation

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

483S-1421-9755.1

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.

**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



Attachment F2 – Proof of Non-profit Tax-Exempt Status

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 foregoing, 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 depositories 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

Attachment F4 – Code of Conduct

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.

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Print Name

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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<sup>1</sup> 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*<sup>2</sup> 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*<sup>3</sup> 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:

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<sup>1</sup> “Officers” include the Chairman, Secretary, Treasurer, Chief Executive of ACE, and Treasurer of ACE.

<sup>2</sup> 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.

<sup>3</sup> 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*<sup>4</sup> 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**

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<sup>4</sup> 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.

Attachment F5 – Conflict of Interest Policy

**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)?

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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,<sup>5</sup> or if the entity competes or is likely in the future to compete with ACE, including, without limitation, competition for grants and contributions.<sup>6</sup>

	Entity Name	Covered Person or Family Member	Explain Position or Interest
1			
2			
3			
4			

<sup>5</sup> 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, its geographic location, and correspondence between the entity and Hillsdale regarding a potential business relationship.

<sup>6</sup> 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.

Attachment F5 – Conflict of Interest Policy

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

Attachment F5 – Conflict of Interest Policy

1			
2			

3			
4			
5			

If more space is needed, please attach additional pages.

5. Please list and describe all transactions<sup>7</sup> from the past year, current transactions, and reasonably foreseeable transactions<sup>8</sup> 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		

<sup>7</sup> 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.

<sup>8</sup> 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, its geographic location, any prior transactions, and correspondence between the entity and ACE regarding the transaction.

Attachment F5 – Conflict of Interest Policy

5		
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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

#### **DONNA ECTON**

Chairman and CEO of EEI Inc., which she founded in 1998. EEI is a management consulting practice that provides private equity and sub-debt firms with due diligence and market and operational assessments of companies being considered for acquisition, turns around troubled portfolio companies, and serves as a mentor and coach for CEOs.

Ecton is a resident of Davidson County, TN and has been a member of the board of directors of CVR GP, LLC, a nitrogen fertilizer business since March 2008, where she chairs the audit committee. She has served on other public company boards of directors and numerous privately held companies and non-profit organizations.

#### EDUCATION

- MBA from the Harvard Graduate School of Business Administration
- BA in economics from Wellesley College. She is a resident of Davidson County, TN.

#### **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

### **DOLORES GRESHAM**

Gresham served in the [United States Marine Corps](#), retiring with the rank of [lieutenant colonel](#). In 2002, Gresham was elected to the Tennessee House of Representatives from District 94. During her time in the House, Gresham served on the Agriculture and Education Committees. In 2008, she was elected to the [Tennessee Senate](#) in the 2008 elections after having served three terms in the [Tennessee House of Representatives](#) and served three consecutive terms in the Tennessee Senate. She was appointed chairman of the Senate Education Committee as a freshman senator, presiding over the committee during a time of tremendous student progress at the K-12 level. Her tenure as chairman also saw unprecedented growth in access to post-secondary education at Tennessee's colleges and universities. Gresham has served as Chairman of the Education Committee for the State Council of State Government's Southern Legislative Conference. She also served as Vice Chairman of the Education Commission of the States.

In other leadership roles, Gresham has been a champion of Tennessee farmers and advancing agriculture in Tennessee. She and her husband, Will, live on their cattle farm in Fayette County, TN.

#### **EDUCATION**

- Bachelor of Arts from [University of the Incarnate Word](#)
- Master of Arts from [Loyola University New Orleans](#)
- Master of Science in administration from [The George Washington University](#).

### **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

### **OSCAR ORTIZ DUARTE**

Superintendent of Heritage Classical Academy in Houston, Texas. Oscar has devoted his career to classical education and over the course of ten years has gone from the classroom, to head of school, to Superintendent. He is known for being a passionate advocate for various classical charter organizations,



lending his assistance and expertise to all. Oscar is well-versed in classical themes bringing his knowledge into every new endeavor. Originally from Honduras, Oscar's vocation has always been creating access to classical education to diverse and disadvantaged populations believing that the true, the good, and the beautiful paves the way for all to lead flourishing lives.

#### EDUCATION

- Bachelor in Philosophy from University of Dallas
- Masters in Liberal Arts from St. John's College, Annapolis, MD

#### **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.

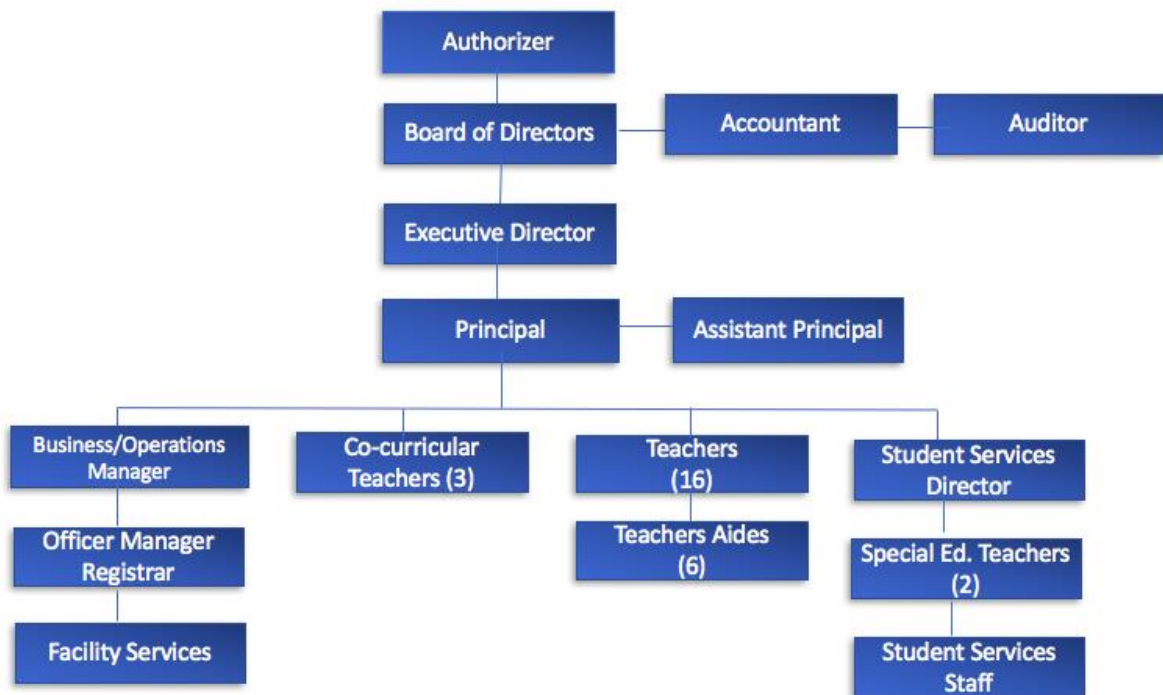
#### EDUCATION

- Bachelor of Arts: Economics, Hillsdale College, Hillsdale, MI
- J.D. Candidate, University of Notre Dame Law School, South Bend, IN

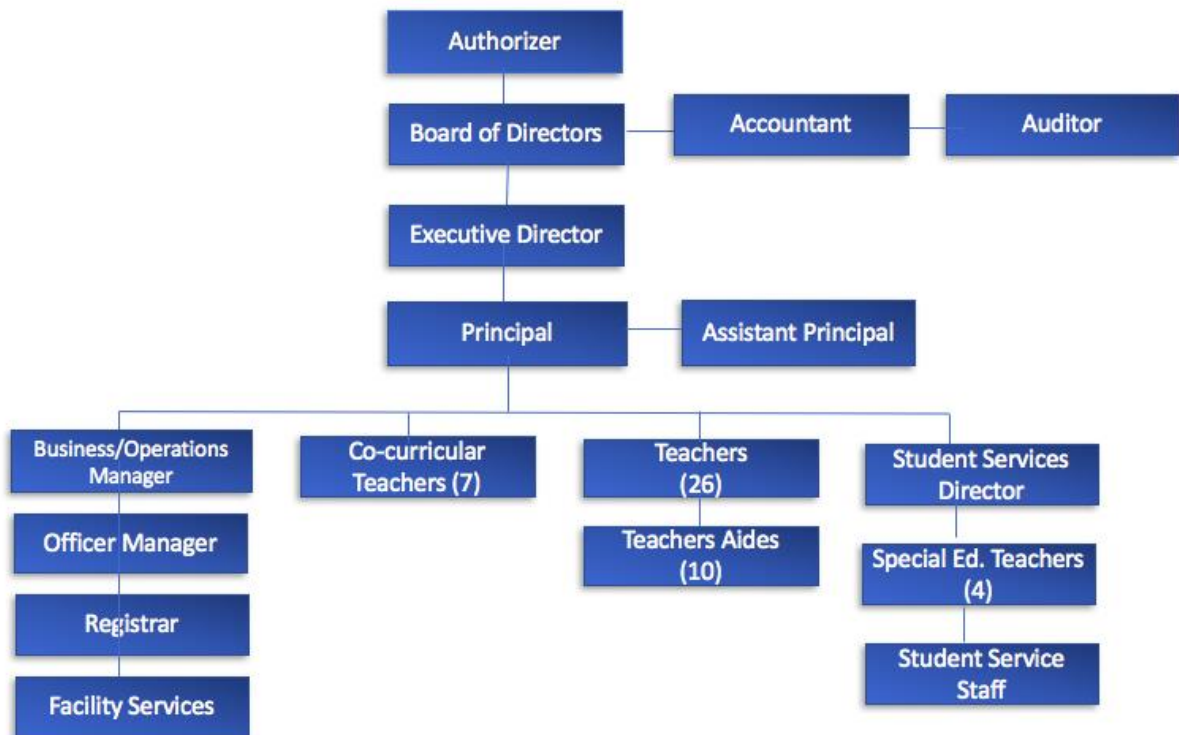
Attachment F7 – Board Policies

American Classical Education, Inc. has adopted initial policies including the attached bylaws and conflict of interest policies and 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.

## Attachment G - Organizational Chart and Staff Descriptions

### Professional Qualifications Needed

- A minimum of a master's degree. Terminal degree preferred.
- Transparent and high integrity leadership.
- Five or more years senior nonprofit or 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 with dean of students
  
- Work with building leaders to track suspensions for SWD, and proceed with manifestation procedures in conjunction with the principal and dean of students
- Complete any other duty deemed necessary by the principal and dean of students for the success of the school

## Teachers/Specials Teachers

Teachers are committed to the ongoing academic development and well-being and safety of students and the overall success of the school. Teachers will receive ongoing, job embedded staff professional development to ensure development of their personal and professional growth, as well as the success of every student. Teachers are responsible for the day-to-day work and management of the class. Teachers plan, organize, and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. Teachers agree with and are committed to the academic goals and philosophy of the organization. The specials teachers will be qualified in 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](http://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 outsourced 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)				MATH PROFICIENCY DATA (2015/16 - 2020/21)			
	Palm Bay	Brevard Co.	Florida		Palm Bay	Brevard Co.	Florida
Gr. 3 avg	79.34	62.38	56.22	Gr. 3 avg	79.34	60.12	59.58
Gr 4 avg	72.40	58.30	54.74	Gr 4 avg	72.4	60.54	60.22
Gr 5 avg	70.84	57.46	53.86	Gr 5 avg	70.84	57.58	56.72
Gr 6 avg	71.86	62.32	52.40	Gr 6 avg	71.86	66.86	50.34
Gr 7 avg	67.95	55.90	50.40	Gr 7 avg	67.95	64.22	55.74
Gr 8 avg	68.20	61.24	55.46	Gr 8 avg	68.20	63.60	60.90
Gr 9 avg	68.55	59.16	52.18	Gr 9 avg	68.55	61.92	56.42
Gr 10 avg	66.70	58.28	51.16	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 outsourced 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
<p>Summary of Data:</p> <p>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 band. 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%.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

ELA PROFICIENCY DATA (2017/18 - 2020/21)				MATH PROFICIENCY DATA (2017/18 - 2020/21)			
	St. Johns	Clay Co.	Florida		St. Johns	Clay Co.	Florida
Gr. 3 avg	76.00	66.28	56.22	Gr. 3 avg	63.70	67.46	59.58
Gr 4 avg	64.23	60.68	54.74	Gr 4 avg	45.53	65.26	60.22
Gr 5 avg	62.63	58.72	53.86	Gr 5 avg	50.83	60.22	56.72
Gr 6 avg	65.33	63.12	52.40	Gr 6 avg	46.00	67.02	50.34
Gr 7 avg	58.23	54.80	50.40	Gr 7 avg	67.20	61.64	55.74
Gr 8 avg	68.43	61.08	55.46	Gr 8 avg	61.10	67.80	60.90
Gr 9 avg	70.55	55.94	52.18	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
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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 outsourced 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
<p>Summary of Data:</p> <p>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%..</p> <p>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.</p>



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%

**DRAFT**



AMERICAN  
CLASSICAL  
EDUCATION

**AMERICAN CLASSICAL ACADEMY  
FACULTY/STAFF HANDBOOK  
2023-2024**

American Classical Academy  
Address TBD

[AmericanClassicalSchools.com](http://AmericanClassicalSchools.com)

Phone TBD

2023-2024 Faculty/Staff Handbook

Faculty/Staff Handbook Draft Version

Modified May 2022

## TABLE OF CONTENTS

INTRODUCTION	1
Notice	1
Mission	1
Virtues	1
<i>I. EMPLOYMENT</i>	2
Employment Classifications	2
Employment with American Classical Academy	3
At Will Employment	3
Equal Opportunity Employer	3
<i>II. DECORUM</i>	4
Using Good Judgment	4
Standards of Conduct	4
Employee Dress/Appearance	5
Business Hours	6
Lateness or Absence	6
Personal Relationships	7
Conflicts of Interest	7
Employment of Family Members	8
Internal Directorships	8
Visitors	8
Social Media	8
<i>III. CLASSROOM PROCEDURES AND STUDENT CONDUCT</i>	10
Before/After School Procedures	10
Classroom Procedures	11
Daily Campus Duties	13
Classroom Behavior	15
Hallway Behavior	15
Upper School Break	16
Lunchroom Behavior	16
Special Procedures Regarding Student Food	17
Electronic Devices	19

Student Uniforms	20
Public Displays of Affection	20
Student Disciplinary Procedures	21
<i>IV. INSTRUCTION</i>	<i>24</i>
Curriculum Oversight	24
Pedagogy	24
Classroom Appearance	27
Homework	27
Tests and Quizzes	29
Grading	32
<i>V. COMMUNICATION</i>	<i>35</i>
Communication with Administration	35
Communication with Faculty	36
With Parents	38
In IEP/504 Meetings	41
Grievance Policy	41
Communicating with the Media	42
<i>VI. EMPLOYEE PROCEDURES</i>	<i>43</i>
Fingerprinting and Background Investigation	43
Security and Inspection	43
Time-Off Requests	44
Substitute Teachers	44
Professional Development and Reimbursement	45
Personnel Files	46
Observations and Evaluations	47
<i>VII. EMPLOYEE POLICIES</i>	<i>48</i>
Advertisement of Employment Opportunities	48
Harassment and Discrimination	48
Sexual Harassment/Abuse	49
Drugs, Alcohol, and Tobacco	50
Family Education and Privacy Act (FERPA)	51
Intellectual Property Rights	51

Outside Employment	52
Tutoring, Private Coaching, and Private Lessons	52
Communications and Computer Systems Security and Usage	53
Non-Disparagement of the School	53
<i>ACKNOWLEDGEMENT OF RECEIPT AND STAFF HONOR CODE</i>	<i>54</i>

## **INTRODUCTION**

Welcome to the staff of American Classical Academy! This Handbook was prepared by ACA Administrators and the Board of Directors to ensure that all of us are on the same page with regard to expectations, rules, benefits, and procedures. Please read the Handbook carefully and refer to it often. Consult with the administration if any of the provisions are unclear. As with all aspects of ACA, we work together under a spirit of inquiry and common cause, so your constructive feedback is welcome.

### **Notice**

The policies in this Handbook are to be considered guidelines. American Classical Academy (the School), at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this Handbook at any time without prior notice. Any such action will apply to existing as well as future faculty and staff. Faculty and staff may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Faculty and staff will not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. The purpose of this Handbook is to implement policies concerning personnel promulgated by the Board of Directors. Such policies may only be changed by the Board of Directors. No statement or promise by a supervisor, administrator, or department head may be interpreted as a change in policy, nor will it constitute an agreement with a faculty staff member.

Should any provision in this Employee Handbook be found to be unenforceable and invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

### **Mission**

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

### **Virtues**

Courage • Moderation • Justice • Responsibility • Friendship • Prudence • Wisdom



## **I. EMPLOYMENT**

### **Employment Classifications**

#### *Faculty and Staff*

Faculty consists of the Administration and Teachers. All of these are salaried employees. Staff members are all other employees of the School. Policies described in this Handbook and communicated by the School apply to all faculty and staff.

#### *Regular Full Time*

Regular full-time employees are those employees whose regularly scheduled work week is 30 to 40 hours. Regular full-time employees will be eligible for all benefits offered by the School. This handbook summarizes benefits available at the time of its publication, but which may be amended or altered at any time. The Handbook is not contractual in nature and does not guarantee any continuation of benefits.

#### *Part-Time*

Part-time employees are those whose normal work week is less than 30 hours. Part-time employees are not eligible to participate in benefits programs.

#### *“Exempt” and “Non-Exempt” Faculty and Staff*

Upon hire, all faculty and staff are classified as either “exempt” or “non-exempt.” Exempt faculty and staff include teachers, the School Leader, various administrators, professional staff, technical staff, and others whose duties and responsibilities exempt them from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Exempt employees will be advised of this classification at the time of hire, transfer, or promotion. All other employees are “non-exempt.”

#### *Temporary Employees*

From time to time, the School may hire faculty and staff for specific periods of time or for the completion of a specific project. An individual hired under these conditions will be considered a temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis. A temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. Summer faculty and staff are considered temporary employees.

Those temporary faculty and staff classified as “non-exempt” who work more than twelve (12) hours in one day or more than forty (40) hours during any work week will receive overtime pay. All overtime work must be approved in advance by an authorized supervisor.

## **Employment with American Classical Academy**

Employment at American Classical Academy is separate and distinct from employment with the school district. Employees of ACA are not employees of the school district.

### **At Will Employment**

All Employees of ACA are at-will employees unless otherwise noted separately in a contract of employment. Accordingly, this means that either the employee or ACA may end the employment relationship at any time, for any reason, with or without cause. Nothing anywhere in this Handbook alters the at-will employment relationship or represents a formal contract between ACA and its employees.

### **Equal Opportunity Employer**

All employment actions, such as recruitment, hiring, promotions, terminations, layoffs, returns from layoffs, compensation, benefits, transfers and participation on School sponsored training, education or social/recreational programs, are made without regard or consideration for an individual's membership in any class or category protected by applicable federal, state or local law.

The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

The School will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to the School Leader one week in advance.

## **II. DECORUM**

### **Using Good Judgment**

- All of our rules and procedures are intended to create a positive learning environment for individual students and the entire student body. In any case where strictly enforcing the rules detracts from the intent, some alternative enforcement should be found.
- All enforcement of rules should be conducted with the intent to help the student develop a good character and moral virtue.
- When interacting with students, particular disciplinary interactions, teachers should be conscious of the emotional factor. Teachers should be firm, but not harsh. The tone of a message often overrides the content.
- We are the professionals. It is our job to remain in control, provide direction, de-escalate conflict, and set a positive example
- Parents should remain informed and should be involved in finding solutions, especially at home, whenever practical.

### **Standards of Conduct**

Employees are expected to work together in service to the School's mission, students, and community. This charge has myriad implications for all employees and our common life in the school, and it includes at least the following expectations:

- Employees must work together efficiently and effectively to bring a quality education to our students. This requires all employees to constantly engage students in learning.
- It is particularly important that employees maintain a high standard of moral conduct since, by the nature of the job, employees are role models for young people.
- Employees must maintain friendly and professional relations with colleagues.
- Any complaint or grievance should be taken to the School Leader or supervisor.
- All faculty and staff must adhere to the principles of a classical education as set forth in the appropriate sections of the charter, as articulated by the School Leader, and as named in the School's core virtues.
- As professionals trained in the mission and philosophy of American Classical Academy, teachers have a duty to the School to ensure adherence to the same. The administrators and Board of Directors must be informed of any policy violations. The notifications of such violations are essential to the School's longevity and viability.

## **Employee Dress/Appearance**

### *Principles*

The student dress code is intended to decrease distractions in class, to foster a healthy respect for fellow students and teachers, and to illustrate the seriousness of education. A crucial element in the success of the dress code policy is the standard set by faculty and staff. Dress, grooming, and personal cleanliness standards contribute to the morale of all faculty and staff, set a standard for students, and affect the image American Classical Academy presents to parents and visitors.

### *Expectations*

During school hours, or when representing American Classical Academy, faculty and staff are expected to present a clean, neat, and professional appearance. Faculty and staff should consult the School Leader if they have questions as to what constitutes appropriate appearance. Reasonable accommodations will be made to persons with disabilities.

The dress code during school hours is business casual. Business casual attire includes suits, pants, jackets, shirts, skirts and dresses that, while not formal, are appropriate for a business environment. Examples of appropriate business attire include a shirt and tie with pressed khaki pants, a sweater and a shirt with corduroy pants, a jacket with a skirt or slacks, and a blouse or a sweater with a skirt or pants. Pantsuits and sports jackets also fit the business casual work environment if they are not too formal.

Employees are expected to demonstrate good judgment and professional taste. Use courtesy towards coworkers and your professional image to parents and the community as the factors you use to assess whether you are dressing in business attire that is appropriate.

### *Guidelines*

The following personal appearance guidelines must be followed:

- Tank tops, tube or halter-tops, tops revealing cleavage, tops with shoulder cut outs, see-through clothing, and shorts may not be worn under any circumstances.
- Dresses or skirts should be of modest length and fit (no more than two inches above the bend of the knee).
- Sloppy or torn clothing will not be permitted.
- Mustaches and beards must be clean, well-trimmed, and neat.
- Hairstyles are expected to be in good taste and present an appropriate professional appearance.
- Body piercing, with visible jewelry or jewelry that can be seen through or under clothing, must not be worn during business hours. Tongue rings are also prohibited. Tattoos and other body art should be covered at all times.

## *Decorum*

- Women should wear no more than two earrings in each ear and men should not wear ear piercings at all.
- Footwear should be professional: no flip-flops, rain boots, house shoes, slippers, or sneakers. (Except for PE teachers, who may wear sneakers while teaching.)
- PE teachers should wear dress shirts or button polo tees and shorts with interior pockets or slacks. Work out shorts or cargo shorts should not be worn.

### **Business Hours**

Our regular office operating hours are 7:30 am to 4:00 pm, Monday through Friday. Summer office hours are 9:00 am to 3:00 pm, Monday through Thursday.

During the school year, classes normally begin at 8:00 am and end at 3:00 pm.

Full-time faculty members are expected to be at school no later than 7:45 am, unless they have a morning duty that begins earlier. Faculty should expect to stay at school until at least 4:00 pm. Part-time faculty should arrive at least 15 minutes before their class so they may review any special plans for the day.

Faculty may leave campus during the day for lunch or to run brief errands; however, teachers should not schedule appointments or leave campus for an extended amount of time during their prep periods. Please keep in mind that faculty may be occasionally needed during prep periods to cover classes for absent teachers.

Faculty have normal holidays as published in the school calendar, as well as fall, winter, spring, and summer breaks. Besides regular classroom duties, faculty members are expected to help in supervising students on the grounds (daily duty); to sub for their colleagues, when needed; to serve on various committees; to attend regular faculty meetings, open houses, and other school events. Faculty are also encouraged to show school spirit by attending student extracurricular games and events from time to time. Any school-sponsored event held at the school will be free for teachers to attend.

### **Lateness or Absence**

Faculty and staff are expected to be at work at the beginning of the day and are expected to remain at work until the end the day. During hours when students are assigned to a faculty or staff member, they should be supervised at all times.

The School is aware that emergencies, illnesses, bereavement, or pressing personal business cannot be scheduled outside an employee's working hours. Leave time has been provided for this purpose, and further details can be found in the section for Time-Off Requests. If an employee knows in advance of an upcoming absence, he or she is required to request this time off directly from the supervisor.

If an employee is unable to report to work, or will arrive late, the School Office should be contacted immediately. It is best practice to give as much time as possible to arrange for someone else to cover the position. The Office is required to notify the School Leader of any late arrival, early departure, or absence.

Failure to notify the School of any absence may be considered a voluntary resignation.

### **Personal Relationships**

The ‘public’ life of faculty and staff member of American Classical Academy should be consistent with the School’s core virtues. Inappropriate public displays of affection at the school are not acceptable. Employees will not discuss their sexual lives in the work place.

### **Conflicts of Interest**

A “conflict of interest” occurs when an individual’s private interest interferes with, or appears to interfere with, the interests of the School. For example, a conflict of interest would arise if an employee, or a member of his or her family, received improper personal benefits as a result of his or her position with the School. Any transaction or relationship that could reasonably be expected to give rise to a conflict of interest should be discussed with the School Leader. Such situations may include the following:

- influencing or attempting to influence anyone who is involved in making or administering a contract or arrangement with the School;
- soliciting or receiving any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract or arrangement with the School;
- drafting, negotiating, evaluating, administering, accepting or approving any contract or subcontract or procurement or arrangement of any type on behalf of the School if he/she has, directly or indirectly, any financial interest in such a contract or subcontract or arrangement;
- non-School employment which adversely affects the employee’s availability or effectiveness in fulfilling job responsibilities;
- tutoring students for compensation;
- any type of private business conducted during School time or on School property;
- the receipt of excessive entertainment or gifts of more than nominal value from any person, entity, or organization with whom or with which the School has current or prospective dealings;
- being in the position of supervising, reviewing, or having any influence on the job evaluation, pay, or benefits of any immediate family member employed by or otherwise associated with the School; and
- selling anything to the School or buying anything from the School on terms and conditions that are not pre-approved by the School Leader.

This is not an exhaustive list of all possible situations which would constitute conflicts of interest. Further, any relationship or action which creates an expectation of benefit or profit beyond an employee’s

normal employment relationship with the School can impair an employee's ability to exercise good judgment on behalf of the School, and therefore creates an actual or potential conflict of interest. It is the School's policy that all School employees must scrupulously avoid all such situations.

Any such transaction or relationship that would present an actual or potential conflict of interest for an employee also would likely present a conflict if it is related to a member of such person's family, including without limitation, spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister. In connection with any actual or potential conflict of interest, an employee must disclose the existence of the conflict in writing and all facts material to the conflict to the School Leader.

### **Employment of Family Members**

Employees of the School may not be related within the second degree of affinity or consanguinity to their direct supervisor. The Board of Directors may appoint an alternate supervisor, when necessary, and the appointed supervisor will conduct the employee evaluation. All discussion relating to the employee's duties, job performance, evaluation, pay, or benefits will be confined to the appointed supervisor and/or Board of Directors.

### **Internal Directorships**

It is the policy of the School, and consistent with the School's Bylaws, that employees may not serve on the School's Board of Directors. Similarly, employees of the school should not be related, within the second degree of affinity or consanguinity, to any of the School's Directors.

### **Visitors**

Friends and relatives may visit employees during working hours with approval from the School Leader. All visitors should be authorized, sign in and be accompanied by a School employee while visiting. Employees should not bring their children to work with them. Alternative childcare must be arranged to ensure the employee can be fully focused on work duties.

### **Social Media**

The School recognizes that employees sometimes use social networking (such as personal websites, blogs, Facebook, Twitter, video or wiki posting, online group discussions, message boards, chat rooms, etc.) for personal reasons as well as business purposes. The School also understands how the use of the Internet social networking sites and blogs can shape the public perception of the School.

The School respects the right of employees to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications upholds the School's identity, integrity, and reputation in a manner consistent with its mission, vision, and core virtues. It is incumbent upon employees not to interact with students or parents on social media platforms

## *Decorum*

except when professionally appropriate, such as with a class website. At all times, employees are expected to maintain professional working relationships among themselves, and with the community at large.



### **III. CLASSROOM PROCEDURES AND STUDENT CONDUCT**

#### **Before/After School Procedures**

##### *Before School*

- Students are not to enter the building before 7:45 a.m.
- Students arriving after 8:00 a.m. must obtain a tardy slip from the front office.
- Upper School:
  - Students must enter from the lower level by the student parking lot. The lower level doors are open from 7:45-8:00 a.m. The upper level (main entrance) doors will be locked until 8:00 a.m. Staff members are not to let the students come in with them as they enter the upper level, unless the student has an appointment with a teacher for tutoring.
  - After entering, students may go to their lockers, then...
    - Middle School – Students will then proceed to their first period class. Teachers must be in the hall outside their classrooms by 8:55 a.m.
    - High School – Students may then congregate in the hall outside their classrooms or in their classrooms. They may not congregate in the main entrance vestibule. Teachers must be in the hall outside their classrooms by 7:55 a.m.
- Elementary School:
  - Students must enter the building through the west side doors. The west side doors are open from 7:45-8:00 a.m.
  - After entering, students may go to the gym.

##### *Dismissal from School*

- Upper School:
  - Students are dismissed at 3:00 p.m. Teachers should be in the hallways monitoring until 3:10 p.m. each day
  - Students must be out of the building by 3:30 p.m. unless they have a pass to meet with a teacher for extra help
  - After school, those upper school students who are picked up in the carline should proceed to the gym to await the calling of their car's number. Upper school students who drive, or are driven by other students, or will be picked up after 3:30 p.m. can congregate in one of two outside areas. High school students may visit on the patio on the lower level. Middle school students may visit on the playground.
- Elementary School:

- Teachers will escort their students to the gym. Students will sit in the gym and wait for their car's number to be called before proceeding outside.

## **Classroom Procedures**

### *General Guidance*

- Teachers should establish classroom procedures before class begins and train students to follow them during the first weeks of school. Sample procedures to discuss with students: entering and exiting the room, turning in homework, asking a question, contributing to discussion, taking notes, using a planner, sitting at the desk, handling supplies, sharpening a pencil so as not to interrupt class, using the restroom, etc.
- Teachers should greet students outside the classroom as students enter the room. This encourages a good rapport and a school-wide community, and it lessens potential behavior problems.
- Students should enter the classroom quietly and orderly. It would be helpful to have some type of warm up activity for students to begin working on immediately, so the teacher has time to take attendance, handle notes from parents, etc.
- Teachers should avoid using cell phones during class.
- At no time should students be left in the classroom without an adult present. No exceptions. If there is a need to leave the classroom, teachers should contact the office. Someone will be sent to relieve the teacher.

### *First Period*

- In the first period, the following activities occur: attendance is taken, the class stands and recites the Pledge of Allegiance, the teacher evaluates uniforms, and any school-wide announcements are made.
- Students are expected to be in their seats with all materials ready at the start of all classes. If class starts at 8:00, students are in their seats at 8:00, not walking through the door or rifling through their backpacks.

### *Tardy Procedure*

- Upper school (for any class throughout the day):  
First tardy of the quarter—verbal warning  
Second tardy of the quarter—verbal warning and phone call home  
Third tardy of the quarter—after-school detention with phone call home
- Elementary school (for first period):

Tardies are tracked by the front office. The front office will send a letter home or call the parents after the third tardy of the quarter.

### *Leaving the Classroom*

- Teachers should make sure students clean up the areas around their seats and push in their chairs before leaving class.
- Upper school:
  - With the exception of physical illness and emergencies, students are not to leave the classroom for any reason (restroom, locker, etc.). If a student does not have his materials, he may not go to his locker to retrieve them.
  - Hall Passes: Every student in the hall during class time must have a signed pass from a teacher. There is a space to write passes in the student planner. The purpose for the pass, the time, and the teacher's signature must be filled out. If a student does not have a signed planner, he must return to the class from which he left.
- Elementary school:
  - The teacher will use his discretion when allowing lower school students to use the restroom. Students should not be continually asking to use the restroom unless for documented medical reasons.
  - Elementary School Dismissal Procedure for Transitions (art, music, P.E., Spanish, bathroom breaks, lunch, recess): A structured dismissal procedure needs to be in place for all elementary school classes. An acceptable procedure would be dismissal by rows, once students are quiet and the areas in the rows are clean from paper and other items. Do not dismiss the class as a whole.

### *Organization/Materials*

- Upper school:
  - Students should have a folder and notebook or a binder with loose-leaf paper for each class. Teachers should give explicit instructions on the organization of that folder, notebook, and binder so that students know what they should keep and for how long. Students should bring the appropriate materials to each class every day.
  - Late homework policy: If a student fails to provide his homework at the pre-established deadline, that student receives a zero that cannot be made up. The student should still be encouraged to turn in the assignment so that the teacher can provide helpful feedback.
  - Students who lack the necessary materials for class are not allowed to leave the class to retrieve materials from their lockers. Instead, they may borrow extra materials from another student or the teacher.

- Parents should be contacted when a student consistently misses homework deadlines or does not come to class with the appropriate materials.
  
- Elementary school:
  - Students should have a folder and a notebook/composition book for each subject (Literacy and orthography, Math, Literature, Science, History, and Latin). Teachers may also have a “Take Home Folder,” especially in grades K-2, with two labeled pockets: “Return to School” and “Leave at Home.”
  - Late homework policy: If a student fails to provide his homework at the pre-established deadline, that student may turn in the work on the following school day for 50% credit. After this grace period, the student will receive no credit for the assignment, but he should still be encouraged to turn in the assignment so that the teacher can provide helpful feedback.
  - Parents should be contacted when a student consistently misses homework deadlines or does not come to school with the appropriate materials.

## **Daily Campus Duties**

### *General Guidance*

A conscientious fulfillment of campus duties is integral to the formation of school culture. Therefore, duties are not to be viewed as inconveniences but as a primary means for the teacher to fulfill his vocation as an educator at ACA. Because of the legal and moral responsibility that we each hold regarding our students, each teacher must be regular and attentive in completing his or her daily duties. Some guidelines for daily campus duties are:

- The teacher should be at his or her assigned duty spot on time.
- Supervising students includes safety, dress code and disciplinary awareness, as well as ensuring that students keep the campus in order.
- If you are relieved at your spot by another teacher, please wait until that teacher arrives before leaving.
- Be prompt in relieving your colleagues from their duty.
- Teachers should not read while on duty or engage in tutoring or conversations that will diminish their ability to fulfill their duty obligation (teachers who monitor sports activities may play with the students as one healthy way to keep the majority of students there engaged, but should frequently interrupt this activity to observe all areas within their duty area).
- One teacher will be assigned as duty supervisor to ensure that the duty coverage is consistent.

### *Upper School Cafeteria Duty*

## *Classroom Procedures & Student Conduct*

- Supervise students as they eat lunch.
- Pass out student lunch orders.
- Supervise students as they clean up. After Lunch A, tables and chairs should be wiped off, chairs pushed in, and floor swept around the chairs. After Lunch B, tables and chairs should be wiped off, chairs stacked on clean tables, and floor swept.
- Students are not allowed to bring backpacks or balls into cafeteria.
- Lunch A: Students should be out of the cafeteria by 12:00, but no earlier than 11:55.
- Lunch B: Students should be out of the cafeteria by 1:00, but no earlier than 12:55.

### *Upper School Recess Duty*

- Inside teachers should stand at either end of the trophy hall.
- Outside teachers should monitor the field and bleachers, as well as the area in front of the school.

### *Crosswalk Duty*

- The crosswalk and carline duties are very important for drop-off and pickup. Primarily, the teachers are there to ensure student safety, but also they are there to make sure the car line runs smoothly.
- Set up and take down cones (morning and afternoon).
- Teacher should be at the crosswalk, with the stop/slow sign, on time.
- When the cars are ready to proceed, clear the crosswalk of pedestrians, move to the side, and hold the Slow toward the traffic.
- When cars have pulled forward, and have stopped, turn the sign to Stop, step out into the middle of the crosswalk, and allow pedestrians to cross.
- The teacher should never stop the line of traffic to let people cross. Always wait until the cars pull up and have stopped, before allowing pedestrians to cross.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

### *Carline Duty*

- Teacher stands toward the front of the carline in front of Building 2 or 3.
- Teacher makes sure that cars do not stop in front of their student, but instead pull forward as far as possible before stopping. Students then walk to their car.
- No one, student or parent, should cross the carline anywhere but the crosswalk.

### *After School Detention*

- Be in your classroom by 3:10.

- Detention begins at 3:15. Students who show up late need to serve it another day.
- Check students in [NOTE: Each school will need to develop a protocol for checking students in, determining which students are missing, etc.].
- 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.].
- Students should silently eat their lunch and work on homework during lunch detention.
- Check students out at the end of recess.

### **Classroom Behavior**

#### *General Behavior Strategies*

- Address ALL misbehavior.
- Address misbehavior immediately if possible.
- Address student misbehavior respectfully, and, if possible, privately.
- Appropriately praise students doing the right thing, but not for the purpose of indirectly correcting other students' behavior.
- Follow up with positive contact.

#### *General Expectations*

- No food is allowed in the classroom. This includes gum. Water bottles are permitted if they are clear and filled only with water. Elementary school classrooms should have a designated area for water bottles away from student desks.
- Students are to sit up straight with their feet on the floor. They are to face the teacher.
- Student desks and desk areas are to be neatly kept at all times. Aisles must be clear. Upper school student backpacks may be placed under students' desks or along classroom walls if aisles are too narrow.

## **Hallway Behavior**

### *Expectations for Students*

- Students should walk quietly through the hallways when in transit
- Students should not slam their lockers or bang on the walls while in the hallways
- Students should speak quietly without yelling or using inappropriate language
- Students should keep their hands to themselves
- Students should move quickly so as not to be tardy for their next class.

### *Expectations for Staff/Faculty*

- If inappropriate behavior is exhibited by a student, it is the observing teacher's duty to correct that student's behavior. It is crucial that all teachers participate in the monitoring of the hallway.
- Teachers should stand in the hallways during passing periods before, during, and after school to deter inappropriate behavior
- Teachers should take responsibility if it is necessary to enforce consequences for poor student behavior.
- Teachers should have conversations with students to build rapport.
- Teachers should greet students outside their room as students enter the classroom. This encourages rapport and school-wide community, and lessens potential behavior problems.

## **Upper School Break**

- High School: The passing period between second and third period is extended by three minutes. High school students may use this break period to eat a snack in the hallway or classroom, go to lockers, restroom, etc. Teachers should monitor hallways and restrooms during the break to maintain behavior.
- Middle School: Eighth graders must be in their third period class and seated at their desks during break. The third period teacher will give permission for students to use the bathroom during break. Seventh graders will have limited break privileges and will be given more freedom as the year progresses. These steps for seventh graders will be addressed in Upper School staff meetings.

## **Lunchroom Behavior**

### *General Guidelines*

- Students may sit at tables anywhere in the cafeteria. High school students have the option of sitting outside at the picnic tables when the weather is appropriate. Students are not to eat on the grass.
- All students must be seated while eating lunch.

## *Classroom Procedures & Student Conduct*

- After eating, students need to clean their place. After cleaning their place, upper school students may visit at another table or go onto the patio outside.
- Students may not go onto the foot paths outside or to the parking lot.
- Restrooms on the lower level may be used during lunch after the student has obtained permission from the lunchroom monitor.

### *Teacher Expectations*

- The Assistant Principal will create the lunchroom monitor rotation at least one month in advance. All teachers will help monitor the lunchroom, but the frequency of this duty may depend on a particular teacher's teaching load (number of classes, number of preps, number of total students) and/or any additional role the teacher has (Department Head, Lead Teacher, Athletic Director, etc.)
- Monitors who need to miss an assigned time must arrange their own coverage and must notify the Assistant Principal in advance.
- Monitors should check in by signing the lunch clipboard, which also contains the guidelines and expectations for lunch period behavior.
- Monitors must show up on time and remain throughout the lunch period.
- Monitors must actively monitor students, including walking among the lunch tables.
- If high school students are eating outside, one monitor must be outside.
- Monitors provide passes for students to use the bathroom.
- Monitors are responsible for ensuring students clean up their lunch area.
- Monitors will dismiss students by table. Tables must be cleaned, and garbage on or around the table should be thrown away before the table is dismissed.

### **Special Procedures Regarding Student Food**

#### *Students with Allergies*

All allergy information comes to the school nurse first, and then to the teachers. The nurse will confirm life-threatening allergies with parents. Students with life-threatening food allergies will be communicated to teachers.

For grades K-5, parents will be informed that a special table is available during lunch for students with allergies. All students with life-threatening nut allergies will sit at the nut-free table unless a parent has given permission otherwise. Only students with life-threatening allergies will sit at the table.

For grades K-5, classrooms with one or more students with a life-threatening nut allergy will be designated nut-free classrooms. This means NO nuts may be eaten in the classroom (snacks, birthday treats, etc.). When this is the case, the nurse will send notification to this classroom's parents. A reminder



should be sent to parents in the teacher's weekly email updates and when making arrangements for classroom birthday celebrations.

### *Birthday Celebrations and Classroom Parties*

For grades K-5, food treats may be part of classroom birthday celebrations. Parents of students that have reported food allergies/intolerances must provide an appropriate substitute for birthday celebrations if they would like their son/daughter to participate. It is not practical for teachers to be responsible for checking ingredient lists of all treats provided by parents. Therefore, students with reported allergies/intolerances will not be given a birthday treat that was not provided by their parent.

### *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).
- 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.

*Classroom Procedures & Student Conduct*

- 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  
Name  
Date

Upper Right Corner  
Subject, Period  
Assignment

Example:

Becky Holland  
February 22, 2017

Biology, 4<sup>th</sup> period  
2-1 Section Assessment #1-5

**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. The Assistant Principal is available to help with any potentially uncomfortable or inappropriate situations (for example, an inappropriately-dressed female student in a male teacher's class).
- If a student is inappropriately attired, inform the student of the violation and send the student to the office. A uniform violation form will be filled out and filed with the Assistant Principal.
- The office will have a variety of uniform items for students to wear to be in compliance. Parents may also be called to assist the student in obtaining the appropriate attire. The student will be allowed to attend class when he is wearing the proper attire. Obtaining the proper items will be done as quickly as possible so that the student does not miss class time.
- Students who are unsure about a particular item should check the uniform policy in the Family Handbook and the school website.
- Multiple violations will be assigned additional consequences.
- Students are required to remain in uniform until leaving campus, unless participating in an after-school activity that requires them to change.

### **Public Displays of Affection**

- The school does not allow any extended public displays of affection. This includes hand-holding, long hugs, and kissing. Teacher presence in the hallways and other areas outside of the classroom helps deter this behavior.
- For a first offense of hugging or holding hands, give the student a gentle reminder to disengage in such behavior
- In the case of student kissing, or multiple violations, tell the students to disengage in the behavior and issue a Poor Behavior Slip.
- If frequent disregard for this rule is observed, notify the Assistant Principal and consider issuing the student(s) a pink slip.

### **Student Disciplinary Procedures**

There are several actions available to teachers when they encounter unvirtuous behavior and violations of the Family Handbook. Generally speaking, teachers should begin with the lightest consequence and increase severity when the action is repeated. Remember that Pink Slips and Poor Behavior Slips (PBS) are just slips of paper, and they are only as effective as the teacher's relationship with the student getting the slip. Don't jump to a severe consequence too early. Leave yourself some options for later in the year and do what you can with verbal correction and less severe disciplinary methods before reporting the behavior to the student's parents or the office.

Below are some options for correcting student behavior, in order of increasing severity.

- *Verbal Warning, Re-Do:* Give the students a verbal reminder and have students complete the correct behavior, as a reminder of the rule or policy. This should be used frequently at the beginning of the school year, especially with new students. Below are some ways that you might implement this procedure:
  - Go back and walk, not jump or run
  - Walk back and use the crosswalk
  - Walk quietly down the hall, instead of yelling
  - Open locker again and shut it, not slam it
  - Go to the office and get the correct item of clothing
  - Take a tardy, and go get the correct supplies for class
  - Sit in the front of class where you will not be distracted
  - Rewrite the homework so it is readable
  - Repeat what was said or done in a respectful way
- *Lunch Detention:* Lunch detention will occur during the lunch AND recess portions of the student's day, on the day the infraction occurred. Lunch detention will be logged into **[Online Gradebook]**. Once students arrive, they should not leave the room. Lunch detention will be an assigned teacher

duty. It can also be used, at the teacher's discretion, for behaviors that don't merit a PBS, but need a consequence to correct a behavior, behaviors that may include the following:

- Passing notes
  - Chewing gum
  - Unprepared for class
  - Disrupting class
  - Being in a restricted area
- *After-School Detention:* (This should always have a PBS or Pink slip with it.) After school detention takes place in the assigned teacher's room (it is a duty). The student must be in the room by 3:15 p.m., when detention begins, and the student may not do their own work. They may sit silently, with their head off the desk, pick up trash around the school with the duty teacher, or copy lines from Washington's *Rules of Civility* (or some such book).
    - Detention is served the day it is assigned (exceptions are 6th graders).
    - The student must make arrangements with the assigning teacher if it cannot be served that day, and the students must check in with the detention duty teacher that day to let them know when the detention will be served.
    - Students who are assigned a detention, may not participate in extracurricular activities until they have served the detention.
  - *Poor Behavior Slip (PBS):* When a student knows the correct behavior and continues to act inappropriately, that student should receive a PBS. Students will bring this home to be signed by parents and returned to the front office on the next school day. Students may receive detention in conjunction with the Poor Behavior Slip. After the third poor behavior slip is received, the Assistant Principal will meet with the student to discuss the student's behavior. For habitual or more serious offenses the student will be sent to the Office and will receive a Pink Slip. A student who has received five Poor Behavior Slips will be given a Pink Slip. PBS behaviors include, but are not limited to, the following:
    - Repeat behaviors—e.g., forgetting supplies, talking out of turn, running in the halls, public displays of affection, yelling inside a building that isn't the gym, having to leave class to go to the restroom, not following classroom procedures, etc.
    - Uniform violations—e.g., not wearing a belt, wearing inappropriate outerwear, long hair (for boys), dyed hair for girls, etc.
    - Disrespect toward the teacher or another student. Depending on the situation, a pink slip might be more appropriate.
    - Disrupting class
    - Cell phone violation
    - Skipping detention

- Lying or being dishonest
  - Use of profanity, or inappropriate language
  - Littering
  - Vandalism
  - Roughhousing
  - Misusing supplies or equipment
  - Being present in a restricted area
  - Exiting through the wrong exits
  - Not using the crosswalk during carline
- *Pink Slip*: Pink Slips are reserved for serious disciplinary infractions where the school administration should be involved. They may be handed out by teachers or administrators and they will accumulate over the course of the year. A student's total will not reset at the semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance to the school mission. A student may be suspended or expelled immediately for especially serious offenses.
    - 1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended.
    - 2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Assistant Principal to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.
    - 3rd Pink Slip: Student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day. Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.
    - 4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.
    - A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she may be subject to a longer suspension or expulsion .

Pink slips are given out for serious offenses, or patterns of behavior that have led to an accumulation of PBSs:

- Cheating

## *Classroom Procedures & Student Conduct*

- Lying
- Disrespect to staff
- Bullying
- Vandalism
- Skipping class
- Leaving the room without permission
- Physical harassment
- Fighting

### Procedure:

- Send the student to the office.
- Notify the Assistant Principal.
- Enter the discipline referral in the **online management system** (protocols should be detailed here).

### Corporal Punishment

Corporal punishment is prohibited at American Classical Academy. Employees are specifically prohibited from shoving, striking, grabbing, shaking, or hitting a student. Throwing objects at a student, unreasonably restraining a student, or asking others to engage in any of these activities are also prohibited.

## **IV. INSTRUCTION**

### **Curriculum Oversight**

The original source for the American Classical Academy curriculum is the 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.
- Classical education is traditional. Human beings do not change much over time, and neither do the ways they learn. Teachers should employ strategies that have worked in the past while evaluating whether or not to adapt so-called “new” practices for use in their classrooms. The Trivium model of Grammar, Logic, and Rhetoric has been in use since the Middle Ages, and its staying power is in its truth and simplicity: Students must learn the grammar of a subject before they can learn how its pieces



fit together—its logic. And they must understand its logic before they can rearrange or explain its pieces in a way that is compelling or beautiful—its rhetoric.

- Classical education is interested in knowledge for its own sake. We approach the world with wonder because it is full of interesting things to know, regardless of whether this knowledge can easily turn a profit. We expect that our students will specialize in a particular professional field, but our job is to provide them with a broad and rich knowledge of the world and their place in it, to provide them with a foundation that will allow for all different kinds of specialization.
- Classical education is concerned with the moral formation of students. Moral formation occurs in many different ways, and not least in the curriculum. The stories we tell our students and the subjects we focus on shape their imaginations and teach them about what is important. The intent of our curriculum is not to be morally pedantic, but to shape our students with a view to what is good and beautiful.
- Classical education aspires to Socratic discussion. We want our students to engage seriously in the most difficult questions, but this does not come automatically. It comes by providing our students with a foundation of things to think while simultaneously teaching them how to think. Often this will look like an ordinary lecture or story, but even early elementary teachers should be asking probing questions and helping their students to do the same. With a strong basis in knowledge and the intellectual development that comes from asking and answering tough questions, our students will grow into effective thinkers.

### *Practical Guidance*

- The schedule provides just enough time to offer a lesson and/or a seminar discussion of a topic or work. Each class period is thus used for instruction while homework is reserved for the home. Natural exceptions to this would be, for instance, in-class essay writing, the completion of a study guide, project, or lab, or the completion of sample problems or exercises to test comprehension prior to attempting the homework.
- Teachers should instruct from the front and center of the classroom, and in peripatetic fashion. If you move around the room while teaching it can help students focus. During seminar-style classes in the Upper School, teachers may sit.
- Pedagogy can include daily warm-ups, review of organizing principles or guiding questions, interactive lecture and discussion, Socratic questioning, seminar, debate, reading aloud, close reading, composition, recitation, call and response, demonstration, lab work, music and theatre performance, drawing and painting in art class, formative assessment, and summative assessment.
- Instructional methods to avoid include project-based instruction, group work, PowerPoint, films, fluffy games and activities, crafts, and methods that disturb learning in nearby classrooms. Research should rarely be a significant focus, especially in the lower grades.

## *Instruction*

- While students are working independently or testing, teachers should monitor students and move about the room to ensure students are on task and that student work is productive. Teachers may sit at their desks for brief periods of time while students are working.
- Class time is precious, and a minute lost is lost forever. A minute per day not used for instruction adds up to three 60-minute blocks of time, or about three and a half class periods, over the course of the school year. Lessons should begin promptly and end on time.

### *Using Videos for Instruction*

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

Videos are typically of three kinds:

1. strictly educational, e.g., a NASA film on rockets;
  2. videos of works read by students, e.g., *Pride and Prejudice*;
  3. videos viewed for enjoyment and/or artistic value, e.g., *Citizen Kane*.
- 
1. Educational films. Educational films may be shown at the discretion of each faculty member, so long as the selection to be viewed by the class does not run for more than 15 minutes in length. Faculty must view the entire video ahead of time to ensure that the content of the video is appropriate and applicable to the course. The teacher must have a clear rationale for how the video will advance the understanding of the students, and he/she must do some active teaching to integrate the video into the course (post-viewing discussion and/or writing assignment, requirement of note-taking, etc.). It is not adequate to show a video and let it speak for itself; a lifetime of television viewing likely means that when the “tube” is on, the student’s mind is habitually off. Teachers must exert extra effort to counteract this unfortunate mental habit so common to the visual age in which we live.
  2. Videos of works read by students. Since our school is deeply committed to the reading and understanding of original texts, the viewing of videos of works in the second category—works already read, or to be read—is generally prohibited. The video is a medium entirely different than the book, and is, indeed, another interpretation of the work. Further, a film/video of a work of literature limits the imaginative possibilities of the student, and can be misused as a shortcut to understanding it. In some cases, we do view screenplays of dramatic works we have already read to better understand the interpretive possibilities of stage performance. If a faculty member wishes to show a film in this category, the permission of the School Leader is required. Note that video biographies of authors

should likewise not be shown. We read great literature because of what it is, not because of who wrote it; the great books are immeasurably more interesting and rewarding than are facts about the lives of their authors. Class time should always be devoted to these inexhaustible classics, not to biographical curiosity that distracts from the study of these works.

3. Videos viewed for enjoyment and/or artistic value. Videos of this last category are not permitted unless School Leader approval has been granted. There are some films that can offer insight into a historical period or an aspect of classical culture that may be appropriate for a specific course, but this determination will need to be made on a case-by-case basis.

### *Going Outside for Class*

Generally speaking class should not take place outside. The distractions of the outdoors and the novelty of a change of pace often make it impossible for students to learn outside, although the idea does sound nice. Possible exceptions are few and far between, but could include an art lesson sketching from nature or a science lesson gathering natural objects for observation or a lab. In the grammar school, remember that students spend a great deal of time outdoors during recess and encourage them to gather nature samples for science class during that time.

### **Classroom Appearance**

- Classroom décor should reflect the serious work that teachers in a classical school do. Teachers are encouraged to use posters and other decorative items that reflect the course content and a liberal arts environment.
- Classrooms should be clean, organized, and free of clutter. Student work should be displayed in an organized fashion. Truly excellent student work may be displayed on the Wall of Excellence for the whole school to see. We will host many visitors throughout the school year, and to these visitors we are an example of charter education in general and classical education in particular. It is important that we make a good first impression.
- Teachers should decorate the classroom in a way that doesn't cause damage to the walls, ceilings, or floors. Nothing larger than a small nail should be used to hang things on the walls. Teachers should not use tape to affix anything to a wall or window. Teachers may not paint classrooms except with prior permission. In decorating your classroom, avoid clutter. Simplicity is beautiful and gives students room to think.

### **Homework**

#### *General Guidance on Homework*

## *Instruction*

- Every student will have some homework every day. Students in the elementary grades should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned.
- As a general rule, a student can expect 10 minutes of homework per grade level. So, a 1st grader will have approximately 10 minutes of homework per night and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School, students can expect to have 1.5 to 2 hours of homework per night. This assumes that students are studying efficiently, and it may take a few months for students to build the study skills required to do that. For tips on helping students study efficiently, look at *Study is Hard Work* by William Armstrong.
- Homework should be posted daily in the classroom, and reviewed orally at the beginning or at the end of class. It must also be printed in weekly elementary school newsletters, or for Upper School students, posted on [\[Online Gradebook\]](#) daily.

### *Don't Overdo It*

Homework is important and necessary. It should be directed toward proper ends. What are those ends?

Homework is an essential part of learning. There is no doubt homework done right leads to sustained learning gains. Research from both cognitive science and generations of experience prove this to be true. Having said this, it is important to underscore the following: homework should be targeted and not assigned simply for the sake of giving homework. While we often say that we promote knowledge and learning for its own sake, we do not promote homework for its own sake.

Homework is important as it provides for practice of newly learned concepts, it enables students to prepare for what the class will do in the next day's lesson. Sometimes we can provide sufficient time in class for practice as well as for reading and other preparation for the next lesson. Whenever we can do this, we should. We ought to aim to complete as much in school as possible so that students' homework time is minimal. As we cannot always get it all done in class, we assign homework.

Students spend about 7½ hours per day in school. After a long day's effort, a typical child does not have much left in his intellectual fuel tank. Plus, he has other important waking-hour obligations outside of school, namely, those related to family time. These include the evening meal, chores, devotionals, leisure or play, and rest. We should keep all of this in mind as we plan our lessons and consider what homework to assign each day. While what we do with children at school is weighty and essential, we must always consider their lives beyond the school day and the nature of their human souls. Young people need rest and time to engage in other endeavors. We must strive to provide a vigorous learning experience for our children and avoid overextending them and extinguishing their love of learning.

What kind of targeted homework should we assign to students? There are three types of targeted homework:

- Practice: Quick practice of newly learned content is helpful (e.g. grammar, vocab, math facts or algorithms, recitations). The saying “practice makes perfect” does not only apply to music or athletics, but it most definitely relates to learning academic facts and concepts. The age-old and classical adage “repetition is the mother of all learning” is apropos. There is no substitute for time on task. Students need practice if concepts are to become part of their long-term memory/learning. We can and should do a good part of this in class. Practice sometimes extends beyond the school day. Note: practice refers to concepts to which students have already been introduced in class. Do not send home new concepts for practice that they need to learn on their own.
- Preparation for new content that will be delivered the next day: Preparatory homework typically involves short assignments that include background reading and “hook exercises” or “preview assignments.” These prepare students so they can hit the ground running when they enter class the next day (e.g. reading in history, literature, science, and in other disciplines prior to class discussions), this may involve annotating or answering a very brief number of guided reading questions. If a literature teacher is going to begin a new novel tomorrow, it helps a great deal if students have some background knowledge coming in. Background reading, and hooks or previews, help get students ready to learn. It is important to emphasize that you should not expect students to come in knowing every little detail about the evening reading, and we should emphasize that with the students themselves. The preparatory work is meant to get them ready for class the next day where the teacher will lead students into a deeper understanding of the content.
- Long-term assignments: Long-term assignments include extended essays, research papers, history or science fair projects, etc., and involve both work completed inside the classroom and work done at home, usually over an extended number of days. These are limited in number and geared more toward high school classes, although middle school students complete small projects from time to time. When this type of homework is assigned, other homework should be reduced or eliminated for a time, depending on the length and nature of the assignment, so the student can work on the long-term assignment.

What are some inappropriate uses of homework? 1) Homework should not be used to make up lost time in class whereby students are expected to learn essential content on their own. 2) Homework that falls under the categories of practice and preparation (#’s 1 and 2 above) should not be counted as major portions of students’ grades. 3) Under no circumstance should homework be used as a form of punishment.

## **Tests and Quizzes**

### *General Guidance*

- Upper School
  - Tests: a test should take the average student 40-50 minutes to complete. Tests cover a unit of work (for example, a chapter or two in History or Science, a book in Literature, a unit of Grammar). Tests must be announced to the students in advance. It is also advised that teachers spend a class period, or a portion of a class period, reviewing the material that will be assessed. Teachers may not allow students to use their notes or book on tests.
  - Quizzes: a quiz should take the average student no more than 25 minutes to complete. Quizzes can cover anything from last night's reading homework to a portion of a unit. Quizzes may be announced or unannounced (pop quizzes). Teachers may choose to allow their students to use their notes on specific quizzes (such as reading quizzes or pop quizzes). Teachers should consult with their Department Head about this.
  - Exams: A 2-hour assessment is given in each class at the end of each semester. The assessment counts for 10% of the semester grade. Review sheets must be given to the students at least three weeks before the final exam date. Review sheets, exams, and exam answer keys must be approved by the Department Head.
- Lower School
  - Grades K-2: The content and amount of written work, including tests and quizzes, should depend on the class's place within the literacy and orthography. Students should not be writing beyond their phonemic awareness. History, Science, and Literature assessments at these grade levels may be oral, aural, or pictorial. The assessments for Literacy and Math are prescribed by the Literacy Essentials and Singapore Mathematics programs, respectively.
  - Grades 3-6: Students at these grade levels should not be held to the expectations outlined above for upper school students. However, teachers should be mindful of their students' abilities and progress throughout the year, and as they matriculate into grades 5 and 6, in order to create appropriate assessments. Tests at these grade levels should take the average student 20-35 minutes, depending on the specific grade level. Teachers should not give more than one test per day. A one- or two-page review sheet should be given to the students in advance.
  - Elementary school students will not have semester exams.
- Proctoring: Teachers are to actively proctor all assessments. Teachers should spread desks out as precautionary measures. Teachers must go over directions and answer questions before the test begins. Teachers must circulate frequently around the room and up and down the rows. Students are to raise their hand for tissues or to sharpen pencils.

*Test Calendar*

In 6th-8th no section of students may have more than one test, essay, or major project due on the same day. In 9th-12th, students may have 2 tests, essays, or major projects due on the same day, but no more than that. In all grades, teachers should not give students more than 3 tests, essays, or major projects per week.

All teachers must record their tests, major quizzes, project due dates, or essay due dates on the shared test calendar for the relevant grade/section of students at least three days in advance of administering them. In other words, teachers for the same section may not administer two tests, or a test and a major quiz, on the same day to the same group of students, nor may they have an essay/project due on the same day as a test, or vice versa. It is acceptable to have a minor quiz on the same day as another teacher has a test (or essay due) for the same group of students. A “minor quiz” would be an evaluation that required no preparation by the student apart from their regular night’s homework and which takes the students about 10 minutes of class time to complete. The test calendar does not apply to regular homework assignments.

The calendar works on a first-come, first-served basis, but teachers should be flexible and try to accommodate the reasonable needs of other teachers whenever possible. The purpose of the test calendar is to space out work for our students in a way that allows them to give each major assignment the attention it deserves and to give our students a manageable schedule.

### *Study Guides*

It is important to make use of study guides in a thoughtful way. Used poorly, a study guide could cause students to think that their only task is memorization, not deeper thinking, or it could increase a student’s anxiety about a text. Here are some general points about study guides to help you design them well:

- Open-ended questions as a study guide are better than a list of points to memorize. Sometimes both will be necessary, but do not reduce the content to a list of factual points.
- Use the study guide to show the parents and students that what we are teaching is fascinating, and it’s open-ended, and it’s food for rich discussion. (Remember that we are not going for mastery in all things. Some things can’t be mastered.)
- In the elementary grades, the study guide should be no more than 1 page. Provide a list of questions on one side, and then answers on the flip side. Simple, straightforward.
- Open-ended questions are great: Rather than “List all of the steps of mitosis in order,” say “Tell me about mitosis.” A study guide worded this way makes it easier for parents to study with students at home.
- Remember that tests should be predictable. The study guide should be more challenging than the actual test. Use a study guide to show students the depth and complexity of the subject but then be very reasonable in your expectations for a test.

### *Grading of Tests and Test Corrections*

A test is the student's opportunity to demonstrate comprehension. Tests and quizzes need to carry a high enough percentage of the final grade that a student cannot pass the subject without passing most of the tests. Suggestion: Tests and quizzes should be worth 40% of the grade.

It is a very good idea to have students do test corrections after a test so they have an opportunity to learn what they missed. But, don't include the grade for test corrections in the same category as the test itself—include it as a homework or participation grade. That way a student's grades will reflect whether or not he or she passed the test and understands the materials.

## **Grading**

### *General Guidance*

- A student's grade should reflect their mastery of the content in each subject matter. The mastery of that content will be achieved through the use of good study skills and habits, but it should reflect their knowledge of the content, primarily. In other words, in general, a student should not receive an F on their quiz because they did not write their name on it. It would be appropriate for them to lose a certain amount of points because they did not use the study skill of following directions, but if they know the material, they should pass the quiz. The opposite is also true. If they don't know the content at all, but follow directions perfectly, they should not pass the assignment. If a student is failing because they are not turning in their work, it is a behavioral problem. The teacher should reach out to the parents, and notify the administration.
- Be very intentional about assigning work that is appropriate to the grade level being taught. It will be helpful to discuss types of assignments with other teachers, especially those that teach the level above or below. Teachers should be communicating about the skills and abilities that students have mastered, are learning, will be learning in each grade.
- In general, items should be graded within a week of the due date. Projects, essays, and tests should be graded within two weeks of their due date. Please enter a missing assignment immediately in the gradebook for homework that is not turned in, even if you haven't graded the assignment yet. This enables you to follow the late work policy with consistency.
- When grades for a marking period (half a quarter) are finalized, any students who have failed a class (below 70%) will be ruled ineligible for school athletics or clubs for the following marking period.
- Remember that in classes students take for high school credit, students need to earn both half-credits to pass the course. So, earning a 90% in the first semester and then a 60% in the second semester doesn't count as passing. The student needs to get at least a 70% for both semesters. Keep this in mind if you have a student who is very close to passing but not quite there. It might be fair to give them an opportunity to earn those last few percentage points rather than making it necessary for them to re-take the entire semester or year.



### Grading Scale

In Kindergarten and 1st grade we will use the following marks:

- E = Excellent performance
- S = Satisfactory performance
- N = Performance needs improvement
- U = Unsatisfactory performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

### Progress Reports

- The front office staff pulls progress reports from **[Online Gradebook]** at 2 p.m. on the fifth Wednesday of each quarter. Grades must be completed no later than noon on those days. Grades for the progress report should include assignments turned in through the prior Friday, at a minimum.
- At the beginning of the school year, it is important that each teacher sets up his grade book in **[Online Gradebook]** right away. Training will be provided regarding initial set-up of the gradebook. Upper School teacher gradebook setups must be approved by Department Heads. Lower school teacher gradebook setups must be approved by Lead Teachers.
- Department Heads and Lead Teachers have viewing access to teacher gradebooks within their department/grade level(s). The School Leader and Assistant Principal have viewing access to all teachers' gradebooks.

### *Instruction*

- Students and parents should always have access to a student's own grades in the [Online Gradebook] gradebook.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) after each progress report.

### *Report Cards*

- Report cards are mailed home at the end of each quarter, every 9 weeks.
- Teachers should contact parents of students who have D's or F's (or "Needs Improvement" in the early elementary grades) after each report card
- Thoughtful, specific, appropriate comments are encouraged for all students, and required for all students who have D's or F's (or "Needs Improvement" in the early elementary grades).
- Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.
- In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

## **V. COMMUNICATION**

### **Communication with Administration**

#### *On the Role of the School Leader*

The School Leader at American Classical Academy is the sole report to the Board of Directors, and, as such, is ultimately responsible for managing all school operations. The role is similar to the role of a CEO in many organizations, with the unique difference being that the School Leader is also a teacher. Both the terms “principal” and “headmaster,” which are traditional titles for a school leader, have their etymological roots in the idea of teaching—with the former referring to the “principal” or main teacher and the latter referring to the lead “master,” which is an old word for teacher. While the School Leader at ACA is responsible for much more than teaching, he/she regards this as his first and essential function, as this is the first and essential function of the school.

Because the role of School Leader encompasses so much, he/she has delegated responsibility for specific areas and tasks across the faculty and staff. As much as possible, he/she recommends that concerns within the school be handled according to the principle of subsidiarity—at the most local level. If you have a concern, question, or recommendation, please bring it to the person who is most immediately responsible. If you are unable to resolve the matter at that level, you may bring the concern to the attention of the Assistant Principal, 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.
- The Academic Dean, alongside the School Leader, is responsible for curriculum and teacher coaching. He/she also teaches and/or acts as a substitute teacher.

### *Staff Meetings*

- Staff Meetings are held at 3:15 p.m. until 4:00 p.m. on Tuesdays.
- Attendance is compulsory. Do not make doctor, dentist, parent, or any other appointments during this time. Coaches are to have an assistant coach take practice, if possible. If an absence is necessary, it must be communicated in advance with the Academic Dean.
- Teachers are to read the Monday Staff Memos, which will include the details of the staff meeting. This is necessary for all staff members to be fully informed on all-school matters.

### **Communication with Faculty**

#### *General Guidance*

Talking about one another in the right way is essential to preserving our relationships in the community. We should be positive about the other members of the community and never gossip. When an issue needs to be addressed, it should be done through clear and direct communication and only among the parties directly involved. This applies, of course, to faculty speaking about one another and the school.

Special care should be taken to speak about students charitably, especially when they are struggling. A student is entitled to a good reputation and to being well thought of by faculty and other students. Faculty should build up the student with positive reinforcement at every opportunity. In speaking among ourselves we should be careful to distinguish between constructive speech about students (i.e. speaking about a student's good qualities, or discussing a student's behavioral/academic struggles in a charitable manner with the aim of searching for some solutions) and idle chatter, such as venting our frustrations, blowing off steam, or mocking. The communication of a student's problems or wrongdoing should be made only to those with a "need to know," and only with the aim of working to solve those problems.

Faculty members are expected to comport themselves in a manner which brings honor to ACA and its student body. Dealings with students, parents, and the public must be courteous and professional.

In particular:

- Faculty should be addressed as Mr., Dr., Mrs., or Miss both by students and by other faculty members (when in the presence of students or parents). Academic titles should be used when appropriate.
- Parents should not be addressed by their first name unless the faculty member has a personal relationship with them.
- Inappropriate language (obscenity, profanity, or vulgarity), references, or contact between teacher and student, teacher and teacher, or teacher and parent will not be tolerated.

#### *Lead Teachers*

## *Communication*

Lead teachers are to be helpful to their colleagues and they do not serve in a supervisory role. As appropriate, the School Leader will identify lead teachers within a grade or series of grades in the elementary school as an instructional leader among his/her peers. This person will assist with grade-level meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures.

### *Department Heads*

Department Heads are to be helpful to their colleagues and they do not serve in a supervisory role, though they are responsible for presenting curricular changes to the School Leader. As appropriate, the School Leader will identify department heads within a subject area as a leader among his/her peers. This person will assist with department meetings and work with his/her colleagues to improve teaching and establish common instructional practices and procedures. Department heads should be consulted on course syllabi and potential changes to the content, scope, or sequencing of the curriculum.

### *Grade Level Meetings*

- Grade level meetings will initially be held on the first and third Mondays of the month at 3:15 p.m. For the upper school, they will be held only on third Mondays beginning the second quarter.
- Grade level meetings will be led by the Lead Teacher (elementary school) or the teacher designated by the School Leader/Assistant Principal (upper school).
- Grade level meetings allow for all of the teachers of a grade level to discuss cross-curricular challenges, issues, and ideas that are specific to that grade level. Teachers can strategize on how to best serve the students with Ds and Fs, as many times these students are failing multiple subject areas.

### *Department Meetings (upper school)*

Each department (English, Math, History, Science, Latin/Modern Foreign Language, and Fine Arts/P.E.) will meet periodically as a team. The meetings will be led by the department head or the designee of the School Leader. Topics for discussion may include curriculum (resource needs, questions), vertical alignment, upcoming events (science fair, senior thesis defenses), etc.

## **With Parents**

### *General Guidance*

**What to Do:**

- Post a sign-up sheet for meetings outside your classroom and encourage parents to use it.
- Remember that parents need to hear the good along with the bad, and that you can establish a good relationship with parents by getting to know them through discussions about their child's successes. If a parent knows that you see the good in the student, conversations about discipline will be much more effective.
- Twice a week, email or call parents to say something positive about their child. Make a point of saying something nice about each student each semester.
- Notify parents directly if a student shows a sharp drop in behavior or performance, or performs poorly on a major assignment. No parent should be surprised by the grades or comments on a progress report or report card. No parent should be surprised by news that is shared at a conference.
- Keep emails brief, professional, and kind. If something requires a long discussion make that happen over the phone or in person.

**What Not to Do:**

- Don't use first names when talking with parents. Though your relationship may be close, it needs to remain professional at all times. Encourage parents to treat you with respect by signing emails with "Mr. or Ms." and your last name, and refer to them that way as well.
- Don't interact with parents or, of course, students via text message, and retain a formal tone in all of your correspondence. You are a professional and your communication should reflect the professional nature of your relationship with students and families.
- Don't interact with parents through social media. Parents should communicate with teachers via email and [Online Gradebook] only when talking about school business. Sometimes after a parent and teacher have known each other for a long time refusing to friend them on social media would be rude and do harm to the relationship. In these cases it's okay to connect with a parent on social media as long as you keep school related communication to email and [Online Gradebook] only.
- Don't talk about your work life on social media in a way that reflects negatively on the school or could be perceived that way. As an employee of the school you are a representative of the school even when you're not at work. Everything you write on Facebook or Instagram is public.

*Parent Conferences*

- Conferences are held for parents of every student at the end of the first quarter
- Conferences are held for parents of as many students as possible at the end of the third quarter, with scheduling preference given for parents of students who have D's or F's, and are in danger of repeating a course/grade level.

## *Communication*

- Teachers should come to conferences prepared to discuss the really important things in specific terms. Remember that knowing a student's grades doesn't mean knowing the student, and that there are many important things happening at school that can't be explained in numbers and percentages. Sometimes it is helpful to put your gradebook to the side (parents can look at it from home, anyway). Instead, use your time with parents to get to the heart of the issue, talking about the virtues a student has displayed, the content he or she has been learning, and his or her enthusiasm for the life of the mind. These are the kinds of conferences that will be helpful in the long run.

## *Report Cards*

- At the end of the second and fourth quarters, teachers should provide extensive comments on students' report cards. These comments serve in lieu of a parent-teacher conference, but are not a substitute for regular parent communication.
- As you prepare report card comments, consider the following:
  - Remember that your comments on the report card have several audiences and you should write with each of them in mind.
    - The parents. Our goal is to give them an accurate understanding of how their child is doing and information about how they can help us and their child at home. Remember that the subject of a child's progress is a very personal one to a parent, and accordingly we must be gentle. However do not shy away from telling the truth.
    - The student . Remember that your students are likely to read what you write, either now or in the future.
    - Your colleagues. These report cards will go into students' files in the office, and your colleagues will read them for years to come as the student gets older. Strive to give a thorough picture of how the student is currently doing, and give some information about what you are doing, too. Information like this is invaluable when a teacher is getting to know a student at the beginning of a new school year.
    - Your future self and other teachers writing letters of recommendation. Remember that report cards are often saved for years and years, and they will be read several times over the course of a student's childhood. Take the time to make them worth reading and informative.
  - Whenever possible, begin and end your comments by saying something positive about each student. There is no need to varnish the truth, but you should be as encouraging as you can. There is something good going on with every student.
  - Be specific in your recommendations. Rather than say that "Student X needs to put in more effort," explain exactly what he needs to do better, like studying for tests the week before rather than the night before, or taking more careful notes. If a student is doing well, it is not enough

## *Communication*

to say “Student X is a bright student and I enjoy having her in class.” Explain further. What is she particularly good at? What can she do to improve? There is always something.

- You should not copy and paste comments. Please write something original for each student.
- Your comments should explain how the student has been doing, but also what you have been doing to help. If you have discussed a student’s difficulties with parents before and tried something different after speaking with them, mention that. For example, many Upper School students were struggling after 9 weeks because they weren’t being consistent with their planners. If you have been helping by doing planner checks, mention that, and explain what results you’ve seen.
- The comments should be extensive, but even more important is that they are thoughtful. The quality of what you write will be determined by the thinking that you do before you sit down to write. Please don’t expect to write all of your comments in one sitting. Write a few a day and really put some thought into them. How much you write will depend on who you teach. Here are some specific guidelines by grade and subject:
  - K-6 classroom teachers. Please say something specific about the student’s performance in each subject. You should have at least 2 sentences about how your students have been doing in math, science, history, literature, and spelling/grammar. Treat these subjects separately.
  - K-5 Art, Music, and PE. You teach many students. You should communicate with parents throughout the year, making sure to keep a log and send meaningful notes for each student once per semester.
  - Upper school. Please write at least 3-4 thoughtful sentences about each student. Please address each student’s academic performance in your class (knowledge of the material, study habits) and, if you know a student well, please say something about his or her character as well.
  - Special education. Please write 3-4 thoughtful sentences about the students you work with.

## *Volunteers*

- Every year we request that our families prioritize volunteer time on campus. This means, we hope, that there will be more help from parents than ever before.
- Teachers, if you have a parent volunteering for your classroom, it is very important that you are clear about how the parent can be helpful. Don’t be afraid to ask if you need something, and when you ask be very specific. The parent is there to help you, and could end up being very unhelpful if you aren’t clear about what needs to be done.
- Also remember that you can never be too grateful to a parent, and that volunteers love to be thanked.



### **In IEP/504 Meetings**

- Understand that an accommodation allows the student access to the regular curriculum. A modification is a change to the regular curriculum. Most of the time, we are working with accommodations.
- Teachers and members of the special services team should meet before the meeting to determine modifications/accommodations that will be suggested at the meeting.
- Before the meeting, have RTI data documented appropriately.
- The representative of the student services team will lead the meeting.
- Remember, students with a disability who qualify for a 504/IEP are required by federal law to receive whatever services they need to succeed in the classroom. Do not indicate that we will not/cannot provide certain services. We may suggest alternative accommodations/ modifications that fit in with our philosophy and school culture, but we can't deny a service that is needed.
- Our focus is on providing an education in the Least Restrictive Environment: the goal for modifications/ accommodations is as close to the normal classroom environment as possible.
- Be positive. Emphasize and point out the student's strengths.
- Keep in mind that we are working WITH the parents. The atmosphere should be that of a team meeting.
- Listen to the parents. Sometimes what is going on at school doesn't manifest at home, and sometimes what is going on at home doesn't happen at school.
- Refrain from attributing motivation to behavior. Point out observable behaviors at school, in an objective manner. For instance: Not "He daydreams during lecture", but "He is not able to answer check for understanding questions and he doesn't copy the notes from the board without frequent reminders."

### **Grievance Policy**

- Teachers are subject to the same grievance policy as other members of the school community; that policy is detailed in the ACA Family Handbook.
- Faculty and staff grievances should be directed according to the principle of subsidiarity—in other words, direct grievances to the person or persons most local to the problem. If you are unable to resolve the matter at that level, you should approach the immediate supervisor.
- In cases where the grievance cannot be resolved at a lower level, you may approach the School Leader or another member of the ACA administration.
- If the School Leader is unable to resolve the complaint, you may register a formal grievance, in writing, to the Board of Directors. If you have failed to bring the grievance to the School Leader first, then the Board of Directors will automatically decline to respond.

## *Communication*

- 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.

## **VI. EMPLOYEE PROCEDURES**

### **Fingerprinting and Background Investigation**

All faculty and staff are required to successfully pass a background check, which includes fingerprinting, before employment begins.

### **Security and Inspection**

#### *General Comments on Security*

Maintaining the security of American Classical Academy's buildings and vehicles is every employee's responsibility. Employees must develop habits that ensure security as a matter of course.

- Always keep cash properly secured. An employee who is aware that cash is insecurely stored should immediately inform the person responsible.
- Employees should know the location of all alarms and fire extinguishers and be familiar with the proper procedure for using them.
- Employees leaving school premises should ensure that windows are shut and doors are locked. The last employee on the premises should make sure all entrances are properly locked and secured.
- Employees exiting the building after normal hours or on the weekend who leave a door unlocked or ajar will be subject to disciplinary action and may have their keys taken away.
- Employees who are given keys shall be responsible for the cost of lost keys and/or re-keying.
- Be watchful that no unauthorized or suspicious persons are on school property. Always check for identification badges on visitors and volunteers, and immediately report the presence of any suspicious persons to the School Leader or administrative team.
- Do not lend keys, security passes, or identification badges to anyone who is not authorized to possess them.
- The School is not responsible for loss or damage to personal property.

#### *Security Procedures*

- Security drills will always be announced, and drills will be used for all three kinds of security procedures (see below).
- In the event a security issue arises, it is important for teachers to keep students calm, take attendance, and make sure that all students are accounted for.
- The School Leader will decide when the building is safe and announce when to return to normal procedures.
- There are three general security procedures:

## *Employee Procedures*

- LOCKOUT: The outside doors are locked. Students are kept in the classroom. Transitions between buildings are suspended. A LOCKOUT may be called for in the event of threatening or violent behavior in the neighborhood or outside of the building.
- LOCKDOWN: The outside doors are locked. All inside classroom doors are locked. Teachers should close the blinds and cover the door windows. Turn off the lights. Students should be quiet in a corner or closet. If any classes are outside, they should go to the nearest classroom. A LOCKDOWN may be called for a threat inside of the building.
- EVACUATION: [Detail where students should go and any other expectations here.] An EVACUATION may occur in the case of a bomb threat, gas leak, or fire.
- Reminders:
  - Use common sense, especially in the first few weeks of school. Remember that new students are not familiar with all the rules and need your support.
  - The entire faculty and staff is to enforce compliance with school rules at all times, not just in the classroom.

### *Authority to Search*

The School may exercise its right to inspect all classrooms, desks, and closed containers entering and leaving the premises. School rooms, furniture, and electronic devices are school property and may be subjected to searches at any time, with or without cause. Employee email accounts and other software-related tools purchased by the school are similarly the property of the school and may be subject to search.

### *Additional Emergency Procedures*

ACA administration, in conjunction with local authorities and with approval from the Board of Directors, has developed an Emergency Procedures Manual to address a variety of possible emergencies. This manual is available for review in the school office, and questions about it can be directed to the Assistant Principal. Staff and faculty will be notified of any special roles they are expected to fill in specific emergencies.

### **Time-Off Requests**

[Policy TBD]

### **Substitute Teachers**

ACA administration endeavors to use a consistent pool of substitute teachers. These substitute teachers have already provided the necessary background checks and paperwork to the school, and they are generally familiar with the school's culture and expectations. In some cases, they may be invited to attend

professional development alongside fulltime members of the faculty. They are, however, part-time employees and they are a limited resource; it is therefore essential that faculty provide notice of planned leave as soon as possible so that a substitute can be secured.

### *Teaching Plans for Substitute Teachers*

In the event of a planned absence or an absence that is not an emergency, teachers are expected to provide a set of plans to guide the substitute teacher. Plans should include the following:

- Contact information (including phone numbers) for your partner teacher or department head, the Academic Dean, the Assistant Principal, and the front office.
- A note listing the students who are especially helpful and those who can be difficult in class, along with tips for working with these students.
- A schedule of the day that begins with morning assembly and ends with afternoon pick up. Please provide detailed instructions for each lesson of the day and clear information about how the sub should handle assembly, recess, lunch, and pick-up.
- An explanation of classroom rules, including lining up, using the restroom, going to the drinking fountain, and rules for recess.
- Some instructions for classroom discipline, especially procedures or systems that are unique to your classroom (e.g., color charts).
- Enough material for one full lesson in each subject, including activities, worksheets (one copy for each student already made), and suggestions for reading material.
- Please leave behind a sheet that the sub can use to fill you in about the details of the day.
  - Which students were well or poorly behaved?
  - Which lessons were completed?
  - What else does the sub want to tell you?

Notably, several of the items on this list could easily be created at the beginning of the school year and adapted for use as necessary.

### *Emergency Substitute Plans*

Teachers are required to have emergency plans, which will only be used if a teacher has an emergency that does not allow them to leave regular substitute plans. **[Plan TBD.]**

## **Professional Development and Reimbursement**

Professional development is a high priority of American Classical Academy. All faculty members are expected to attend summer 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 or staff member to extend a stay to spend time with friends or family. However, these arrangements must be pre-approved and are at the expense of the attendee.

Mileage will be reimbursed at the current IRS mileage rates. Mileage will not be reimbursed for courses earning credit toward a degree. Reimbursement for mileage may not exceed the cost of an airline ticket, unless there is an overall savings to the school. To be reimbursed for driving, employees must submit an online map from the place of origin to the destination.

If multiple persons are attending the same event, one person will be designated the coordinator. The coordinator will ensure that all reimbursements submitted are approved and in order before the information is submitted to the business office for reimbursement.

### **Personnel Files**

It is your responsibility to keep your personal contact information up-to-date. If you have a change in any of the following items, please be sure to notify the Business Manager as soon as possible:

- Legal name
- Home address or mailing address
- Home telephone number
- Emergency Contact
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver's license, if you operate any School vehicles
- Military or draft status

## *Employee Procedures*

- Exemptions on your W-4 tax form
- Any other matters that will affect your status as an employee.

The school requires official transcripts and evidence of relevant licensure to be on file. You may review your personal personnel file if you wish (unless information is restricted by law), and you may request and receive copies of all documents you have signed. To obtain these, please make arrangements with the administrative staff.

### **Observations and Evaluations**

#### *Observations*

The school leader and Assistant Principal will observe classes frequently and provide teachers with copies of their observations promptly. Teachers can expect a formal observation to happen in the middle of the year and, if needed, close to the end of the year. These observations will be part of a teacher's annual evaluation.

#### *Evaluations*

In the spring teachers are asked to complete a self-evaluation form, which uses the same format as the evaluation form used by the school leader and Assistant Principal. These will be taken together as an annual evaluation and performance review. The primary reason for performance reviews is to develop better teachers, but it also serves to make teachers aware of and to document how their job performance compares to the goals and description of their job. The annual evaluation is also a good time to discuss interests and future goals.

## **VII. EMPLOYEE POLICIES**

### **Advertisement of Employment Opportunities**

In order to attract the best faculty and staff, ACA strives to post all open positions on the School's website and utilize other local and national services. Questions regarding an opening or potential employment should be directed to the School Leader.

### **Harassment and Discrimination**

Harassment and discriminatory behavior are not tolerated at the School and will be handled in accordance with School policy. The Board of Directors affirms the right of all students and staff to be protected from intimidation, discrimination, physical harm, and harassment.

Behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct, or other expressive behavior that demeans an individual or group. It likewise includes behavior that creates an intimidating, hostile, or demeaning environment for education.

Individuals or groups on school property or at school activities are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or "jokes."
- Physically threaten or harm an individual.
- Display demeaning visual or written material or deface school property or materials.
- Threaten to or actually damage, deface, or destroy private property of any person.

Anyone who believes that he has been the subject of harassment or discriminatory behavior is strongly encouraged to report the incident immediately to the School Leader or designee.

Confidentiality regarding all reports will be maintained whenever possible. The School Leader or designee will investigate reports about harassment or discriminatory behavior immediately. Anyone who has witnessed harassment or discriminatory behavior should report the incident immediately to a teacher, School Leader, or designee. Confidentiality regarding all reports will be maintained whenever possible. (It is recognized that administrators and faculty have a greater role in implementing this policy and eliminating harassment.) Reports about harassment or discriminatory behavior will be investigated immediately.

Any student who violates this policy by engaging in the conduct defined above will be required to attend a meeting with his parent/guardian and the School Leader or designee. The student will be subject to appropriate disciplinary action including suspension or expulsion.

Any staff member who violates this policy by engaging in discriminatory conduct will be subject to appropriate disciplinary action. This action may range from a verbal reprimand to termination.



## **Sexual Harassment/Abuse**

American Classical Academy maintains a working environment free from sexual harassment/abuse and insists that all faculty, staff, and students be treated with dignity, respect, and courtesy. Harassment/abuse on the basis of sex is a violation of federal law. In addition to being illegal, sexual harassment/abuse will be considered a breach of professional conduct. Any conduct or communication which constitutes sexual harassment/abuse is strictly prohibited. Any faculty or staff member guilty of such conduct will be subject to disciplinary action.

Sexual harassment/abuse is defined as unwelcome sexual advances, requests for sexual favors, and any other conduct of a sexual nature whereby:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions, including decisions to hire or terminate, promote or demote, or grant or deny privileges or benefits.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Prohibited conduct will include but not be limited to:

- Repeated, offensive sexual flirtations, advances, or propositions, verbal "kidding," abuse, or harassment;
- Continued or repeated verbal remarks of a sexual or demeaning nature;
- Graphic verbal commentaries about an individual's body;
- Sexually degrading words used to describe an individual;
- Displays of sexually suggestive objects or pictures;
- Sexually explicit language or jokes;
- Pressure for sexual activity;
- Unwelcome touching of any kind;
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

A faculty or staff member may file a report of sexual harassment with the School Leader or Board of Directors. Students may report a case of sexual harassment/abuse to a teacher or School Leader. All matters involving sexual harassment complaints will remain confidential to the extent possible. Reporting sexual harassment will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The School strongly encourages faculty and staff who believe they have been sexually harassed to report such incident using the following procedure. All faculty and staff, including those who file complaints, as well as those accused but found to be innocent, will be afforded protection from retaliation within the work environment.

- A faculty or staff member believing that he has been sexually harassed should immediately report the incident to the School Leader. If the School Leader is the alleged cause of the problem, or seems unwilling to resolve the issue, the faculty or staff member should contact the Board of Directors, preferably in writing.
- Every reported incident of sexual harassment will be thoroughly and promptly investigated by the School Leader. The School Leader, and all faculty and staff involved in the investigation, will respect the confidences and sensitivities of all persons involved in the incident. All involved individuals are expected to cooperate.
- If, after investigation, the School Leader determines that the charges of sexual harassment are substantiated, appropriate disciplinary actions will be taken. The disciplinary action may include, but is not limited to, a verbal warning, transfers, demotions, or terminations.
- The School Leader will promptly communicate to the faculty and staff involved the results of the investigation.
- If the alleged victim or the accused disagrees with the results of the investigation, an appeal may be made to the Board of Directors within five days of notification of the results. After considering the appeal, the Board of Directors will render the final decision regarding the incident.

The School insists that faculty and staff who suspect sexual harassment/abuse of a student report it to child protective services.

### **Drugs, Alcohol, and Tobacco**

The School is a drug- and alcohol-free workplace. Drug and alcohol use by faculty or staff members is not tolerated on school premises. A conviction of an alcohol or drug related crime will result in termination.

Employees are responsible for notifying their supervisor or the School Leader, within 5 days of any arrest or conviction.

Smoking is prohibited in the building and on the property, including the parking lot. Faculty and staff are expected to set a positive example for students concerning the use of tobacco by following the district and state laws regarding tobacco possession and its use.

If drug use is suspected while an employee is at work or at any school-related event, the School may require a drug test. If an employee refuses the test, he or she may be terminated.

## **Family Education and Privacy Act (FERPA)**

For more details on FERPA, see ACA's Family Handbook.

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, and non-compliance can result in the loss of those funds.

Confidential education records include, but are not limited to, student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. All Employees who work with or around education records are required to keep this information strictly confidential and secure in order to protect the rights of students.

FERPA provides that:

- Parents have the right to inspect and review their child's education, to the exclusion of third parties. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level ("Eligible Student").
- Parents and Eligible Students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about students, nor permit inspection of students' records, without written permission from the parent or eligible student, unless such action is covered by certain exceptions as stipulated in FERPA.

## **Intellectual Property Rights**

American Classical Academy uses curricula, resources, and training from 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.

- Tutoring from a teacher to a student enrolled in that teacher's class or on the coach's team: If a teacher or coach makes him or herself available before or after school to provide extra help, he or she may not charge the parent for providing that service, even if the parent offers to pay for it. Tutoring or coaching of this kind should always happen on campus or at the location of normal athletic practice.
- Tutoring from a teacher to a student not enrolled in that teacher's class: If a teacher is not responsible for grading a student, that teacher may accept money in exchange for tutoring or coaching the student as long as there is no other conflict of interest. Teachers may provide this service to students, but not on campus. They may charge the parent for the service. The recommended rate is \$25-\$30/hour, though teachers who tutor in advanced subjects like Calculus, advanced science, or philosophy may charge more—\$40 or \$50 per hour. If you are interested in making yourself available for private tutoring please let the Academic Dean know and he/she will add your name to the list of tutors available at the front office.
- Private tutoring from other school students: Successful ACA students in grades 9-12 may make themselves available for private tutoring on or off campus. Except in special circumstances, students should only tutor other students who are at least 2-3 grades younger. To apply to be a private tutor the student must first seek permission from the Academic Dean. After permission is granted the student's name will be added to the tutoring list available at the front office. The recommended rate for student tutoring is \$15/hour.
- Tutoring from the National Honor Society: Members of the National Honor Society are available for tutoring during study hall. Students who receive NHS tutoring will be assigned a particular student to work with. This is a free service—NHS members may not charge. NHS tutoring must always happen on campus.

## **Communications and Computer Systems Security and Usage**

ACA's communication and computer systems are intended for business purposes and may be used only during working time; however, limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voicemail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

School administration may access the voicemail and e-mail systems and obtain the communications within the systems, including past voicemail and e-mail messages, without notice to users of the system, in the ordinary course of business when SJCA deems it appropriate to do so. The reasons for which ACA may obtain such access include, but are not limited to, maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Academy operations continue appropriately during an employee's absence.

Further, ACA may review Internet usage to ensure that such use with Academy property, or communications sent via the Internet with Academy property, are appropriate.

Since School communication and computer systems are intended for business use, all employees, upon request, must inform administration of any private access codes or passwords. Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited. No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

## **Non-Disparagement of the School**

As an employee of ACA, faculty and staff members have a special responsibility to represent the School to our community and beyond, and disparaging comments made by employees about the School are likely to substantially hurt the School's reputation. The ACA Board and administration therefore expect that employees will not directly or indirectly defame, disparage, or publicly criticize the services, business, integrity, or reputation of the School, its Board, or its employees. Employees and former employees acting in violation of this expectation will be met with disciplinary consequences and/or legal action. Employees with grievances should follow the grievance protocols explained in this handbook and in the ACA Family Handbook.

## ACKNOWLEDGEMENT OF RECEIPT AND STAFF HONOR CODE

This Faculty/Staff Handbook is an important document intended to help you become acquainted with American Classical Academy. This Handbook will serve as a guide; it is not the final word in all cases. Individual circumstances may call for individual attention.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the American Classical Academy Faculty/Staff Handbook, and your willingness to serve the School's mission and Staff Honor Code:

- I have received and read a copy of the Faculty/Staff Handbook. I understand that the policies, rules, and benefits described in it are subject to change at the sole discretion of the School's Board of Directors at any time. I understand that this Handbook replaces (supersedes) all other previous handbooks.
- I further understand that all employment with the School is "at will," which means that my employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or myself, except as otherwise provided by law.
- I understand that no employee agreement other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" employment relationship unless expressed in writing, with the understanding specifically set forth and signed by myself and the Board of Directors of the School. I specifically understand that this Faculty/Staff Handbook does not constitute a contract between the School and me.
- I am aware that during the course of my employment confidential information will be made available to me. I understand that this information must not be given out or used outside of the School's premises or with non-American Classical Academy Faculty and staff other than ACA's Board of Directors. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual.
- I understand that my signature below indicates that I have read and understand the above statements and have received a copy of the Faculty/Staff Handbook.
- Faculty Pledge: I pledge to encourage my students to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my students aspire to excellence in prudence, justice, moderation, courage, and wisdom. I will keep this pledge by my words and instruction, and also by my example.

Printed Name \_\_\_\_\_ Position \_\_\_\_\_

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_



December 28, 2021

Alliant Insurance Services, Inc.  
520 Summit Hill Drive  
Suite 1005  
Knoxville, TN 37902  
  
P (865) 279-0358  
CA License No. 0C38861  
alliant.com

American Classical Academy  
Attn: Michael Harner  
Hillsdale College  
Via email: [yvonne@adkinsandcompany.com](mailto: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

Attachment K – CMO Agreement

This Attachment is Not Applicable.



Attachment L – Network Annual Report

This Attachment is Not Applicable.

Attachment M – Network Organizational Chart

This Attachment is Not Applicable.

Attachment N– Proposed Budgets



## American Classical Academy Rutherford New Charter School Application Budget Template Proposed School Information

Proposed School Name	American Classical Academy Rutherford
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	Rutherford 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 Rutherford  
New Charter School Application Budget Template  
Student Assumptions**

**Enrollment Assumptions**

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	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

<b>Total Enrollment (excluding Pre-Kindergarten)</b>	<b>340</b>	<b>390</b>	<b>440</b>	<b>490</b>	<b>540</b>
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<b>Change in Net Enrollment</b>	<b>340</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>
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**# of Classes By Grade**

Year 1	Year 2	Year 3	Year 4	Year 5
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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

<b>Total # of Classes</b>	<b>16</b>	<b>18</b>	<b>20</b>	<b>22</b>	<b>24</b>
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<b>Change in Net # of Classes</b>	<b>16</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
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**Other Key Assumptions  
Enter Estimated Percentages**

	9%	9%	9%	9%	9%
SPED %	9%	9%	9%	9%	9%
SPED Count	31	35	40	44	49

	12%	12%	12%	12%	12%
ELL %	12%	12%	12%	12%	12%
ELL Count	41	47	53	59	65

Anticipated Paid %	80%	80%	80%	80%	80%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	20%	20%	20%	20%	20%
<b>Anticipated Paid Count</b>	<b>27200%</b>	<b>31200%</b>	<b>35200%</b>	<b>39200%</b>	<b>43200%</b>
<b>Anticipated Reduced Count</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Anticipated Free Count</b>	<b>6800%</b>	<b>7800%</b>	<b>8800%</b>	<b>9800%</b>	<b>10800%</b>
<b>Total Free and Reduced Count</b>	<b>6800%</b>	<b>7800%</b>	<b>8800%</b>	<b>9800%</b>	<b>10800%</b>

School Days	180	180	180	180	180
Attendance Rate	94%	94%	94%	94%	94%

**American Classical Academy Rutherford  
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	-	
<b>Fundraising &amp; Philanthropy</b>			
			Detail any private funding sources
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
<b>Total Revenues</b>		-	

**Additional Space to Provide Fundraising Details**

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**Compensation Assumptions**

Year 0
2022-23

Administrative Staff	FTE Count	Amount	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
<b>Total Administrative Compensation</b>	<b>2.00</b>	<b>109,167</b>	
<b>Instructional Staff</b>			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
<b>Non-Instructional Staff</b>			
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	
<b>Total Non-Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
<b>Total FTE Count</b>	<b>2.00</b>		
<b>Total Compensation</b>		<b>109,167</b>	

**Employer Benefits & Tax Assumptions**

Year 0
2022-23

	Base Assumption		Assumption Notes
Social Security	6.20%	\$6,768	Based on Federal requirement
Medicare	1.45%	\$1,583	Based on Federal requirement
State Unemployment	\$400 per employee	\$800	Based on State requirement
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	1.00%	\$1,330	Based on State requirement
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$6,899	\$9,200	Based on BEP rate
Dental Insurance	\$0	\$0	
Vision Insurance	\$0	\$0	
Other Retirement	0.00%	\$0	

<b>Total Employer Benefits &amp; Taxes</b>	<b>19,681</b>
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**Operating Expenses**

Year 0
2022-23

			Assumption Notes
<b>Contracted Services</b>			
Professional Development	\$0	\$0	
Financial Services	\$0	\$5,000	Based on contracted agreement with current financial services providers for ~150 hours
Audit Services	\$0	\$0	
Legal Fees	\$0	\$5,000	Based on contracted agreement with current legal counsel for ~ 30 hours
Copier Lease and Usage	\$0	\$0	
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$0	\$2,500	Based on existing ACE contract with AT&T
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$5,000	Based on contracted agreement review with current IT providers for other network school
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$4,750	Based on rates provided by current insurance provider
Postal Charges	\$0	\$2,500	Based on experience of network schools
Bank Charges	\$0	\$1,000	Based on experience of network schools

<b>Supplies &amp; Materials</b>			
Textbooks and Instructional Supplies	\$0	\$0	

Education Software	\$0	\$10,000	Infinite Campus, School Final Forms, and ITC based on current pricing provided by IT providers for other network schools
Student Supplies	\$0	\$0	
Faculty Supplies	\$0	\$0	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$0	\$5,000	Based on existing agreement with CDW
Office Supplies	\$0	\$5,000	Based on experience of network schools
Printing Paper	\$0	\$0	
Marketing Materials	\$0	\$25,000	Based on launch costs for community awareness campaign (PIP) as experienced by other network schools
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

**Facility Related Expenses**

Rent	\$0	\$50,000	Based on \$12 sq/ft
Utilities	\$0	\$17,000	Utilities, trash, common area maintenance based on experience of network schools
Custodial	\$0	\$0	
Waste	\$0	\$0	Included in utilities
Faculty Furniture	\$0	\$10,000	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$10,000	Based on experience of network schools
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$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	Based on discussions with NorthStar Marketing consultants for general recruitment costs, including translation
Parent & Staff Meetings	\$0	\$10,000	Based on \$500 budgeted expense for 20 planned meetings
Authorizer Fee	\$0	\$2,500	Application fee
Other	\$0	\$0	

**Debt Service**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Total Operating Expenses**

290,250

**Total Expenses**

419,098



American Classical Academy Rutherford  
New Charter School Application Budget Template  
Pre-Opening Cash Flow

**Cash Flow Summary**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Beginning Cash</b>	750,000	750,000	740,979	734,458	717,805	701,149	684,494	667,838	615,015	472,192	439,370	406,547	373,725	
<b>Revenues</b>														
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Expenses</b>														
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
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
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	32,500	
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	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
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)
Changes in Accounts Receivable														
Changes in Accounts Payable														
Line of Credit Proceeds														
Line of Credit Repayments														
Other Balance Sheet Activity														
<b>Ending Cash</b>	740,979	734,458	717,805	701,149	684,494	667,838	615,015	472,192	439,370	406,547	373,725	330,902		

**Details of Cash Flow**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

**Revenues**

**Revenues**

**Assumption Notes**

**Federal Revenues**

CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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**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**

	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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**Compensation**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

**Compensation**

Principal/School Leader	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

<b>Total Administrative Compensation</b>	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	-	-
Educational 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	-	-
<b>Total Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-
<b>Total Non-Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-
<b>Total Compensation</b>	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	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
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	-	-
<b>Total Employer Benefits &amp; Taxes</b>	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

**Assumption Notes**

**Operating Expenses**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Contracted Services</b>															
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Financial Services	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	(0) See pre-opening budget worksheet
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Legal Fees	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	- See pre-opening budget worksheet
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Cell Phone Service	2,500	\$0	\$0	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	2,500	- See pre-opening budget worksheet
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
IT Services	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	- See pre-opening budget worksheet
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Insurance	4,750	\$396	\$396	\$396	\$396	\$396	\$396	\$396	\$396	\$396	\$396	\$396	\$396	4,750	- See pre-opening budget worksheet
Postal Charges	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	- See pre-opening budget worksheet
Bank Charges	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	- See pre-opening budget worksheet
<b>Supplies &amp; Materials</b>															
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Education Software	10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	10,000	- See pre-opening budget worksheet
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Faculty Laptops	5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	5,000	-	See pre-opening budget worksheet
Office Supplies	5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	5,000	-	See pre-opening budget worksheet
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Marketing Materials	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	See pre-opening budget worksheet
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>Facility Related Expenses</b>																	
Rent	50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	50,000	0	See pre-opening budget worksheet
Utilities	17,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	17,000	0	See pre-opening budget worksheet
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Faculty Furniture	10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	10,000	-	See pre-opening budget worksheet
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other Equipment	10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$0	10,000	-	See pre-opening budget worksheet
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Tenant Improvements	100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	100,000	-	See pre-opening budget worksheet
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>Other Charges</b>																	
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Student Recruitment & Community Engagement	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	See pre-opening budget worksheet
Parent & Staff Meetings	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	See pre-opening budget worksheet
Authorizer Fee	2,500	\$2,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	2,500	-	See pre-opening budget worksheet
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>Debt Service</b>																	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Expenses</b>	<b>290,250</b>	<b>9,021</b>	<b>6,521</b>	<b>6,771</b>	<b>6,771</b>	<b>6,771</b>	<b>6,771</b>	<b>37,937</b>	<b>127,937</b>	<b>17,937</b>	<b>17,937</b>	<b>17,937</b>	<b>17,937</b>	<b>27,937</b>	<b>290,250</b>	<b>0</b>	
<b>Total Expenses</b>	<b>419,098</b>	<b>9,021</b>	<b>6,521</b>	<b>16,653</b>	<b>16,656</b>	<b>16,656</b>	<b>16,656</b>	<b>52,823</b>	<b>142,823</b>	<b>32,823</b>	<b>32,823</b>	<b>32,823</b>	<b>32,823</b>	<b>42,823</b>	<b>419,098</b>	<b>0</b>	

**American Classical Academy Rutherford  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions**

**FTE Assumptions**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Fiscal Year					
Enrollment	340	390	440	490	540
# of Classes	16	18	20	22	24
<b>Administrative Staff</b>					
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
<b>Total Administrative FTE</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>Instructional Staff</b>					
Teachers	16.00	18.00	20.00	22.00	24.00
Special Education Teachers	2.00	2.00	2.00	2.00	2.00
Educational 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
<b>Total Instructional FTE</b>	<b>25.00</b>	<b>28.15</b>	<b>32.33</b>	<b>36.47</b>	<b>39.60</b>
<b>Non-Instructional Staff</b>					
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
<b>Total Non-Instructional FTE</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>
<b>Total FTE</b>	<b>30.00</b>	<b>33.15</b>	<b>38.33</b>	<b>42.47</b>	<b>45.60</b>

**Compensation Assumptions**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
<b>Annual Increase</b>	<b>3.00%</b>	<b>3.00%</b>	<b>3.00%</b>	<b>3.00%</b>	<b>3.00%</b>
Cumulative Increase	103.00%	106.09%	109.27%	112.55%	115.93%
<b>Administrative Staff</b>					
Principal/School Leader	\$95,000	97,850	100,786	103,809	106,923
Assistant Principal	\$64,074	65,996	67,976	70,015	72,116
Special Education Coordinator	\$62,681	64,562	66,499	68,494	70,548
Deans, Directors	\$68,681	-	-	-	-
Other (Specify in Assumptions)	\$60,000	61,800	63,654	65,564	67,531
<b>Total Administrative Compensation</b>	<b>290,208</b>	<b>298,914</b>	<b>307,882</b>	<b>317,118</b>	<b>326,632</b>
<b>Instructional Staff</b>					
Teachers	\$46,074	759,300	879,838	1,006,926	1,140,847
Special Education Teachers	\$50,681	104,404	107,536	110,762	114,085
Educational Assistants/Aides	\$27,500	84,975	116,699	150,250	185,709
Elective Teachers	\$46,074	142,369	146,640	201,385	259,283
Other (Specify in Assumptions)	\$23,120	23,814	28,207	33,601	38,252
<b>Total Instructional Compensation</b>	<b>1,114,860</b>	<b>1,278,920</b>	<b>1,502,924</b>	<b>1,738,176</b>	<b>1,954,043</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	\$33,800	34,814	35,858	37,346	38,367
Custodial Staff	\$32,960	-	-	-	-
Operations	\$50,000	-	-	-	-
Social Workers/Counseling	\$0	-	-	-	-
Other (Specify in Assumptions)	\$51,780	-	-	-	-
<b>Total Non-Instructional Compensation</b>	<b>34,814</b>	<b>35,858</b>	<b>73,868</b>	<b>76,084</b>	<b>78,367</b>
Bonuses	125,000	31,930	37,346	41,438	43,356
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
<b>Total Compensation</b>	<b>1,564,883</b>	<b>1,645,623</b>	<b>1,922,020</b>	<b>2,172,817</b>	<b>2,402,398</b>

**Assumption Notes**

Principal - Salary indexed by market
Operations/Business Manager
Dynamic avg of state/county scale
Based on anticipated weighted caseload (1/5 options avg
3 Yr 1, +1 ea Yr 2-4 until One Per Grade K-5
Art, Music, PE, +1 ea Yr 3-5
Substitute Pool, based on \$68 per ADM
Office Manager / Registrar - Year 1-2
Office Manager and FT Register added Year 3
Instructional Signing and Performance Bonuses

**Employer Benefits & Tax Assumptions**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
<b>Base Assumption</b>	<b>6.20%</b>	<b>6.20%</b>	<b>6.20%</b>	<b>6.20%</b>	<b>6.20%</b>
Cumulative Increase	103.00%	106.09%	109.27%	112.55%	115.93%
<b>Social Security</b>					
Medicare	\$22,691	\$23,862	\$27,869	\$31,506	\$34,835
State Unemployment	\$15,649	\$16,456	\$19,220	\$21,728	\$24,024
Disability/Life Insurance	\$0	\$0	\$0	\$0	\$0
Workers Compensation Insurance	\$15,649	\$16,456	\$19,220	\$21,728	\$24,024
Other Fringe Benefits	\$0	\$0	\$0	\$0	\$0
<b>Health Insurance</b>					
Medical Insurance	\$7,236	\$217,080	\$239,873	\$277,356	\$307,313
Dental Insurance	\$0	\$0	\$0	\$0	\$0
Vision Insurance	\$0	\$0	\$0	\$0	\$0
TCRS Certified Legacy	10.13%	\$112,935	\$129,555	\$152,246	\$176,077
TCRS Certified Hybrid	0.00%	\$0	\$0	\$0	\$0
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0
Other Classified Retirement	9.86%	\$28,615	\$29,473	\$30,357	\$31,268
Other Retirement	0.00%	\$0	\$0	\$0	\$0

**Assumption Notes**

Based on Federal Requirements
Based on Federal Requirements
Based on State Requirements
Based on State Requirements
Based on estimated BEP
Faculty TCRS, based on estimated BEP
Staff, based on estimated BEP

**American Classical Academy Rutherford  
New Charter School Application Budget Template  
Year 1 Budget**

**Revenue Assumptions**

	Year 1
	2023-24
<b>Annual Revenue Increase</b>	0.00%
Cumulative Increase	100.00%

**State Revenues**

**Rate/Assumption**

**Assumption Notes**

Basic Education Program	\$8,150	\$2,771,133	3% over 22-23
BEP Transportation Component	\$525	\$178,602	3% over 22-23
BEP Capital Outlay	\$145	\$49,270	3% over 22-23; Based on BEP and estimated county allocations
Other	\$0	\$0	
Other	\$0	\$0	

**Federal Revenues**

**Rate/Assumption**

**Assumption Notes**

Title I	\$0	\$0	Funding is dependent upon District allocation
Title II	\$0	\$0	
Title III	\$250	\$10,250	Based on county average 12% ELL enrollment
NSLP	\$0	\$130,000	Three-four months for reimbursements to get started (request can go back two months)
E-Rate	\$0	\$6,000	
CSP Startup Grant	\$350,000	\$350,000	Based on 600K total in two annual payments (\$350,000/\$250,000)
IDEA	\$1,500	\$46,500	Based on \$1,500 per pupil and county average 9% SpEd enrollment
Other	\$0	\$0	

**School Activity Revenues**

**Rate/Assumption**

**Assumption Notes**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Fundraising & Philanthropy**

**Rate/Assumption**

**Assumption Notes**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Total Revenues**

**3,541,754**

**Compensation**

Year 1

2023-24

**Administrative Staff**

**FTE Count**

**Assumption Notes**

Principal/School Leader	1.00	97,850	
Assistant Principal	1.00	65,996	
Special Education Coordinator	1.00	64,562	
Deans, Directors	0.00	-	
Other (Specify in Assumptions)	1.00	61,800	
<b>Total Administrative Compensation</b>	<b>4.00</b>	<b>290,208</b>	

**Instructional Staff**

**FTE Count**

**Assumption Notes**

Teachers	16.00	759,300	
Special Education Teachers	2.00	104,404	
Educational Assistants/Aides	3.00	84,975	
Elective Teachers	3.00	142,369	
Other (Specify in Assumptions)	1.00	23,814	
<b>Total Instructional Compensation</b>	<b>25.00</b>	<b>1,114,860</b>	

**Non-Instructional Staff**

**FTE Count**

**Assumption Notes**

Clerical Staff	1.00	34,814	
Custodial Staff	0.00	-	
Operations	0.00	-	
Social Workers/Counseling	0.00	-	
Other (Specify in Assumptions)	0.00	-	
<b>Total Non-Instructional Compensation</b>	<b>1.00</b>	<b>34,814</b>	

**Bonuses**

**FTE Count**

**Assumption Notes**

Bonuses	1.00	125,000	
Other Compensation	0.00	-	
Other Compensation	0.00	-	
Other Compensation	0.00	-	

**Total Compensation**

**1,564,883**

**Employer Benefits & Taxes**

Year 1

2023-24

**Assumption Notes**

Social Security	97,023	
Medicare	22,691	
State Unemployment	15,649	

Disability/Life Insurance	-
Workers Compensation Insurance	15,649
Other Fringe Benefits	-
Medical Insurance	217,080
Dental Insurance	-
Vision Insurance	-
TCRS Certified Legacy	112,935
TCRS Certified Hybrid	-
TCRS Classified Legacy	-
TCRS Classified Hybrid	-
Other Classified Retirement	28,615
Other Retirement	-

**Total Employer Benefits & Taxes** 509,641

**Operating Expenses**

**Year 1**

2023-24

**Contracted Services**

**Assumption Notes**

Professional Development	\$0	\$59,980	Based on experience of network schools
Financial Services	\$0	\$83,905	Based on contracted agreement with current financial services providers for ~150 hours
Audit Services	\$0	\$10,000	Based on contracted agreement with current financial services providers for ~150 hours
Legal Fees	\$0	\$15,000	Based on contracted agreement with current legal counsel for ~90 hours
Copier Lease and Usage	\$0	\$20,000	Based on existing contract with CDM
Internet and Phone Service	\$0	\$15,000	Based on contract with FIT
Cell Phone Service	\$0	\$5,000	Based on existing ACE contract with AT&T
Payroll Services	\$0	\$20,000	Based on contracted agreement with current financial services providers for ~150 hours
Health Services	\$0	\$30,000	School nurse cost based on experience of network schools
Transportation	\$0	\$120,000	Transportation placeholder based on hourly bus driver costs in Montgomery County
IT Services	\$0	\$29,990	Based on contracted agreement review with current IT providers for other network school
Contracted SPED Services	\$0	\$90,000	All student contracted services: LSSP, Occup Therapy, psychology, speech, budget based on experience of network schools
Insurance	\$0	\$59,980	Based on rates provided by current insurance provider
Postal Charges	\$0	\$2,000	Based on experience of network schools
Bank Charges	\$0	\$1,200	Based on experience of network schools

**Supplies & Materials**

Textbooks and Instructional Supplies	\$275	\$93,500	Based on 21-22 BEP guidelines of for textbooks, mat'ls, and SpEd I&S mat'ls and application to intended curriculum
Education Software	\$0	\$17,000	Infinite Campus, School Final Forms, and ITC
Student Supplies	\$36	\$12,257	Based on 36.00 ADM for consummable supplies
Faculty Supplies	\$36	\$12,257	Based on 36.00 ADM for consummable supplies
Library Books	\$0	\$10,000	Based on experience of network schools
Testing & Evaluation	\$0	\$10,000	Based on experience of network schools
Student Laptops	\$0	\$10,000	Based on existing contract with CDM
Faculty Laptops	\$0	\$25,000	Based on existing contract with CDM
Office Supplies	\$0	\$5,000	Based on experience of network schools
Printing Paper	\$0	\$0	
Marketing Materials	\$0	\$59,980	Based on discussions with NorthStar Marketing consultants for general recruitment costs, including translation
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$5,000	Based on experience of network schools

**Facility Related Expenses**

Rent	\$0	\$353,600	Based on 80 sq ft/pupil; \$12 sq/ft
Utilities	\$0	\$84,000	Utilities, trash, common area maintenance based on experience of network schools
Custodial	\$0	\$36,000	Based on TN Charter School budget base assumption
Waste	\$0	\$0	Included in utilities
Faculty Furniture	\$0	\$20,000	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Student Furniture	\$0	\$80,000	Based on conversation with educational furniture providers, Steelcase and Smith Systems
Internet/Network Equipment	\$0	\$15,000	Based on contract with FIT
Other Equipment	\$0	\$5,000	Based on contract with FIT
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$34,743	All other plant operations; based on \$3.55/sq ft
Other	\$0	\$155,000	Food service expenses based on conversations with food service providers
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Other Charges**

Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$35,000	3% PPR up to \$35,000
Other	\$0	\$0	

**Debt Service**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Total Operating Expenses** 1,640,393

**Total Expenses** 3,714,916







**American Classical Academy Rutherford  
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
<b>Annual Revenue Increase</b>	0.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	100.00%	103.00%	106.09%	109.27%	112.55%

**State Revenues**

Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	
	2023-24	2024-25	2025-26	2026-27	2027-28	
Basic Education Program	\$8,150	2,771,133	\$3,274,012	\$3,693,757	\$4,113,502	\$4,533,247
BEP Transportation Component	\$525	178,602	\$211,013	\$238,066	\$265,119	\$292,172
BEP Capital Outlay	\$145	49,270	\$58,211	\$65,674	\$73,136	\$80,599
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0

**Federal Revenues**

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2023-24	2024-25	2025-26	2026-27	2027-28	
Title I	\$0	-	\$0	\$0	\$0	
Title II	\$0	-	\$0	\$0	\$0	
Title III	\$250	10,250	\$11,750	\$13,250	\$14,750	\$16,250
NSLP	\$0	130,000	\$159,650	\$184,440	\$169,373	\$174,454
E-Rate	\$0	6,000	\$6,180	\$6,365	\$6,556	\$6,753
CSP Startup Grant	\$0	350,000	\$250,000	\$0	\$0	\$0
IDEA	\$1,500	46,500	\$54,075	\$61,800	\$67,980	\$75,705
Other	\$0	-	\$0	\$0	\$0	

**School Activity Revenues**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Other	\$0	-	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0

**Fundraising & Philanthropy**

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2023-24	2024-25	2025-26	2026-27	2027-28	
Other	\$0	-	\$150,000	\$150,000	\$150,000	\$150,000
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	

**Total Revenues**

<b>3,541,754</b>	<b>4,174,890</b>	<b>4,393,351</b>	<b>4,860,416</b>	<b>5,329,180</b>
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**Compensation**

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

**Administrative Staff**

Principal/School Leader	97,850	100,786	103,809	106,923	110,131
Assistant Principal	65,996	67,976	70,015	72,116	74,279
Special Education Coordinator	64,562	66,499	68,494	70,548	72,665
Deans, Directors	-	-	-	-	-
Other (Specify in Assumptions)	61,800	63,654	65,564	67,531	69,556
<b>Total Administrative Compensation</b>	<b>290,208</b>	<b>298,914</b>	<b>307,882</b>	<b>317,118</b>	<b>326,632</b>

**Instructional Staff**

Teachers	759,300	879,838	1,006,926	1,140,847	1,281,897
Special Education Teachers	104,404	107,536	110,762	114,085	117,507
Educational Assistants/Aides	84,975	116,699	150,250	185,709	191,280
Elective Teachers	142,369	146,640	201,385	259,283	320,474
Other (Specify in Assumptions)	23,814	28,207	33,601	38,252	42,884
<b>Total Instructional Compensation</b>	<b>1,114,860</b>	<b>1,278,920</b>	<b>1,502,924</b>	<b>1,738,176</b>	<b>1,954,043</b>

**Non-Instructional Staff**

Clerical Staff	34,814	35,858	73,868	76,084	78,367
Custodial Staff	-	-	-	-	-
Operations	-	-	-	-	-
Social Workers/Counseling	-	-	-	-	-
Other (Specify in Assumptions)	-	-	-	-	-
<b>Total Non-Instructional Compensation</b>	<b>34,814</b>	<b>35,858</b>	<b>73,868</b>	<b>76,084</b>	<b>78,367</b>

**Bonuses**

Bonuses	125,000	31,930	37,346	41,438	43,356
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-

**Total Compensation**

<b>1,564,883</b>	<b>1,645,623</b>	<b>1,922,020</b>	<b>2,172,817</b>	<b>2,402,398</b>
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**Employer Benefits & Taxes**

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Social Security	97,023	102,029	119,165	134,715	148,949
Medicare	22,691	23,862	27,869	31,506	34,835
State Unemployment	15,649	16,456	19,220	21,728	24,024
Disability/Life Insurance	-	-	-	-	-
Workers Compensation Insurance	15,649	16,456	19,220	21,728	24,024
Other Fringe Benefits	-	-	-	-	-
Medical Insurance	217,080	239,873	277,356	307,313	329,962
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
TCRS Certified Legacy	112,935	129,555	152,246	176,077	197,945
TCRS Certified Hybrid	-	-	-	-	-
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	28,615	29,473	30,357	31,268	32,206
Other Retirement	-	-	-	-	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>509,641</b>	<b>557,704</b>	<b>645,434</b>	<b>724,335</b>	<b>791,943</b>

**Operating Expenses**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Annual Expense Increase</b>	0.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	100.00%	103.00%	106.09%	109.27%	112.55%

**Contracted Services**

Professional Development	\$0	59,980	\$80,498	\$84,867	\$94,208	\$103,584
Financial Services	\$0	83,905	\$90,737	\$92,185	\$97,767	\$88,619

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
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	29,990	\$30,890	\$31,816	\$32,771	\$33,754
Contracted SPED Services	\$0	90,000	\$92,700	\$96,481	\$98,345	\$101,296
Insurance	\$0	59,980	\$80,498	\$84,867	\$94,208	\$103,584
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
<b>Supplies &amp; Materials</b>						
Textbooks and Instructional Supplies	\$275	93,500	\$110,468	\$128,369	\$147,245	\$167,138
Education Software	\$0	17,000	\$17,510	\$18,035	\$18,576	\$19,134
Student Supplies	\$36	12,257	\$14,481	\$16,828	\$19,302	\$21,910
Faculty Supplies	\$36	12,257	\$14,481	\$16,828	\$19,302	\$21,910
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	59,980	\$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
<b>Facility Related Expenses</b>						
Rent	\$0	353,600	\$417,768	\$471,328	\$524,888	\$578,448
Utilities	\$0	84,000	\$99,244	\$115,326	\$132,284	\$150,156
Custodial	\$0	36,000	\$37,080	\$38,192	\$39,338	\$40,518
Waste	\$0	-	\$0	\$0	\$0	\$0
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	34,743	\$41,048	\$42,952	\$43,980	\$44,094
Other	\$0	155,000	\$159,650	\$164,440	\$169,373	\$174,454
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
<b>Other Charges</b>						
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
Other	\$0	-	\$0	\$0	\$0	\$0
<b>Debt Service</b>						
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
<b>Total Operating Expenses</b>		<b>1,640,393</b>	<b>1,641,979</b>	<b>1,779,662</b>	<b>1,938,109</b>	<b>2,083,647</b>
<b>Total Expenses</b>		<b>3,714,916</b>	<b>3,845,305</b>	<b>4,347,117</b>	<b>4,835,261</b>	<b>5,277,989</b>

**American Classical Academy Rutherford  
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
<b>Starting Fund Balance</b>	750,000	330,902	157,740	487,324	533,559	558,714
State Revenues	-	2,999,004	3,543,235	3,997,496	4,451,757	4,906,018
Federal Revenues	-	542,750	481,655	245,855	258,659	273,162
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	150,000	150,000	150,000	150,000
<b>Total Revenues</b>	-	3,541,754	4,174,890	4,393,351	4,860,416	5,329,180
Staffing	109,167	1,564,883	1,645,623	1,922,020	2,172,817	2,402,398
Employer Benefits & Taxes	19,681	509,641	557,704	645,434	724,335	791,943
Contracted Services	25,750	562,056	633,395	668,954	718,808	764,222
Supplies & Materials	45,000	259,994	189,865	213,673	243,747	265,143
Facility-Related Expenses	187,000	783,343	783,720	862,035	940,554	1,019,283
Other Charges	32,500	35,000	35,000	35,000	35,000	35,000
Debt Service	-	-	-	-	-	-
<b>Total Expenses</b>	419,098	3,714,916	3,845,305	4,347,117	4,835,261	5,277,989
<b>Net Income</b>	(419,098)	(173,162)	329,585	46,235	25,155	51,191
<b>Ending Fund Balance</b>	330,902	157,740	487,324	533,559	558,714	609,906

## 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 Rutherford (ACAR) 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.

ACAR plans to operate in a way that allows the school to succeed largely from the public revenues generated for the students who choose to attend the school. The financial plan and budget reflect these conservative assumptions.

ACAR faces the facility challenges common to all Tennessee public charter schools: a comparative lack of access to funding for facility acquisition, lease, and capital improvements. In 2022, ACAR also faces an unusually scarce facility market.

In light of these facility challenges and, most importantly, ACE's commitment to launching a strong school to serve the community, ACE has secured a \$10 million grant from Hillsdale College (*see Attachment E -Letters of Support*). The school will have access to a \$675,000 no-interest startup loan from ACE, and ACAR will have access to a \$1 million line of credit through ACE to further support the school's needs. (*see Attachment E -Letters of Support*). Additionally, if needed, ACE will assist the school through additional fundraising efforts.

Before leveraging those funds, however, the school will pursue funds through Tennessee's Charter School Program (CSP) grant and existing facility funding appropriations.

The school will apply for the charter school program (CSP) grant in the amount of \$600,000 (\$350,000 year one and \$250,000 year two), if available. 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 ACAR, the contingency plans above have been secured to manage all required startup expenses regardless of the CSP grant award. Having access to a \$675,000 startup loan, and, if necessary, a \$1 million line of credit through ACE 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 and federal formula and grant funds are consistently flowing to pay all required expenses for the school.

With these supports in place, ACAR is confident that the school will be able to launch successfully regardless of the facility challenges or any changes in the availability of CSP or other dedicated charter school funding sources.

While the school will start with a modest enrollment and staffing model during its first years, initial staff salaries, student recruitment, local marketing efforts, and capital expenditures needed for the purchase of furniture, fixtures, classroom technology, and potential facility improvements must be in place prior to the first day of instruction. Moving forward, additional funds will be necessary to support the growth of the school and the capacity growth in all of those areas as well as professional development, student support services, technology, curriculum, and operations as a whole.

The school will grow annually with the addition of two classes per grade level. By year five, the school will include high school beginning with grade 9 and the school will continue to grow until its first senior class has graduated. The budget projections show an annual improvement in cash balance growth at year-end.

(b) An explanation of student enrollment and BEP projections;

ACAR enrollment projections by year and by grade level are as stated herein. Each district's BEP rates vary slightly. Using \$8,423 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 \$2,999,004 in basic education program revenue when including an estimated average per pupil capital outlay of \$145.

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
<b>Totals</b>	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**, ACAR’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 from ACE
- ACAR’s access to an additional \$1 million line of credit through ACE to further support the school’s needs

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 9% which is reflective of the local community. The budget assumes 20% for Title I and free and reduced lunch population and 12% for the ELL population. These are estimates in order to project the budget. Any allocation in excess of these projections will reduce the amount of funding received and will require adjustment of working capital advances required in the initial years of operation.

Additional working capital will be available in the form of a no-interest startup loan to the school in the amount of \$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);

ACAR 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, ACAR 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

ACAR 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;

ACAR 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 ACAR 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.

Donna Ecton – MBA in Finance and Accounting from HBS school and deep business fiscal experience

When the ACE board begins hiring and contracting skilled expertise, the ACAR 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 Donna Ector are current or former 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, ACAR assumes receipt of a CSP grant award of \$600,000. When the TN DOE is notified of the grant renewal, ACAR 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. ACAR 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, ACAR will have access to a \$1 million line of credit through ACE. This line of credit may be used to assist with the school's development in supporting facility acquisition, expansion, or other operational needs that would develop due to reduced enrollment revenues or delays in revenues. Evidence of the ACAR'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 conduct additional fundraising to further support the efforts of the American Classical Academy Rutherford.

- (I) 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 ACAR 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. ACAR'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. ACAR's access to a line of credit through ACE will lessen the burden and address any concerns with short-term cash flow shortfalls.



**AMMENDED - Charter Application Recommendation Report**  
**American Classical Academy – Rutherford (ACAR)**

**Introduction**

Rutherford County Board of Education Policy 1.900 states that Rutherford County Board of Education shall only authorize high-quality schools that “adhere to the State Board of Education’s quality charter authorizing standards” as outlined in State Board of Education Policy 6.111. All applicants must present a “clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.”

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-102 the purposes of charter schools are to:

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet educational needs of students;
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 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.



## **Overview of the Evaluation Process – Amended Application**

The evaluation of the American Classical Academy – Rutherford (“ACAR”) AMENDED application included the following steps and actions:

1. Independent Review of Amended Application: Each review team member independently scored all application subsections and attachments using the criteria and guidance provided by TDOE’s *Application Scoring Criteria*. Each review member submitted their completed scoring rubric with scores and comments for all sections.
2. Final Review and Consensus Judgement: Following the review of the amended application, evaluators submitted final scores and comments. Consensus judgments on each section were then compiled.

This report includes the following information:

1. Summary of the amended application: A brief description of the applicant’s amended application, including proposed academic, operations, and financial plans.
2. Summary of the evaluation and recommendation: A summary of the recommendation for the amended application.
3. Analysis of each section of the application: An analysis of each of the three sections of the application and the applicant’s ability to execute the plan described in the application. The application includes the following sections:
  - a. Academic Plan Design and Capacity: school mission and goals; enrollment summary; school development; academic focus and plan; academic performance standards; high school graduation standards (if applicable); assessments; school schedule; special populations and at-risk students; school culture and discipline; marketing, recruitment, and enrollment; community involvement and parent engagement; and the capacity to implement the proposed plan.
  - b. Operations Plan and Capacity: governance; start-up plan; facilities; personnel/human capital; professional development; insurance; transportation (if applicable); food service; additional operations (if applicable); waivers; and the capacity to implement the proposed plan.
  - c. Financial Plan and Capacity: budget narrative; budgets; cash flow projections; related assumptions; financial policies and procedures; and the capacity to implement the proposed plan.



### Rutherford County Review Team

The RCS review team utilized the Tennessee Department of Education’s (“TDOE”) standard scoring rubric and criteria to evaluate each section and subsection of the application submitted. The scoring rubric aligns to the standard application format provided by TDOE, as required by law (TCA § 49-13-116). Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Review team members score the responses by applying the following guidance (Tennessee Charter School Application Scoring Criteria, 2021):

Rating	Characteristics
<b>Meets or Exceeds the Standard</b>	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
<b>Partially Meets Standard</b>	The response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one or more areas.
<b>Does Not Meet Standard</b>	The response is incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The RCS Review Team consisted of the following individuals:

Name	Title
Wayne Blair	Rutherford County Community Member Representative
Shelia Bratton	Vice Chair, RCS School Board
Kelly Chastain	School Choice/Charter Coordinator, Rutherford County Schools
Linda Dohnal	Special Education Specialist, Rutherford County Schools
Paige Jorge	Principal, Cedar Grove Elementary, Rutherford County Schools
Brian Lewis	Career and Technical Education Specialist, Rutherford County Schools
Johnna Paraiso	ESL Technology Facilitator, Rutherford County Schools
Barbara Powers	Middle School Coordinator, Rutherford County Schools



## Summary of the Application

School Name: American Classical Academy – Rutherford (ACAR)

Sponsor: American Classical Education (ACE)

Proposed Location of School: Location has not been determined.

Mission:<sup>1</sup> The mission of American Classical Academy – Rutherford (“ACAR”) is to train the minds and improve the hearts of students through content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Number of Schools Currently in Operation by Sponsor: The sponsor has no schools operating or authorized in Tennessee. However, Barney Classical School Initiative (“BCSI”) an outreach program of Hillsdale College, is referenced throughout the application and currently supports over 20 member schools through curriculum, governance, and organizational structure.

Proposed Enrollment:<sup>2</sup>

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

<sup>1</sup> American Classical Academy – Rutherford Amended Application, pg. 10.

<sup>2</sup> Ibid, pg. 32.



Brief Description of the Amended Application:

The sponsor, American Classical Education (ACE), is currently seeking authorization in three counties in Tennessee – Madison, Montgomery, and Rutherford. The proposed school in this application, American Classical Academy – Rutherford, is seeking authorization as a new-start school and will serve Rutherford County students in kindergarten through 12<sup>th</sup> grade when fully established in year ten of operation.

Whether the applicant is seeking to partner with a charter management organization (CMO) is in question following the amended application. ACE will contract with and seek services from Barney Classical Schools Initiative and other Hillsdale K-12 support structures. ACAR’s classical educational model is grounded in the Hillsdale College K-12 curriculum and ACAR will collaborate with Hillsdale and its 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 Western civilizations at large.<sup>3</sup> Character development – and a deep appreciation for truth, goodness, and beauty – is also an important priority within the educational model.<sup>4</sup>

American Classical Education’s Board of Directors will govern all three schools seeking authorization if all are approved. The nine members of the board consist of Hillsdale affiliated members with varying degrees of experience. The amended application now includes two Tennessee representatives. The school plans on receiving funding from the federal Charter School Programs (CSP) grant in the amount of \$600,000, a startup grant from American Classical Education (ACE), a grant from Hillsdale College in the amount of \$10 million, and access to an additional \$1 million line of credit through Hillsdale College, if needed. ACAR projects \$419,098 in expenses for Year 0, with an ending fund balance of \$330,902. By Year 5, ACAR projects to have \$5,329,180 in revenue and \$5,277,989 in expenses, with a positive ending fund balance of \$609,906.<sup>5</sup> The budget assumes the student population will be representative of the community and include 9% special education, 20% economically disadvantaged, and 12% English learners.<sup>6</sup>

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<sup>3</sup> Ibid, pg. 33.

<sup>4</sup> Ibid, pg. 11.

<sup>5</sup> Ibid, Attachment N.

<sup>6</sup> Ibid, Attachment O.



## Summary of the Evaluation – Amended Application

**The review committee recommends denial of the amended application for American Classical Academy - Rutherford (ACAR) because the application failed to meet or exceed the criteria of the rubric in the areas of academic plan and operations.**

The review committee has reviewed the amended application in good faith and has conducted its own due diligence on matters of fact stated within the amended application. Although the amended application includes substantial revisions and additional elements, the application continues to lack sufficient levels of detail and appropriate contingencies within the academic and operations plan.

The applicant's academic plan continues to rest on a mission and vision consistent with the tenants of classical education and a reliance on Hillsdale College for curriculum (i.e., K-12 Program Guide, 1776 curriculum), operational support and professional development through Hillsdale's Barney Charter School Initiative (BCSI), and financial support totaling over \$10 million<sup>7</sup>. Although the BCSI instructional model has been implemented in schools across the country with varying levels of success, publicly available data does not provide clear evidence of success for all subgroups of students (e.g., SPED, ESL). In response to curricular alignment concerns during the initial review, the applicant provided additional details and examples of curricular cross walks to the Tennessee Academic Standards; however, our internal subject matter experts have concluded that gaps remain within the curriculum and specific topics and content are not appropriately covered to meet grade level expectations. The amended application includes additional language in sections concerning special populations and services, but the committee's concerns related to the proposed school's implementation plan for RTI<sup>2</sup>, special education services, and support for English learners remains unchanged. Updates of communication activity and community outreach were also included in the amended application, but reasonable evidence to support adequate levels of engagement and enrollment were not present at the time of the amended application.

The operations plan continues to fall short with concerns remaining around the applicant's indisputable ties with Hillsdale College, a self-described conservative, Christian institution<sup>8</sup>. In response to the initial review, the amended application attempts to show some separation with subtle language adjustments and Board restructuring, however the two entities are inextricably aligned in mission, academic plan, operations, and financial support. In fact, it would be unfathomable to believe that ACAR could exist, or even apply, without Hillsdale College.

As stated in the initial application recommendation report, language subtleties suggest a mission and vision targeting only specific philosophical beliefs. This is problematic for a variety of reasons, but most directly it is contradictory to the goal of providing an educational option for all students in Rutherford County. The ties to Hillsdale have become increasingly problematic and heightened our review committee's concerns of applicant intent due to comments recently made by Hillsdale's president, Larry Arnn<sup>9</sup>. Although these comments should be considered by the Board, it should be noted that they were not directly considered in the review committee's individual scores on the TDOE rubric. Following the submission of scores, members of the RCS review committee have expressed serious concerns about Dr. Arnn's comments

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<sup>7</sup> Ibid, Attachment O.

<sup>8</sup> Spiritual Life, Hillsdale College, October 20, 2021. <https://www.hillsdale.edu/campus-life/spiritual-life/#:~:text=Hillsdale%20College%20is%20a%20Christian,have%20a%20required%20chapel%20service>

<sup>9</sup> Phil Williams. "Revealed: Teachers come from 'dumbest parts of dumbest colleges,' Tenn. Governor's Education Advisor Tells Him." News Channel 5, June 30, 2022. <https://www.newschannel5.com/news/newschannel-5-investigates/revealed/revealed-teachers-come-from-dumbest-parts-of-dumbest-colleges-tenn-governors-education-advisor-tells-him>



regarding teacher qualifications and education, as it brings into question the applicant’s ability or interest in recruiting licensed teachers. It is also unclear at this time if the ongoing professional development outlined in the application is sufficient to provide an equitable educational option for residents of Rutherford County and whether ACAR meets the high bar for consideration within the RCS community.

There has been no effort on behalf of the applicant to correct or contextualize the comments as they may relate to American Classical Academy - Rutherford.

Summary of Section Ratings

In accordance with TDOE’s charter application scoring rubric, applications that do not meet or exceed the standard in all sections will be deemed not ready for approval. Opening and maintaining a successful, high-performing charter school depends on having a coherent plan and hiring highly capable individuals to execute that plan. The review team’s consensus ratings for each section of the application are as follows:

<b>Sections</b>	<b>Ratings</b>
Academic Plan Design and Capacity	Partially Meets Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Meets or Exceeds Standard





## **Analysis of the Academic Plan Design and Capacity – Amended Application**

*Rating: Partially Meets Standard*

### **Remaining Weaknesses Identified by the Committee:**

The amended application remains clear in their mission with an unwavering focus on the tenants of classical education and the principles of Hillsdale College and the K-12 Program Guide, which includes the 1776 curriculum for social studies and civics. The Academic Plan Design and Capacity only *partially meets standard* due to evidence of a politically motivated mission, a lack of detail within the proposed plan to address curricular alignment, special education identification and services, and community support and student recruitment.

The amended application includes an additional section outlining the availability of a “philosophically and morally aligned curriculum and teaching strategies” as a justification for the need for ACAR in Rutherford County.<sup>10</sup> In its attempt to build a rationale, the applicant conflates several issues in the national press as the basis for the RCS community selection, such as COVID precautions, “questionable” content, and elements of curriculum.<sup>11</sup> The amended application contains modified language to reflect a desire by ACAR to serve all students, but the emphasis on a specific philosophy and morality presents a pressing challenge for the success of ACAR within Rutherford County in light of the statements made by Hillsdale’s president.

The Hillsdale K-12 curriculum and program guide remains at the center of the applicant’s academic plan and instructional program. Although the curriculum has been used in BCSI member and curriculum schools, the curriculum has not been fully adapted to meet the requirements of Tennessee state standards and grade level expectations. The K-12 Program Guide was provided to the review committee upon request and was reviewed by our internal subject matter experts within the amended application review window. The most notable gaps were reported in social studies and history, with the concerns existing in alignment with both standards and grade level assessment expectations.

The amended application does not include an appropriate level of detail as it relates to special education and other services required for diverse learners (e.g., English language learners). Despite additional language related to special education, the amended application falls short of providing a clear plan to ensure that all students can access the curriculum and how the instructional techniques will be adapted to meet the needs of all students. Although the review team applauds the language supporting a growth mindset, such as the assertion that student success is a direct result of “consistent effort and perseverance”<sup>12</sup>, the applicant fails to demonstrate a commitment to offering appropriate students services to those needing accommodations and/or modifications to the “back to basics” curriculum and teaching strategies<sup>13</sup>. Several questions addressed in the capacity interview were mirrored in the amended application through “case by case” responses.<sup>14</sup> The “case by case” language becomes increasingly problematic in the absence of a named school leader. Although the presence of a named school leader in the capacity interview provided some context for the decision-making processes followed under his leadership it was later discovered that the same prospective principal was present at other capacity interviews within the state and his status as ACAR’s potential school leader is uncertain. Although flexibility within a school structure and organization

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<sup>10</sup> American Classical Academy – Rutherford Amended Application, pg. 21.

<sup>11</sup> Ibid, pg. 21.

<sup>12</sup> Ibid, pg. 37.

<sup>13</sup> Ibid, pg. 37.

<sup>14</sup> Ibid, pg. 49.

is understood and important, such responses within an application do not provide a sufficient level of detail to staff, support, and respond to student enrollment needs.

The amended application remains disproportionately focused on legal requirements and compliance and includes a higher level of detail on scripts for IEP and 504 meetings than plans to identify or support the students in need of services.<sup>15</sup> The plan to implement RTI<sup>2</sup> also continues to be insufficient as the amended application includes little information on implementation plans within ACAR. For instance, the applicant suggests that Literacy Essentials will be used by all students to “meet many student literacy problems before they develop” but fails to provide details or a plan for students in need of remediation or intervention. Instead, the application only vaguely states that “ACAR will develop a program to provide struggling students with additional literacy instruction.”<sup>16</sup> The review committee finds that simply relying on the use of “compassionate teachers”<sup>17</sup> and “believing in the ability of all students to learn” does not equate to an adequate plan for the implementation of RTI<sup>2</sup> or student services.<sup>18</sup> The application is also limited in that it does not include a clear plan to ensure that all students can access the curriculum, nor does it provide details outlining how instructional techniques will be adjusted to serve all students. Instead of a detailed plan, most of the applicant’s coverage of special education services and RTI<sup>2</sup> consists of exact replications of TDOE guidance documents, and the application suggests that students who struggle in core content may instead be successful in art, music, or PE and therefore feel supported.<sup>19</sup>

The application includes a broad overview of parent engagement and student recruitment strategies but fails to provide evidence of current translation services and other strategies to ensure its message is received across the diverse communities of Rutherford County. There continues to be concern that some of the ambiguous language related to family values and curriculum focused on Western traditions may create a tension among certain populations within the county, and negatively impact student enrollment projections. The amended application includes a blatantly disingenuous use of RCS survey data to support enrollment projections, suggesting that the 19% of survey respondents in favor of authorizing ACAR equates to over 9,000 students seeking enrollment.<sup>20</sup>

### **Strength Identified by the Committee:**

While the Academic Plan Design and Capacity partially meets the standard because of the concerns outlined above, the review committee continues to recognize the clear, unwavering commitment to the mission and vision of the Hillsdale classical model. The applicant recognizes the need to retain teachers and sets a goal of retaining 85% of teachers and students, year over year.<sup>21</sup> The applicant’s prioritization of language, phonics, and high-level text is noted as a strength only if the support structures are in place to assist struggling readers and learners. The application also places an emphasis on feedback over traditional grading structures in the lower grades to encourage students to continue working through struggles and toward mastery in productive ways. Parent engagement and awareness of instructional sequences and topics of study are also prioritized through the publication of parent guides to encourage parents to learn alongside the students.

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<sup>15</sup> Ibid, Attachment I, pg. 42.

<sup>16</sup> Ibid, pg. 48.

<sup>17</sup> Ibid, pg. 80.

<sup>18</sup> Ibid, pg. 49.

<sup>19</sup> Ibid, pg. 91.

<sup>20</sup> Ibid, pg. 97.

<sup>21</sup> Ibid, pg. 10.



## **Analysis of the Operations Plan and Capacity – Amended Application**

*Rating: Partially Meets Standard*

### **Remaining Weaknesses Identified by the Committee:**

The applicant's Operations Plan and Capacity *partially meets the standard* due to a lack of detail in operation areas, including the governance structure and facilities.

The amended application includes several subtle shifts in language to provide separation between Hillsdale College and American Classical Education (ACE).<sup>22</sup> Although the legal separation has been noted by the review committee, the separation appears to be superficial, as Hillsdale and its direct affiliates provide the curricular, pedagogical, operational, and financial support to ACE and ACAR. The amended language also includes mention of ACE as the Charter Management Organization (CMO),<sup>23</sup> despite all original intents and application materials state that ACAR does not intend to partner with a CMO.<sup>24</sup>

The governing board of American Classical Education is comprised of nine members with various levels of Hillsdale affiliation. The Hillsdale affiliation is certainly understandable and, in many ways, beneficial to the overall commitment to the classical model. However, the concern relates to a perceived lack of diversity and/or experiences outside of the Hillsdale community. In response to the initial review, the ACE Board has been adjusted to include Tennessee representation with the addition of Delores Gresham and Donna Ecton, both notable figures. Although political action, alone, is in no way disqualifying, the comments and circumstances surrounding Hillsdale and Dr. Larry Arnn provide a higher degree of scrutiny on the balance of ideas and representation on the ACE Board. Along with the Hillsdale K-12 office, the ACE Board is expected to provide oversight, ongoing monitoring, and evaluation of all Tennessee authorized schools in addition to ensuring academic accountability, operational capacity, and fiscal results.<sup>25</sup> It should also be noted that the applicant provides discussion of an organizational structure and represents Tennessee as the authorizer and not Rutherford County Schools.<sup>26</sup>

The lack of an identified and/or secured facility is understandable given the timeline of the application process and the current market. The applicant openly discussed the challenges of locating a facility during the capacity interview and was forthcoming in the adjusted strategy in securing a temporary site through a local broker. However, the lack of a location, at the community or city level, is problematic for many of the reasons outlined in the previous section. Without a more specific location, it is difficult to generate the needed amount of community support. Good faith conversations regarding location have been conducted throughout the amended application process. RCS has been open about enrollment patterns and possible areas of overcrowding and ACAR has been receptive to these conversations and indicated possible leads on location and property (i.e., Rockvale).

### **Strengths Identified by the Committee:**

Although the applicant only partially meets the standard for Operations Plan and Capacity, the application included a detailed start-up plan and pre-opening checklist, in addition to a well-thought-out grievance procedure and articulated hiring process.

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<sup>22</sup> Ibid, pg. 108.

<sup>23</sup> Ibid, pg. 113.

<sup>24</sup> Ibid, pg. 4.

<sup>25</sup> Ibid, pg. 108.

<sup>26</sup> Ibid, pg. 15.



## **Analysis of the Financial Plan and Capacity – Amended Application**

*Rating: Meets or Exceeds Standard*

### **Weaknesses Identified by the Committee:**

The applicant met the standard required by the rubric. Flexibility within the budget was discussed during the capacity interview to ensure that the applicant can adjust the budget as needed to appropriate hire and allocate staff to serve various student populations (e.g., higher percentage of SPED, ELL).

### **Strengths Identified by the Committee:**

The application presents a fiscally sound budget and generous funding through available lines of credit and gifts from Hillsdale College and Friends of Hillsdale. No financial concerns were noted by the committee or the district's finance staff.



Bill Spurlock  
Director of Rutherford County Schools  
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Tiffany Johnson  
Chair of Rutherford County Schools Board  
2240 Southpark Drive  
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Tennessee Department of Education  
Office of Charter Schools  
charter.schools@tn.gov

It is with great excitement that we submit the Springs Public Schools-Empower Academy amended application. This amended application has all the elements prescribed by law for charter school approval. In addition, it includes additional elements and clarifications that were identified by Rutherford County Schools staff and board members through the charter review process. SPSTN-EA thanks the Rutherford County Board of Education and RCS district staff for their time and dedication to the charter application process.

Included in this amended application, the SPSTN-EA team has used the feedback from RCS staff and community members in order to clarify questions, provide additional requested details, and elaborate with evidence of local support.

#### **Academic Plan Design and Capacity**

SPSTN-EA's amended application provides additional information and evidence to support alignment to the Tennessee state standards as it relates to SPSTN-EA's mission of personalized learning. Waivers added to the application provide further clarity and flexibility.

Furthermore, clarification and a clear commitment to finding a location in the Northwest areas of Rutherford County are solidified within. Facility clarification has hence provided a more tailored demographic and subgroup data profile that has eliminated all previous concerns in the areas of budget, staffing, and transportation.

Finally, community support has been nothing short of overwhelming. Since the submission of the original application, 120 letters of support for SPSTN-EA have been received and included with this amended application for your review. Over 100 enrollment requests have also been received to date. This is a solid indication that even a year before a projected opening and without a confirmed facility location, SPSTN-EA will meet and exceed all enrollment projections included.

#### **Operations Plan and Capacity**

SPSTN-EA has provided additional evidence of a strong operational plan and leadership capacity in forming a successful charter school. Previous concerns in the areas of leadership support structures, start-up plans, and staff recruitment have each been addressed in the amended application.

Additional clarification was added on the ability to recruit future board members from the local community in which the school facility is located and/or with backgrounds in the areas of education, finances, law, and the local community.

Finally, with the previously mentioned clarity provided on the proposed location of the school to locate in the

Northwest areas of Rutherford County, additional information was added in the areas of transportation and facilities that previously had concerns expressed by RCS staff.

**Financial Plan and Capacity**

In the budget sections of the application itself and attachments, clarification was provided to show financial support from Springs Inc. This clarification resolves any uncertainties around other start-up grants or concerns noted in the original application.

**Springs Network of Schools**

Beyond the application itself, SPSTN would like to add further reassurance to the Rutherford County Schools Board and staff about the health and long-term success of the Springs network of schools. We firmly believe that this data will increase your confidence in Springs Public Schools’ ability to run a successful program in Rutherford County.

*Student Achievement* - Our achievement data for locations with similar demographics to those proposed in our targeted area in Rutherford County:

Math 37.5 pp	In math, students who were enrolled with us for 3 or more consecutive years scored 37.5 percentage points higher than the local district’s proficiency average
ELA 30.5 pp	In ELA, students who were enrolled with us for 3 or more consecutive years scored 30.5 percentage points higher than the local district’s proficiency average

*Financial and Operations* - 100% of charter renewals granted, even with increased rigor and accountability with regard to renewals. We met the high bar standard for renewal.

*Student Growth* - The Springs network of schools has had student enrollment growth each and every year since its inception. The success of our existing 6 schools and 23 programs has led to no school programs closing ever and demand for additional programs from the communities we serve.

Included in the pages that follow are graphics that highlight the many accomplishments of the Springs Network of Schools. Included in these accomplishments and recognitions are a representation of the high-quality educational program and successful leadership that will be replicated as Springs Public Schools Tennessee-Empower Academy in Rutherford County.

SPSTN-EA’s team would appreciate any meeting with board members or district staff to discuss the amended application and further collaborate on the ways in which SPSTN-EA can be mutually beneficial to Rutherford County Schools and the families we wish to serve.

A package containing five redline printed copies and one digital copy was sent to the Rutherford County Schools office on May 20, 2022. We are looking forward to working with you through the application process. If you have any questions, please do not hesitate to contact me.

Sincerely,

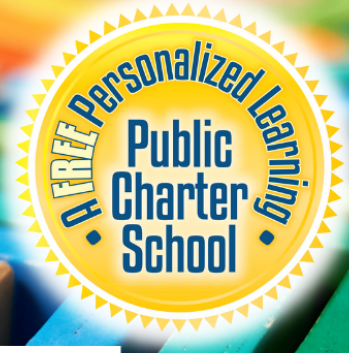


Jared McLeod, Executive Director  
Springs Public Schools Tennessee-Empower Academy  
(615) 237-7170  
jared.mcleod@springscs.org



# Springs

CHARTER SCHOOLS



## SPRINGS HISTORY OF SUCCESS



For over 20 years, Springs has successfully served thousands of children with personalized K-12th grade programs in Southern California.

6 Schools | 23 Locations | 10,000 Students | One Mission

## AREAS OF ACHIEVEMENT

Accredited by



Springs schools have had continuous K-12 WASC Accreditation since 2004



Springs schools have been granted every petition renewal over 20 years



Springs has a robust and well-run free and reduced meal program



High-level data warehousing and learning management systems to track student progress



Springs' Dashboard ranks higher than the local district and State in both ELA and math



1:1 Technology (Chromebooks) schoolwide



All significant subgroups increased performance in ELA and math on the 2019 Dashboard

## PERSONALIZED LEARNING



Highly-trained Assistant Classroom Educators (ACEs) in every classroom

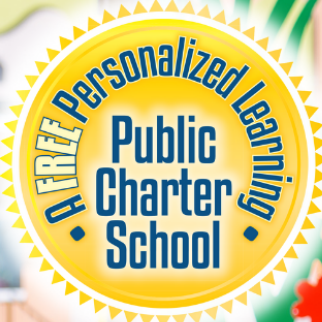


Materials designed for standards-based K-8 personalized learning



# Springs

CHARTER SCHOOLS



## EMPOWERING STUDENTS & ENGAGING PARENTS



Student achievement increases every year that a student is enrolled with Springs



Our students participate in History Day, Science Fairs, and other engaging events



MTSS/RTI process and training aligned to support the whole child

## BUSINESS AND OPERATIONS



Named a Top Workplace for similar sized organizations, five years in a row



Full, highly-qualified, professional Governing Boards with student and parent involvement



High-quality infrastructure



Proven financial stability and exceeding reserve requirements annually

## HUMAN RESOURCES



Employs over 1000 staff while fostering a community of engagement and respect.



Higher teacher retention rates than local districts



Induction program for all first and second year teachers



Robust benefits package for all employees 0.6 FTE or higher

## STAFF DEVELOPMENT



Annual IGNITE! Back to School Conference for all staff plus a full parent day available



ALOHA Welcome Week staff development for all new employees



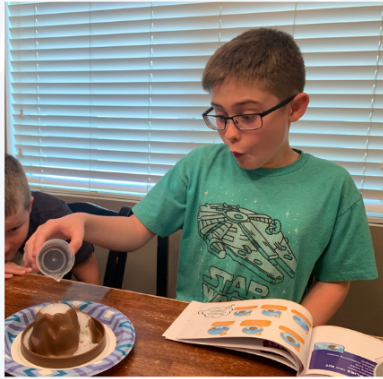
Fully implemented PLC program with focus on data, MTSS, and ELD



Crisis Prevention Institute training for all student center staff



# SPRINGS | TN PUBLIC SCHOOLS EMPOWER ACADEMY



Amended Charter Application  
Submitted May 20, 2022 to:  
Rutherford County Schools

[www.SpringsPublicSchools.org](http://www.SpringsPublicSchools.org)  
(615) 237-7170 / phone

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## TABLE OF CONTENTS

<b>GENERAL INFORMATION</b>	<b>1</b>
<b>ASSURANCES</b>	<b>3</b>
<b>EXECUTIVE SUMMARY</b>	<b>5</b>
<b>1.1 School Mission and Vision</b>	<b>9</b>
<b>1.2 Enrollment Summary</b>	<b>17</b>
<b>1.3 Academic Focus and Plan</b>	<b>21</b>
<b>1.4 Academic Performance Standards</b>	<b>39</b>
<b>1.5 Phase-In/Turnaround Planning (only for applicants proposing a conversion)</b>	<b>47</b>
<b>1.6 High School Graduation and Postsecondary Readiness (high schools only)</b>	<b>49</b>
<b>1.7 Assessments</b>	<b>51</b>
<b>1.8 School Calendar and Schedule</b>	<b>55</b>
<b>1.9 Special Populations</b>	<b>57</b>
<b>1.10 School Culture and Discipline</b>	<b>71</b>
<b>1.11 Recruitment and Enrollment</b>	<b>77</b>
<b>1.12 Parent and Community Engagement and Support</b>	<b>79</b>
<b>2.1 Governance</b>	<b>83</b>
<b>2.2 Start-Up Plan</b>	<b>87</b>
<b>2.3 Facilities</b>	<b>89</b>
<b>2.4 Personnel / Human Capital</b>	<b>95</b>
<b>2.5 Professional Development</b>	<b>99</b>
<b>2.6 Insurance</b>	<b>105</b>
<b>2.7 Transportation</b>	<b>107</b>
<b>2.8 Food Service</b>	<b>109</b>
<b>2.9 Additional Operations</b>	<b>111</b>
<b>2.10 Charter Management Organization (if applicable)</b>	<b>117</b>
<b>2.11 Waivers</b>	<b>119</b>
<b>3.1 Planning and Budget Worksheet (Attachment N)</b>	<b>123</b>
<b>3.2 Budget Narrative (Attachment O)</b>	<b>125</b>
<b>ATTACHMENTS</b>	<b>131</b>

## ATTACHMENTS

<b>A</b>	Annual Academic Calendar (one page and narrative), Daily Schedule
<b>B</b>	Student Handbook
<b>C</b>	Student Discipline Policy
<b>D</b>	Enrollment Policy and Enrollment Forms
<b>E</b>	Letters of Support/MOUs/Contracts from the Community
<b>F</b>	Governance Documents
<b>F.1</b>	Articles of Incorporation
<b>F.2</b>	Proof of non-profit and tax-exempt status
<b>F.3</b>	By-laws
<b>F.4</b>	Code of Conduct
<b>F.5</b>	Conflict of Interest Policy
<b>F.6</b>	Board member resumes or biographies
<b>F.7</b>	Board policies
<b>G</b>	School Organizational Chart
<b>I</b>	Employee Manual/Personnel Policies
<b>J</b>	Insurance Coverage
<b>N</b>	Planning and Budget Worksheet
<b>O</b>	Budget Narrative
<b>U</b>	Team Member Bios
<b>V</b>	I CAN! Folder Samples
<b>W</b>	TAS I CAN K-1 Sample ELA
<b>X</b>	First 2 Weeks
<b>Y</b>	Master Plan for English Learners

## GENERAL INFORMATION

Name of proposed school: Springs Public Schools Tennessee-Empower Academy

Projected year of school opening with the identified authorizer: 2023-24

Charter authorizer for proposed school: Rutherford County Schools

Sponsor/Sponsoring entity: Springs Public Schools Tennessee

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

Model or focus of proposed school: Personalized Learning

City or geographic community for proposed school: Northwest Rutherford County

Name of primary contact person: Mr. Jared McLeod

Primary Contact mailing address: 2018 Medical Center Pkwy, Suite 434, Murfreesboro, TN 37129

Primary Contact work telephone: (888) 546-4851 Primary Contact mobile telephone: (615) 237-7170

Primary Contact email address: jared.mcleod@springscs.org, receptionist@springscs.org

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

Full Name	Current Employer and Job Title	Position with proposed school
Dr. Kathleen Hermsmeyer	Springs Charter Schools, Superintendent	Interim Support until Local Management is secured
Tanya Rogers	Springs Charter Schools, Assistant Superintendent of Business	Interim Chief Financial Officer
Jared McLeod	Springs Charter Schools, Senior Director	Executive Director and Founding Principal
Amy Podratz	Springs Charter Schools, Assistant Superintendent of Operations	Interim Support until Local Management is secured
Dr. Vivian Price	Springs Charter Schools, Assistant Superintendent of Education	Interim Support until Local Management is secured
Debbie Daniel	Springs Charter Schools, Assistant Superintendent of Student Support	Interim Support until Local Management is secured

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? No

Indicate Applicant Type:

- New-Start Applicant (Category 1)

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## ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
  - employing individuals to teach who hold a license to teach in a public school in Tennessee;
  - 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);
  - not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
  - following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
  - 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.

**Jared McLeod**

*Printed Name of Authorized Representative*

**Executive Director, Springs Public Schools Tennessee-Empower Academy**

*Title of Authorized Representative*

  
*Signature*

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## EXECUTIVE SUMMARY

**Our Mission:** Springs is a parent choice school where the community is the classroom. The mission of Springs Public Schools Tennessee-Empower Academy (SPSTN-EA, SPSTN, the charter, or Springs; used interchangeably) is to empower students by nurturing their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

For 22 years, the mission and vision of Springs' program has proven beneficial to all students, particularly those who benefit from more individualized methods and those who vary from the "average" in development. Student engagement, personalized learning, and focused academic growth are the core of Springs' culture. SPSTN's objective is to enable pupils to become self-motivated, independent, competent, lifelong learners.

**Our Vision:** The Springs Public Schools vision empowers SPSTN-EA students through [five Springs Pillars](#):



### Learner Driven

Our students become invested and active leaders of their own educational journey. They are motivated and primed for learning through their active collaboration on their personalized learning plans, which combine skills diagnostics, interests analysis with each child's unique learner profile. The learner-driven model builds young people who seek out new ideas on their own and who develop the skills to become lifelong learners. Towards this end, Springs teaches students how to be reflective, strategic learners, utilizing 15 powerful strategies to help them learn any subject, called Springs' Power Tools.



### Mastery Learning

We know every student can master rigorous, grade-level content as long as we provide multiple avenues for learning, flexible pacing, and varied materials and methods. In addition, Springs reinforces the power of educating the whole child by including the arts, sports and other enriching pursuits in the mastery plan. Goal setting and reflection are at the heart of learner-driven education and support the Mastery Learning Wheel process. With this process, students gain at least one grade level each year, with below level students gaining more than 1.5 year's progress.



### Caring Community

Relationships are the foundation of personalized learning. When students feel that they belong, they thrive. We have intentional and specific methods, including beginning each day with a community circle, to ensure that every child builds relationships with staff and peers, that they are welcomed, and they have a voice. In addition, we include parents as cornerstone partners in the school.



### Flexible Learning Environment

The learning environment is not just a place of safety and comfort for students, at Springs classrooms become teachers too. Once a rich and robust student-centered space is created, students not only take ownership of their classroom but also learn from it. We employ flexible seating, gathering circles, discovery decks, learning lobbies, and peaceful playgrounds.



### Personalized Curriculum and Resources

Springs has developed proprietary materials to support students and teachers in creating wonderful personalized content for their learning. Teaching the Springs Way is just one resource, providing new teachers an orientation for how to live out the vision of personalized learning at Springs in the classroom.



### Academic Focus and Plan

Classes are taught using personalized learning methods and materials. Using similarities found within the Montessori philosophy, SPSTN believes in each child's innate willingness to learn, allowing children to work at their own pace with a balance of teacher-selected and student-selected activities. As such, SPSTN schools are designed to help each student discover and develop their unique talents and possibilities. They treat each child as individual learners and do not rely on rewards and punishments to motivate. Rather, children are encouraged to "learn how to learn," thus gaining independence and self-confidence. The SPSTN's signature practices include:

- **Multi-Age Classrooms:** Students loop with teachers for at least two years to establish strong relationships and learning continuity.
- **Individualized Learning:** Children are assessed formally and informally to gauge readiness for concepts. This focus on meeting students at their academic needs addresses advanced learners as well as those who are struggling to meet grade level standards.
- **Small Group Lessons:** Children receive direct instruction in small groups based on readiness for subject matter.
- **Freedom of Movement:** Children are free to choose where and with whom they work as long as distractions are kept to a minimum.
- **Community as the Classroom:** Students participate in the community, learning from local experts and experiencing real-world projects with a special emphasis in the arts.
- **Integrated Curriculum:** Lessons are integrated across the curriculum.
- **Work Periods:** The schedule is set so that as much as possible each class has a large block of time between one and a half hours to three hours to work and receive lessons. This gives children time to really explore subjects and concepts at a deep level.
- **Independent Learning:** After lessons, children complete follow-up works designed to foster mastery of concepts and skills.
- **Community Building:** Teachers and students work diligently to create a cooperative learning environment where children take care of each other and treat each other with the utmost respect.
- **Time Management:** Children learn to manage their time between lessons, follow-up work, and projects of their own choosing.

### The Need for the School

Springs is a unique school that provides an authentic alternative for Rutherford County parents. SPSTN-EA will offer a high-quality, personalized program that provides choice for parents and students within the district.

Currently, Rutherford County has no public charter schools. Offering public school choice for families and students in this growing community will keep more students in the local public education system.

**Not All Rutherford Students are Succeeding** - Some students fail in traditional education. Springs' 21st-century model will diversify the educational options parents have within Rutherford County Schools while providing an excellent choice for all students, including those who are learning above or below the average for their grade level, and those who need more choice and autonomy in their learning.

**One Size Does Not Fit All** - SPSTN-EA provides a unique, student-led model that yields long-term benefits for students long after graduation, supporting reflection, autonomy, engagement, and successful lifelong learning.

**A Need for More Capacity** - Rutherford County is experiencing tremendous growth, and that is forecasted to continue, according to Murfreesboro Daily News Journal (Dec 12, 2019).

**A Need for Success for Every Subgroup** - In Rutherford County schools, students of color, English language learners, students with disabilities, and those who qualify for free and reduced lunch are not making the same gains as other subgroups, resulting in an achievement gap. Springs' personalized skills-building approach helps ensure that these students produce significant gains to close this gap.

#### **Targeted Population and Regional Considerations**

SPSTN-EA will actively recruit a diverse student population that is reflective of the community it serves. SPSTN-EA will be nonsectarian in its programs, admission policies, and all other operations, will not charge tuition, and will not discriminate against any student. SPSTN-EA will implement an open enrollment policy and active recruitment strategies to target the underrepresented student populations.

With nearly 20% of the Rutherford County population being youth under the age of 18, and quickly growing, the charter will market toward families from across the neighboring cities of the school location. With Rutherford County set to become the third-largest county in Tennessee by 2050, the growing population will be well-served by having a choice-based charter school in the area.

The northwest communities of Rutherford County (i.e. Smyrna and La Vergne) are growing with a diverse and rapidly changing population. SPSTN seeks to serve a robust student population from all backgrounds represented in the community. Parent information meetings have been advertised in both English and Spanish in order to ensure equitable access for all members of the communities SPSTN wishes to serve.

We have also established a strong founding team of individuals who bring a wide range of knowledge, skills, and commitment to serve Rutherford County students. The founding team has developed detailed outreach plans to recruit families once the Charter's application is approved. This plan includes, but is not limited to, local faith-based institutions, community development centers, neighborhood associations, and non-profit partners. SPSTN has also established connections with other organizations to support and provide services to the school.

The Design Team consists of local leadership staff and experienced charter school mentors from the Springs Charter Schools network, each with over 20 years of successful operating experience serving thousands of students. The Springs School Design Team is well-equipped to create a successful start-up program that will smoothly "hit the ground running" for students and staff.

Detailed profiles for each of the Springs School Design Team members can be found in Attachment U.

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## SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

### 1.1 School Mission and Vision

In this section:

- (a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.
- (b) Describe the vision of the proposed school and how the vision will help achieve the school's mission.
- (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).
- (d) Describe how the mission and vision of the proposed school address any priorities set by the authorizer.
- (e) Describe what the proposed school will look like when it is achieving its mission.
- (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?

Our Mission: Springs Public Schools Tennessee-Empower Academy will empower students by nurturing their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. SPSTN-EA's objective is to enable pupils to become self-motivated, competent, lifelong learners through a rigorous academic program that provides authentic opportunities for holistic growth in all disciplines, reflection, self-discovery, and autonomy.

The three key measurable mission goals are for 100% of students to be:

1. Proficient in foundational **academic skills** necessary for success in high school
2. Competent **independent learners**, able to articulate their personal learning preferences and identify a variety of tools they can use to help them learn any subject and
3. **Engaged, enthusiastic** complete **human beings** ready to fulfill their individual destinies.

These three key goals will be measured through 1) norm-referenced standardized assessments including the TNReady ELA and Math tests, i-Ready diagnostic assessment and others; 2) Portfolio artifacts and student surveys and 3) School attendance, participation and student/parent survey data.

Our vision for students and parents of SPSTN-EA includes but shall not be limited to the following:

1. Optimum student learning will be supported by engaging parents in the school program in intentional and powerful ways.
2. Students will be active participants in their personalized learning plan with the support of SPSTN-EA staff.
3. SPSTN-EA students will make at least one year of academic achievement gains each year. Students who begin the year below grade level will make 1.5 years of growth or more.
4. Students will be intrinsically motivated through interest-led, student-driven learning.
5. Students will achieve competency in basic academic skills.

6. Students will be exposed to an incremental and varied set of arts learning and will become proficient in at least one form of art.
7. Rich opportunities will be provided for students to explore their potential in their areas of interest and in the use of technology.
8. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

The mission and vision of the program have proven for the last 22 years to be beneficial to all enrolled students. Student engagement, personalized learning, and positive student learner outcomes are at the center of the program culture.

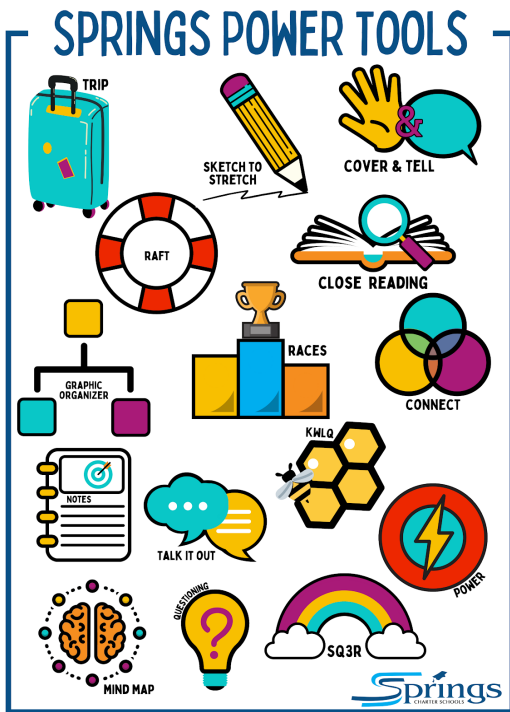
Springs Public Schools Tennessee-Empower Academy will address the prescribed purposes for charter schools in Tennessee found in T.C.A. § 49-13-102(a) in the following ways:

1. In accordance with purpose 1 of the T.C.A. § 49-13-102, SPSTN-EA will provide a targeted school model that specifically closes **the achievement gap** between high-achieving and low-achieving students. We will focus on diagnosing skills and learning gaps, engaging students in their own learning process to meet and reach their personalized, rigorous, grade-level goals through a variety of student-led methods. Personalized online resources including ST Math, i-Ready, Lexia, and Reading Plus will also serve to fill gaps in students' understanding. Our model is research-based and effective in supporting all types of learners to master grade-level standards. Springs understands that all children deserve robust first-best instruction with high-quality teaching methods and curriculum.

In addition, we know that not all students meet grade-level content standards on the expected timeline. For this reason, we have incremental, Springs' supported intervention programs and skill attainment timelines at each grade level to assist students who are behind grade-level expectations. Struggling students will also benefit through our multi-tiered system of support to meet the needs of students who are identified as below grade level and who are not flourishing through our coordinated intervention plan.

Additionally, unlike most traditional schools, we will also provide significant time each day for all students to participate in enriching and experiential arts-focused activities that build rich language skills and help students understand how to work towards mastery in an authentic and understandable way. These holistic life skills will help students in high school and beyond.

2. In accordance with purpose 2 of the T.C.A. § 49-13-102, Springs Public Schools Tennessee Empower Academy will work with parents to help support their students learning at home through parent training, our 24/7 support website, and other resources. Students will bring home their school-issued electronic devices (a Chromebook or similar) each night and will have access to online live support for homework time as well as online resources and computer-aided programs that help develop personalized and necessary skills. All after-school support and lessons will be aligned to the Tennessee Academic Standards.



3. In accordance with purpose 3 of the T.C.A. § 49-13-102, Springs will encourage the use of different and innovative teaching strategies, including explicit instruction in the use of Springs Power Tools which are 15 powerful strategies for students to use to learn any content. These Power Tools include SQ3R reading comprehension strategy (Survey, Question, Read, Recite, Repeat), Graphic Organizers, TRIP for help memorizing (Tie Repeat Imagery Pattern), Questioning strategies using Bloom's Taxonomy, and others.

SPSTN-EA understands that the greater decision-making authority granted to charter schools is given in exchange for greater responsibility and accountability for student performance under the Every Student Succeeds Act (ESSA) for all subgroups which include but are not limited to EL, BHN, ED, and SWD.

4. In accordance with purpose 4 of the T.C.A. § 49-13-102, Springs will measure the performance of pupils, teachers, and leaders. Springs will ensure that all children are provided with methods and materials to help them reach proficiency on state academic assessments. Springs will set school-wide academic goals, individual student proficiency and growth goals, and teacher performance goals. We will use summative “milestone” tests and formative “diagnostic” tests to monitor and adjust weekly instruction. Other formative and summative assessments that will be regularly used include but are not limited to:

- a. Triannual student/teacher Mastery Learning Plan goal setting (MLP) conferences,
- b. Bi-monthly student/teacher tuning sessions,
- c. Student-led parent conferences twice per year and
- d. Teacher observation.

Our long-term goal is to ensure that 90% of all students consecutively enrolled at Springs’ Empower Academy will be performing on grade level by the end of 8th grade. In addition, our further goal is that 95% of our students who begin with us in kindergarten will be proficient in reading by the fourth grade. We will accomplish this goal by thrice-yearly tracking on i-Ready math and reading national norm-referenced diagnostic tests, principal/teacher conferences to review data, and supported intervention materials along with dedicated time for intervention to ensure that every child makes 1-2 years of growth.

5. In accordance with purpose 5 of the T.C.A. § 49-13-102, SPSTN-EA will provide hands-on, practical professional growth opportunities for teachers before the school year begins and throughout the school year. Our calendar will provide 10 days of professional development before the school year begins each year. For teachers who are new to Springs, we will provide an additional 5 days of intensive teacher



training to help them acclimate to the Springs Way. Topics for these professional development days include but are not limited to:

- a. Classroom management the Springs Way
- b. Flexible classroom environment - creating the prepared environment
- c. Curriculum mapping and pacing
- d. The Mastery Learning Wheel- supporting goal setting, learning and progress monitoring within the Springs classroom
- e. SEL supports, PE methods, Creating a culture of learning
- f. MTSS, special education and 504 training
- g. Specific curriculum training by grade level and subject
- h. Professional development determined by identified needs arising from student data

We will also have two hours of weekly professional development which will include support for student behavior, culture, personalized instruction, data analysis, reteaching support, etc. All teachers will receive personalized coaching through our teacher Springshot system, which provides a forum for principal and teacher to collaborate on the teacher’s goals and track and celebrate progress. Springshot meetings are three times per year and provide an opportunity for teacher-led coaching and feedback. In addition, the principal will do daily walkthroughs using the Springs Way Walkthrough Checklist. Our teachers are core to our students’ success, and these processes will improve effectiveness and maximize student learning.

- 6. In accordance with purpose 5 of the T.C.A. § 49-13-102, Springs will partner with parents in authentic and meaningful ways to support their children’s education. Parents will be in regular communication with teachers, will attend twice-yearly student-led conferences for all students and yearly Presentations of Learning for our middle school students. We will have a parent advisory that will give feedback on schoolwide goals and initiatives. Parents will have the opportunity to take part in “Springs Parent Certification” which helps them to understand the Springs Way and supports robust learning at home. . We will encourage and track participation in our monthly events, including Writing Extravaganza, Family Math Night, Culture nights, Art Showcases and Plays and Concerts. Parents will also participate in student-led conferences, student support meetings for tier III students, town halls, school climate surveys, and monthly principal chats. Parent volunteer opportunities will be encouraged daily and throughout the year.

We enthusiastically support Rutherford County School District’s mission to **“empower today’s students to grasp tomorrow’s opportunities.”** Springs Public Schools Tennessee-Empower Academy is designed to do just that. Our school program uses processes and curricula designed to fully empower students and help them learn the skills necessary to succeed in all aspects of life after graduation.

Not all students in Rutherford District are succeeding in traditional public schools using whole-class paced curricula and teaching methods. There is significant work to be done to ensure that RCS’s vision is a reality for every student. Traditional classrooms are not optimal for many children who fail to thrive in rigid school structures, with a standardized pacing guide and assignments. Students who are typically underperforming are most at risk in this lock-step model. Thousands of children will “fall through the cracks” without research-based, flexible, personalized learning. Time is of the essence for our children, and proven school models must be allowed to exist to support students who need these schools.



We have thoroughly reviewed [Rutherford County Schools' Strategic Plan](#) and have analyzed and aligned our goals with those of RCS's plans.

Page	Rutherford CS Strategic Goal	Springs Public Schools Tennessee-Empower Academy Alignment with Rutherford County Schools goals
5	<b>Educator Capacity</b>	<p>Springs Public Schools supports building educator capacity through a variety of means</p> <ul style="list-style-type: none"> <li>● Teaching the Springs Way live professional development, as well as online resources and best practice videos for on-demand support</li> <li>● Assistant Classroom Educators (ACEs) in every full-sized classroom that provide team-teaching opportunities, classroom management and behavior support for personalized learning.</li> <li>● Professional Learning Communities (PLCs) meet at least bimonthly to review common assessments and brainstorm student achievement improvement</li> <li>● STAR team provides teacher support for students in MTSS tiers 2 or 3, or those struggling due to other factors</li> <li>● Fully developed Personalized Learning Mentor program for teachers who are selected to become teacher leaders</li> </ul>
5	<b>Effective Curriculum</b>	<p>Springs has a field-tested, modular, skill-based curriculum that supports students in each classroom regardless of their level of development.</p> <ul style="list-style-type: none"> <li>● Standard-by-standard mastery learning paths (MLPs) that provide students an opportunity to reflect on their initial competency level, pretest, devise a plan of action for learning, use a variety of resources for learning that meet their individual learner profile, reflect on their progress, and post-test for mastery. This is our mastery learning wheel, which is described in more detail in 1.3.c.2.</li> <li>● Personalized, high-yield online tools complement and reinforce the work students are doing in their PLPs. These include but are not limited to ST Math, i-Ready, Lexia, Reading Plus, and Reading A-Z/RAZ Kids.</li> </ul>
5	<b>Parent Engagement</b>	<p>Springs' parents are engaged in real and meaningful ways as partners in their child's education.</p> <ul style="list-style-type: none"> <li>● We provide a parent handbook to support their understanding of the state standards for their child's grade level, and the philosophy and methods of Springs Charter Schools</li> <li>● We communicate regularly through emails, text messages, and a monthly themed website to ensure parents are aware of what is happening at school and what they can do to support their child's development</li> <li>● We will establish monthly events including the Reading Extravaganza, Family Math Night, student performances and showcases, presentations of learning, and cultural events.</li> </ul>

5	<b>School / Student Equity</b>	<p>Springs believes that public education is the most important social justice institution. As such, our relentless pursuit is for <b>all</b> students to succeed.</p> <ul style="list-style-type: none"> <li>● Personalized learning with focused and intentional mastery learning wheel process can close the achievement gap for all students regardless of background, race or academic history.</li> <li>● We have specific curriculum, methods, teacher training and support for students who fail to meet certain benchmarks on their timeline. These MTSS Tier 2 strategies help to ensure more children meet the grade-level standards.</li> <li>● Our English literature selections are representative of a diverse variety of people. Children will see themselves and their community in the characters they read, and they will be able to view the world through multiple lenses to have greater compassion and understanding.</li> <li>● We employ community circles each morning to ensure a positive classroom environment where children understand how to support each other and foster belonging for all.</li> </ul>
6	<b>Accountability</b>	<p>Springs has high expectations for our students and teachers to ensure that each child grows significantly each school year. In order to meet these accountability goals, we provide specific and ongoing training for teachers so that they are prepared to support all students including those who are below grade-level. Training includes the specialized Personalized Learning Certificate program provides opportunities for intense teacher training in addition to the MTSS team providing regular training on universal screeners, first best instruction, and interventions. Students who are below grade level are identified through the RTI<sup>2</sup> process as Tier 2 or Tier 3 and receive more intensive and extended support and interventions. The school provides a continuum of support based on individual student needs. Primary interventions include Reading Plus, Lexia, ST Math, RAZ Kids, and i-Ready for both ELA and math. Grade level curriculum is rigorous, standards-aligned, and may include state-adopted material or an appropriate curriculum approved through the waiver process.</p> <ul style="list-style-type: none"> <li>● Our benchmark diagnostic is nationally norm-referenced and will show that all students make at least 100% growth each school year, including students who are performing above grade level. Students who begin the year below grade level will make at least 1.5 years growth.</li> <li>● Our students will perform at or above the district average in all academic areas on the yearly standardized test.</li> <li>● SWD, BHN, EL and ED will all perform at or above district averages.</li> </ul>
6	<b>Enhance Structure and Effectiveness of District and School Level</b>	<p>Springs Public Schools Tennessee-Empower Academy will provide a tested and research-based, innovative program for students in special populations.</p>

	<b>Support for Special Populations</b>	<ul style="list-style-type: none"> <li>• EL best practice manual, as seen in Attachment Y, and EL Director support to provide synchronous and anytime online learning and teacher guidance to modify and tailor curriculum to meet these learners’ needs.</li> <li>• Push-in support for students with disability using a co-teaching model that has proven effective in many meta-analysis studies. Pull-out services will also be provided as necessary per each student’s IEP.</li> </ul>
<b>7-13</b>	<b>HR recruitment, development and equity</b>	Springs Public Schools Tennessee-Empower Academy will recruit highly qualified teachers and will provide teacher development, including new teacher development. In addition, Springs will offer leadership development pathways for all eligible candidates. Springs will provide a safe, healthy and respectful environment of belonging for all staff.
<b>14-23</b>	<b>Financial revenue increases, contingency reserve, minimizing cost overruns, automation, cafeteria fund and facilities project</b>	Springs will build a reserve for economic uncertainty and will employ financial best practices to minimize costs and overruns. Springs HR and financial systems are fully automated, including payroll, which reduces the chance for human error.

When we are achieving our mission, 90% of all students in all subgroups (EL, SWD, etc.), in grades 3-8 will be performing on grade level or above in English Language Arts and Math, as measured by TNReady Math and ELA assessments, by our 5th year of operation. All 8th-grade students will be prepared to transition to the high school of their choice with a clear understanding of themselves, their learning preferences, and the skills it requires to succeed and achieve their career, college, entrepreneurship or workforce goals. This preparation will be proven through each child’s mastery learning contracts and their presentations of learning throughout middle school. After 4 years of attendance, our students will demonstrate achievement at the top 5% of Tennessee schools on the TNReady Math and ELA assessments. In addition, newly enrolled students will show growth of 150% or better on TNReady Math and ELA assessments after one full year of attendance or more.

It’s equally important that all of our students not only perform on standardized tests, but that they attain our I CAN goals of being independent learners, capable communicators, analytical thinkers, and noteworthy citizens. Our students will demonstrate, multiple times each year through student-led conferences and presentations of learning, that they are thoughtful, reflective, capable communicators in written and oral form. Their independent learning skills will be evident by their progress tracking and by their personalized use of our Power Tools to aid their progress. They will practice analytical thinking when they troubleshoot and problem solve during goal tuning meetings, as well as through more formalized methods including science lab reports, socratic seminars, and presentations of learning. They will become noteworthy citizens by being an active member of our caring community at school, and by participating positively in their community as evidenced through our annual expo, various community art shows, and public service projects.

SPSTN believes in providing multi-faceted options for parents who want to play a more active role in the public education of their children. For example, parents are encouraged to participate in school committees, volunteer in the classroom, partner in creating educational experiences personalized for their children, and lead fundraising efforts, to name a few. Instead of providing a one-size-fits-all model, SPSTN will work within the local community of families and teachers to continuously revise and improve our research-based, mission-driven, comprehensive, and personalized school model.

SPSTN believes that a child's attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason, we:

- Use a variety of diagnostic tools to accurately assess and place each child in the appropriate course/curriculum for his/her skills. The assessment data will be used for placement in small groups and to help the teacher devise a specific learning plan for each learner (A "work map") Each child's content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her initial skill set.
- Focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.
- Provide timely feedback to each student about his/her progress in a personalized one-on-one manner, such that the student will learn and grow from it. Students are actively involved in evaluating their own progress - they are called upon to reflect, given tools such as rubrics, pre-assessments, and other means of identifying their strengths and weaknesses - so they will be more able to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help a child identify their own strengths and weaknesses in a particular task or topic.

Since SPSTN's focus is on personalized learning, we will use a continuum of skills for mastery of the Tennessee State Standards. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher-level concepts, some students will begin their learning below their designated grade level, as indicated by their diagnostic assessment. Our goal for students operating below grade level is to accelerate their learning through mastery and success, and to improve by a minimum of 1.5 grade levels in each year of school until they "catch up" with their grade-level peers.

Our program will use a variety of instructional materials to teach these skills. All students will have access to their own copies of TN standards-aligned instructional materials for use at school and at home. Some student material is developed based on TN standards while others are aligned. Aligned material is curriculum that is standards based and designed or aligned to a specific standard/student friendly I Can!. For example, instructional material might include a math or ELA activity used for skills practice that is aligned to a specific TN math or ELA standard. The standard is indicated on instructional material in student friendly I Can! language. Chromebooks will be available to all students at a 1:1 ratio. Instructional materials support standards-based mastery, and are used with flexibility according to individual student needs.

All applicable courses follow the Tennessee State Standards ("TSS") and English Language Development ("ELD") Standards. As shown in the following program description, the uniqueness of the Springs Public Schools Tennessee-Empower Academy's program does not duplicate programs currently offered by the county.

## 1.2 Enrollment Summary

In this section:

- (a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.
- (b) Provide a rationale for selecting the community where the proposed school will locate.
- (c) Discuss the academic performance and enrollment trends of existing schools in that community.
- (d) Describe the specific population of students the proposed school intends to serve.
- (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?
- (f) If you are the sponsor of an existing school, describe
  - any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
  - how the community for the proposed school is similar and/or different from the community that you currently serve.
- (g) Complete the enrollment summary and anticipated demographics charts below.

Springs Public Schools Tennessee-Empower Academy (SPSTN-EA, SPSTN, Springs) intends to locate within the Northwest region of Rutherford County in the areas of La Vergne and Smyrna. As a Kindergarten to 8th Grade school campus, we intend to serve students ages 5-14. In addition, SPSTN will actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the Rutherford County Schools; specifically those residing in Northwest Rutherford County. SPSTN will implement an open enrollment policy and active recruitment strategies to target the underrepresented student populations generally reflective of the County's population.

Empower Academy is committed to healthy growth and creating a community of learners that fully reflects the range of diversity found in Rutherford County. Springs believes that optimal 21st century education occurs within a diverse community of learners. With this in mind, SPSTN will actively seek students from within Rutherford County Schools' District, with an emphasis on reaching English Learners and students who are eligible for Free and Reduced Price Meals. Our underlying belief that all students can thrive academically, socially, and emotionally given the right learning environment will ensure active, ongoing outreach to attract students in traditionally underserved groups.

Empower Academy staff will ensure that the community knows about our school. We will work to establish relationships with preschool programs and daycare centers, and provide them with promotional materials and presentations in both English and Spanish. We will update and maintain a website with important pages available in both Spanish and English. We will continue to maintain our Facebook page and will use Facebook boosting and targeting capabilities to reach our target audiences. Springs marketing videos in both Spanish and English will help parents understand what we offer (see example video [here](#).)

SPSTN-EA will also provide bilingual flyers, with targeted placements, to encourage enrollment and offer information about upcoming events. SPSTN-EA will identify and attend relevant local meetings and events in order to present and/ or distribute materials. SPSTN-EA will hold information events for new parents throughout the year and will advertise these sessions. We will also conduct weekly tours of its schools for interested parents.

SPSTN-EA will establish a Diversity Committee made up of parents and staff to focus on evaluating and improving Empower Academy’s outreach.

*According to the 2021 TN Department of Education’s Report Card , the demographics of the district and the elementary and middle school students specifically in the Northwest areas of Rutherford County (Ethnicity, English Language Learners, Special Education, Economically Disadvantaged) are listed as the following:*

<b>Anticipated Demographics</b>	<b>District-Wide % of Students</b>	<b>% of Elementary &amp; Middle School Students in La Vergne and Smyrna</b>
Caucasian	55.4	44
African American	21.2	22.42
Asian/Pacific Islander	5.1	6
Hispanic	17.6	27.24
Native American/Alaskan	<1	<1
English Language Learners	12.7	25
Students with Disabilities	8.9	9
Economically Disadvantaged	19.8	26

When evaluating a community to propose a Springs Public Schools location, SPSTN looks at the areas of: current choices in educational options for families, population density, population growth, and availability of school facilities.

Using data available from the US Census, Rutherford County is expecting an increase in population of approximately 2.5% per year. With a school district currently serving over 47,000 students, this annual increase in population and need for educational options for families in the community is evident. To date, there are no charter school options available for families to choose from within Rutherford County.

According to the Rutherford County data found in the 2019 Report Card Data found on the Tennessee Department of Education website, the performance of schools in the northwest portion of Rutherford County Schools boundaries are shown to underperform the rest of the district’s population.

While academic performance of students in this geographic area trend lower than the rest of the county, population and enrollment are among the fastest growing in the geographic region. With an estimated 2.5-3.0% growth annually in population according to projections based off of the US Census data and population growth projections, the areas of La Vergne and Smyrna are areas that need additional school options and solutions for families now and into the future.

Pursuant to Tenn. Code Ann. § 49-13-113, we will enroll any eligible student who submits a timely application and participates in the lottery process, if necessary. SPSTN will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender, and therefore cannot guarantee the demographic makeup of its student population.

In alignment with the Letter of Intent (LOI) and the charter application, demographics specifically for the areas of Northwest Rutherford County (Smyrna and La Vergne) are included to ensure accurate estimates are represented to those most likely to enroll. While any student in Rutherford County may enroll, it is most likely that if a facility is located in a certain geographic area, the majority of the student population will consist of local residents. It is

noted that these areas have a higher concentration of Hispanic students and English Language Learners than the district overall and therefore, additional support, staffing, and resources have been included in budget projections and other areas of this application.

SPSTN-EA will actively solicit a diverse student population that is reflective of the community it serves. Feedback, marketing and advertising for both the program as a whole and community information meetings have been posted in both Spanish and English in order to ensure a wider range of community members are able to access. This is intentional to also address the higher levels of Spanish speaking families in the Smyrna and LaVergne areas. SPSTN-EA will be nonsectarian in its programs, admission policies, and all other operations, will not charge tuition, and will not discriminate against any student. SPSTN-EA will implement an open enrollment policy and active recruitment strategies to target the underrepresented student populations.

Springs Public Schools Tennessee-Empower Academy (SPSTN-EA) will ensure that students will achieve better results than other schools in the surrounding area of Rutherford County through the following mission-driven efforts:

- Offering student voice and choice
- Explicitly and mindfully developing learners with life-long skills including the ability to work independently
- Personalizing learning
- Assessing and filling achievement gaps through data-driven instruction methods
- Bringing students up to grade level with our proven student-focused philosophy
- Meeting the needs of students who benefit from a more flexible learning environment
- Supporting children operating above grade level

Springs Public Schools Tennessee-Empower Academy will be a stand-alone, locally operated, charter school that will purchase curriculum and some services from Springs Charter Schools network, but will otherwise be governed and run locally. Springs Public Schools Tennessee is not a current sponsor of an existing Tennessee school.

**Number of Students**

Grade Levels	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 6 2028-29	Year 7 2029-30	Years 8-10 2031-32
Kindergarten	25	50	75	100	100	100	100	100
1-3	50	75	100	125	175	225	250	275
4-6	50	75	100	125	150	200	250	275
7-8	25	50	75	100	125	125	150	150
<b>Totals</b>	<b>150</b>	<b>250</b>	<b>350</b>	<b>450</b>	<b>550</b>	<b>650</b>	<b>750</b>	<b>800</b>

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	26	9	25

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## 1.3 Academic Focus and Plan

In this section:

- (a) Describe the academic focus of the proposed school.
- (b) Outline the academic plan of the proposed school. Include specific academic benchmarks.
- (c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.
- (d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- (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.
- (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?
- (g) Explain how the academic plan aligns with Tennessee’s academic standards.
- (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.
- (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.

Springs Public Schools Tennessee-Empower Academy will combine engaging classroom instruction with student-centered independent learning. Classes are organized for student ownership, providing varied hands-on curricular materials to help students meet their individualized learning goals. Springs’ philosophy believes in each child’s innate willingness to learn, allowing children to work at their own pace with a balance of teacher-selected and student-selected activities. In accordance with T.C.A. § 49-13-104, our methods are designed to improve learning for all students and close the achievement gap between high-achieving and low-achieving students. This is accomplished through student ownership of their educational process, personalized skill development, and interest-driven learning that increases student motivation and success. We will use research-based teaching methods and curriculum to accomplish this goal in order to yield maximum results.

Springs schools are designed to help each student discover and develop their unique talents and interests. We believe that when each child is actively involved in setting and reaching their learning goals in an interest-driven way, there will be more intrinsic motivation. Rewards and punishments are not encouraged, rather students are called upon to reflect on their effort, their progress, and achievements and identify what they should celebrate and where they still need work. Springs children are taught to “learn how to learn,” thus gaining independence and self-confidence.

SPSTN-EA signature practices include:

**Multi-Age Classrooms and Looping:** Research supports multi-age classrooms and looping with the same teacher for more than one year as effective strategies in academic achievement particularly for male

students of color, as well as helping to build a culture of continuous learning and peer support ([Rockefeller, 2019, Schweizer, Alwi et al.](#)). Kindergarten stands alone as a nurturing orientation to school culture, skill building and developmental growth. In the elementary program, Springs prefers two year grade span classrooms, which allow teachers to build deep and abiding relationships with their students over a two year span, reduces the time for students to normalize classroom routines and structures, and provides a manageable grade span for the teacher to create and hone instructional materials. In addition, the mixed grade span allows for students to more flexibly work in their learning zone standard by standard and creates an environment of mentorship and support peer to peer.

Middle school students will have two teachers for their core academics - a humanities teacher and a math/science teacher. In addition, they will have the opportunity to select from a variety of electives for one hour each day, which may be a different teacher. Because middle school is a pivotal time for young people and their school experiences are vital to set them up for success in high school, our middle school students will remain with their two core teachers for both years in order to build a strong foundation of skills in academics and in independent learning.

- Pre-primary: Kindergarten
- Primary: 1st-2nd grade
- Lower Elementary: 3rd-4th grade
- Upper Elementary: 5th-6th grade
- Middle School: 7-8th grade

**Personalized Learning:** Children are assessed formally and informally to gauge their mastery and readiness for concepts. This focus on meeting students “where they are” academically addresses advanced learners as well as those who are struggling to meet grade level standards. Students set goals with the teacher and create a Personalized Learning Path plan collaboratively. Students have a weekly Work Map to help them stay on track and report progress to the teacher.

By assessing each student’s academic needs and personal interests, in combination with their learning style, teachers can provide both interesting and challenging coursework that promotes academic success. Students work with teachers to choose topics of interest in which they can apply the knowledge they are gaining. Teachers use various teaching styles to motivate and engage students in the learning process. Rigorous curriculum, technology, and real world scenarios are tools used to assist students in mastering the standards. Using these strategies helps students enjoy learning and gives them the opportunity to be full participants in their own education process.

Learning is a process as dynamic as the children who make up each class. Helping parents and students realize that learning is an activity that happens anywhere and everywhere is a priority. The learning process should be something that is truly challenging and alive for each learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process, and it helps children build lifelong learning.

Personalizing learning enables students to engage in a more meaningful way to the content. A 2015 study completed by The RAND Corporation, in collaboration with the Bill and Melinda Gates Foundation, found that students attending personalized learning schools “made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up of similar students

selected from comparable schools.”<sup>1</sup> In addition, the longer students experience personalized learning practices, the greater their growth in achievement.

**Student Goal Setting:** Teachers and students will work jointly to create learning goals that connect the learning objectives (standards) with each student’s interests and learning style. Student goals are fleshed out with timelines and strategies to reach these goals. Students will track their progress using our I CAN! Folders (Attachment V). Timelines and activities are created to give optimum learning experiences for the student’s educational success.

At Springs Public Schools Tennessee-Empower Academy, teachers hold Personalized Learning Plan meetings at least three times throughout the year to partner with students and their parents in designing their education. Goals are reviewed regularly through the use of bimonthly “tuning meetings” where plans are adjusted to assist student success; new goals and plans are created to move students along their personal learning path as quickly as possible.

**Small-Group Lessons:** Children receive direct instruction in small groups based on readiness for subject matter. These lessons occur throughout work period sessions during which time the rest of the students are making progress on the activities and assignments set forth in their Work Map.

**Integrated Curriculum:** Lessons are grounded in real-world relevance and are integrated across the curriculum. In the elementary program, there are no set times for subject instruction. Instead, students are provided uninterrupted work periods for them to complete independent work assigned on their Work Map.

**Freedom of Movement:** Classrooms are organized with many types of flexible seating (floor seating, high, low, soft, etc.). Children are free to choose where and with whom they work as long as distractions are kept to a minimum.

**Work Periods:** As much as possible, the schedule is set so each class has a large block of time, between one and a half hours to three hours to work and receive lessons. This gives children mostly uninterrupted time to get into a state of [flow](#) and explore subjects and concepts at a deep level.

**Independent Learning:** After direct-instruction lessons, children complete independent follow-up work designed to foster mastery of concepts and skills. When the teacher is occupied with small group instruction, our Assistant Classroom Educators (ACEs) are available to support students in their independent work.

**Caring Community:** Teachers and students work diligently to create a cooperative learning environment where children take care of each other and treat each other with the utmost respect. Community Circle time begins each day and helps set a positive tone for learning. Optimistic Closures end each day, providing a review of the day’s achievements, allowing students time to reflect, and building excitement for the next day’s learning.

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<sup>1</sup> Bill & Melinda Gates Foundation (2015). “Continued Progress: Promising Evidence on Personalized Learning.” Accessed 4-7-2017:

<http://k12education.gatesfoundation.org/resource/continued-progress-promising-evidence-on-personalized-learning/>

**Time Management and Self Awareness:** Due to our independent model, children learn to manage their time between lessons, follow-up on their work, and select their own interest-driven projects and learning activities with teacher collaboration. Their independent work selections help them directly understand which activities further their learning and which activities are less effective in helping them learn. Tuning Meetings provide an opportunity for students to reflect and analyze their progress with their teacher one-on-one.

**Independent Personalized Materials:** Springs has developed a varied set of hands-on and paper/pencil materials to support independent learning for every standard at every grade. Many of these activities use manipulatives. The use of manipulatives and visuals allows children to grasp difficult abstract concepts through concrete materials.

**Progress Tracker:** Teacher and student track progress together through the use of each child's Progress Tracker in addition to the SPSTN-EA online grade book, which allows full communication between the classroom teacher, parent, and student. Benchmark assessments (called "Milestones") are given in all core classes multiple times per year and are stored electronically in the SPSTN data warehousing system.

**The Community is our Classroom:** As a key part of our daily curriculum each semester, students and teachers will work together to create community-based learning projects where the student works with various community members to bring solutions to community issues. Community members are invited into the classrooms regularly to share their expertise and experience to enrich all students' education.

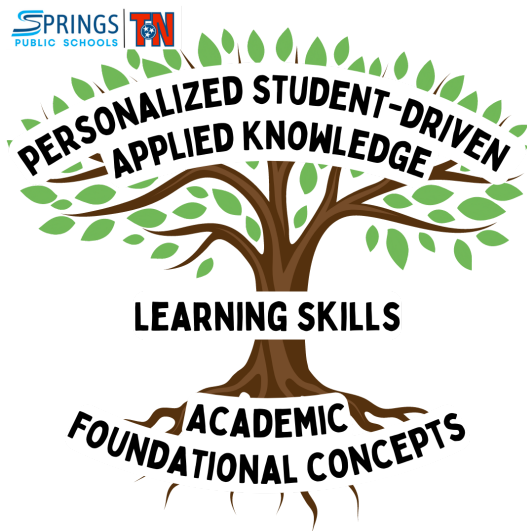
Parents are invited to participate frequently in the school at various levels, whether it is being their child's teacher at home, being involved in decision making at the school, attending Empower Academy events, or cheerleading their children to victory in their extracurricular programs. In this way, our parents become an integral part of the learning community at Springs Public Schools Tennessee-Empower Academy. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children. In addition, every other month SPSTN-EA will feature an Art Expo to highlight the work that is done in our arts classes.

SPSTN-EA believes that a child's attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

- The Charter School will use a variety of diagnostic tools to accurately assess and place each child in the appropriate course and curriculum for his/her skills. The content will be challenging, but not so challenging that it would cause the child to give up in frustration. Our goal is for children to spend most of the day in their Zone of Proximal Development (ZPD) (R.A. Walker, in International Encyclopedia of Education (Third Edition), 2010). All students will not only make progress on their personalized goals but also on grade-level content. All students will take benchmark tests (called "Milestones") three times per year that test attainment of grade-level standards as per our pacing guide. This data will be used to inform teacher lesson planning, small group instruction, and Multi-tiered systems of support intervention placement.
- The Charter School will focus on the goals of concept mastery within each discipline. Numerous research articles reinforce the need for mastery (eg. Pearson, Juliana and Flory, Michael. "Beyond Proficient: How Three Schools In Kentucky Implement Mastery Learning." July 2014. IRM-2014-U-008147) Children are encouraged to keep working on a skill until it is mastered, and they

are not penalized for multiple attempts at mastery. Once a skill is mastered, it is revisited regularly to ensure long-term retention of the learning. Springs has developed a robust variety of materials to support the entire continuum of skills for mastery based on the Tennessee Academic Standards in English language arts and mathematics. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher-level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery and success.

- The Charter School will give timely feedback to the student about his/her progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress through bi-monthly one-on-one meetings with their teacher. They are called upon to reflect; given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas for improvement; and will be enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic. Aside from academic progress monitoring, students will also learn about themselves through developing their own personal learning profile and making changes to that profile as they grow, develop, and change their learning temperament and preferences.



Our programs will use a variety of instructional materials to teach these skills. These instructional materials will support standards-based mastery and will be used with flexibility according to individual student needs.

In any discussion of teaching, the first consideration should be, “What do we value enough to teach with our heart and soul?”

For Springs Public Schools, this would distill into three key concepts: (1) Personalized content, (2) Mastery learning, and (3) Student-driven process.

### 1. Personalized Content

At Springs, we think of learning using a tree analogy. There are three key components of a tree.

- **Tree Roots: Academic Foundational Concepts**– Driven by the Tennessee Academic Standards, these skills are the foundational requirements of literacy in our society, enabling students to be successful in successive educational experiences. Using the Tennessee Academic Standards for each subject and grade level, we have established student-friendly “I CAN!” standards (K-1 ELA and Math sample is included as Attachment W) which ALL students are expected to achieve mastery (although they may master these on their own individual timeline.)
- **Tree Trunk: Learning Skills** – At Springs, we believe a lifelong learner is someone who not only seeks out learning experiences due to curiosity but who also has the skills necessary to learn independently.

This requires that students receive explicit instruction in learning strategies, have the opportunity to practice learning on their own and ultimately take ownership and become fully engaged in their own learning process. Our students understand their own best learning preferences and have the ability to think reflectively about their learning process. We believe in providing students with both Power Tools (research-proven strategies for learning) and Habits of Success, for them to use to aid the learning of any subject, anywhere and anytime.

- **Tree Branches: *Personalized Student-Driven Applied Knowledge***– In order to foster curiosity, our students must be allowed to explore areas of interest within each discipline. Content that is only taught “a mile wide and an inch deep” is unlikely to spark curiosity in students. Students must be given meaningful, interesting personalized assignments and projects that allow them to choose to pursue certain aspects of the curriculum in a targeted and deep way.

Many schools focus only on the roots, hoping that the rest will flourish naturally without explicit instruction. SPSTN-EA believes that our mission is to foster curiosity and enable lifelong learning for every student. This means we need to ensure that our curriculum teaches and reinforces these skills in a spiral way beginning in kindergarten.

## 2. Mastery Learning

Springs lives out personalized learning through our Mastery Learning Wheel process used at every level with increasing complexity as age and abilities increase.



The Mastery Learning Wheel includes seven stages:

1. **Set personalized learning goals:**  
The teacher begins by reviewing diagnostic assessment data, mastery quiz data, and observations with the child to determine appropriate academic skills to select. Teachers will lead students through a series of questions designed to get them thinking strategically and analytically. Teachers will ensure that children know how to write a “SMART” goal, one that is specific, measurable, attainable, relevant, and time-based.
2. **Make a plan** with tasks and strategies to reach goals: Students will need the teacher’s guidance to develop clear and simple strategies for learning. They will need to be encouraged to select a variety of learning activities to complete their plan. The strategies should align with and build on students’ learning preferences, their capacity for independent learning, their personal characteristics, and the specific learning goals they set.

3. **Learn the content:** Work the plan. This portion of the process includes both teacher-delivered instruction and independent learning activities including online lessons, textbook learning, center activities, and independently completed paper-and-pencil activities. All “Learn” activities should be paired with a “try” activity for accountability and effort tracking.
4. **Try:** Assess and track progress. Students complete learning activities and track progress in their folders.
5. **Reflect:** Teachers and students participate in tuning meetings at least bi-monthly where progress is reviewed and assignments are honed.
6. **Prove** (summative assessment): When the student believes they have mastered the skill, they complete the mastery quiz or assignment related to the I CAN! topic. Mastery quizzes are created through the use of a valid and reliable test bank such as i-Ready or Mastery Connect.
7. **Celebrate:** Celebrate success, discuss obstacles, and develop new goals.

### 3. Learner-Driven Process

SPSTN-EA believes that our mission is to foster curiosity and enable lifelong learning for *every* student.

- Learner-Driven means that we believe that each learner must develop "agency" to control their own learning in a positive and proactive way. In order to do this, each child must become aware of their learning preferences, strengths, and challenges. Students must be allowed to make choices about how, when, where, what, and with whom they learn best. As they grow, teachers must release control of their learning to them so they can become self-directed, self-regulated learners who are able to monitor and adjust their own learning process.
- Springs’ teachers create the conditions and teach specific behaviors and strategies to help students grow to become active drivers of their learning. Student strategies will look different based on the age and capabilities of each child. For example, a first-grade student might want to be able to go all the way across the monkey bars or tie their shoes independently. An older child might want to learn to begin an internship program or master a musical instrument. We work with all students to track and monitor their own data and growth.

#### **Springs Learner-Driven Elements**

- **Voice:** provide opportunities for students to share their opinions, ideas, and preferences.
- **Choice:** the goal of choice is to ultimately have learners make decisions for how they want to learn, practice, and demonstrate mastery, but this can be confusing for students just getting started. We begin by offering scaffolded opportunities for learners to choose from a menu or selection of activities.
- **Engagement or “flow” in learning:** This is more than simply “on task” behavior. Students who are truly engaged find passion and purpose in the activity, are excited to plan to share the learning, are motivated intrinsically, and are able to self-regulate and make responsible learning choices.



- **Ownership:** Students are invested in their learning. They pursue their interests and passions in creative ways. They self-monitor and track their own goals. They plan and decide when and how to demonstrate their learning through exhibitions, student-led conferences, or portfolios.
- **Self Efficacy:** students need to build self-confidence so that they can move from being passive receivers of learning to active drivers of learning. Drivers know where they are beginning and have a destination for where they want to end up. They have a purpose in their activities and make plans. Springs’ students are supported to embrace challenges, view mistakes as a learning opportunity, and move out of their comfort zone to accomplish their goals.

SPSTN-EA has the highest expectations: mastery for all students. Grades are minimized, multiple attempts at mastery are expected and encouraged, and a culture of effort is established. Students in typically underperforming subgroups receive a personalized education that is specifically focused to their learning needs, aligned with their learning preferences, and reflective of the specific interests of different learners, across learning objectives, content, and instructional methods.

“Although there is not yet one shared definition of personalized learning, leading practitioners in the field generally look for the following:

- (1) systems and approaches that accelerate and deepen student learning by tailoring instruction to each student’s individual needs, skills, and interests;
- (2) a variety of rich learning experiences that collectively prepare students for success in college and the career of their choice; and
- (3) teachers’ integral role in student learning: designing and managing the learning environment, leading instruction, and providing students with expert guidance and support to help them take increasing ownership of their learning.” (Redding S. 2016<sup>2</sup>; Pane et al.2015<sup>3</sup> )

Personalized Learning has been proven to be a powerful strategy to close achievement gaps and to increase achievement in all students in numerous studies. From 2013 to 2015, the Bill and Melinda Gates Foundation studied 62 schools totaling 11,000 students. All were using a schoolwide personalized learning approach. The results show that personalized learning is effective; study schools had an overall 11% average increase in student achievement in Math and an 8% increase in ELA. (Pane, et al. 2015)<sup>4</sup>

Springs’ Empower Academy provides significant time and focus on arts education. Art is the finest expression of the human condition. It increases motivation for students and is positively correlated with academic achievement and closing the achievement gap. Research studies have identified improvement in

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<sup>2</sup> Redding, S. (2016). Competencies and personalized learning. In M. Murphy, S. Redding, & J. Twyman (Eds.), Handbook on personalized learning for states, districts, and schools (pp. 3–18). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from [www.centeril.org](http://www.centeril.org).

<sup>3</sup> Pane, John, F. Steiner, Elizabeth D. Baird, Matthew D. Hamilton, Laura S. (2015) Promising Evidence on Personalized Learning, Continued Progress, Rand Corporation funded by Bill and Melinda Gates Foundation, <https://k12education.gatesfoundation.org/download/?Num=2342&filename=GatesContinuedProgress-Nov13.pdf>.

<sup>4</sup> Pane, John F. Steiner, Elizabeth D. Baird, Matthew D. Hamilton, Laura S. Promising Evidence on Personalized Learning, Continued Progress, Rand Corporation funded by Bill and Melinda Gates Foundation, <https://k12education.gatesfoundation.org/download/?Num=2342&filename=GatesContinuedProgress-Nov13.pdf>.



student behaviors such as self-regulation, focus, tenacity, and leadership (Babbkin, 2002)<sup>5</sup>. These characteristics have positive effects on student learning. The specific skills learned in music class transfers to other academic subjects including mathematics, literature, and foreign languages (Eason & Johnson)<sup>6</sup>. Mastering an instrument helps students to understand in a visual and auditory way the progress they can make over time, and it helps to build confidence. A substantial body of literature has found that students enrolled in a comprehensive arts curriculum achieve higher scores on standardized assessment, specifically math, science, and English subtests on proficiency exams (Johnson & Memmott, 2006<sup>7</sup>; Fitzpatrick, 2006<sup>8</sup>; Kinney & Forsyth, 2005<sup>9</sup>).

Springs Public Schools Tennessee-Empower Academy will use the Learning Management System (LMS), Canvas, along with the student information system in to provide an up-to-date record of each student's academic and behavioral

Springs students will attend an intentional school environment that begins with the end in mind. Two key goals all of us have for young people is for them to become independent, competent adults who are lifelong learners. All scheduling and curriculum decisions at Springs are made with those goals in mind.

There is a balance in Springs' classroom schedules between direct instruction and hands-on independent work periods. Most work blocks begin with a whole-class mini-lesson that is engaging, supported, and data-driven. This whole-class lesson ensures that all students are exposed to the grade-level standards on a daily basis, even if their independent work is either below that level or above. Students then begin their independent work. Students collaborate with the teacher to create a Mastery Learning Plan (MLP) for the trimester and select mastery activities for their Paths to Mastery for each identified standard. The teacher (with the student for upper grades) then develops personalized weekly "Work Maps" that the student uses to guide and direct their independent work each day. Students are taught the process of completing work and getting feedback on that work, tracking their progress before moving on to new activities based on their work map assignments, and how to get help when they get stuck. Some work map assignments will be independent and others will be partner activities.

In a Springs classroom, students are never "done early" and waiting for their peers. Instead, our students will have a list of important and focused personalized work to build their skills and meet their goals. Students are encouraged to get into a state of flow in their learning, and whenever possible are allowed to complete their projects instead of being required to stop, put their work away, and start on something different.

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<sup>5</sup> Babbkin, Nick. Critical Links: A New Compendium of Research, Grantmakers in the Arts, Published Fall 2002, <https://www.giarts.org/connections-between-education-arts-and-student-achievement>.

<sup>6</sup> Eason, Becky J.A. Johnson, Christopher M. Music Makes Us Baseline Research Report, Metro Nashville Public Schools, <https://www.artsedsearch.org/study/prelude-music-makes-us-baseline-research-report/>

<sup>7</sup> Johnson, Christopher & Mermott, Jenny. "Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardized Test Results" Journal of Educational Research in Music, Dec. 1, 2006. <https://journals.sagepub.com/doi/10.1177/002242940605400403>

<sup>8</sup> Fitzpatrick, Kate. "The Effect of Instrumental Music Participation and Socioeconomic Status on Ohio Fourth-, Sixth-, and Ninth-Grade Proficiency Test Performance" Journal of Research in Music Education. April 1, 2006. <https://journals.sagepub.com/doi/10.1177/002242940605400106>

<sup>9</sup> Kinney, Darryl & Forsythe, Jene. "The Effects of the Arts IMPACT Curriculum Upon Student Performance on the Ohio Fourth-Grade Proficiency Test" Bulletin of the Council for Research in Music Education, 2005.

Teachers will pull flexible small groups based on their skill mastery and academic needs. Students may also sign up for a lesson in a certain area when they feel they need more support. In our model, some students may get significantly more direct instruction in small groups than other students according to need. Teachers and Assistant Classroom Educators ensure that students complete adequate work daily and that they are making the best use of their time.

Students will track daily progress in their progress folders and reflect on what worked and what needed changing. When they identify that they're ready to prove their mastery of a particular skill, they will ask to take a mastery quiz for that standard. Students who pass the mastery quiz will move on to the next skill, but they understand that they aren't done with that skill after only one quiz. The mastery quiz, along with milestone assessments, performance tasks, other authentic assessments, and teacher observation will all be used to double and triple-check that the student has mastered the skill.

All materials and teaching methods used for English, math, science, and history will support the learning of the Tennessee Academic State Standards. The Tennessee Academic State Standards are focused on higher-level thinking skills, which can be taught through many teaching and curricular materials.

## 1. English Language Arts

High-quality English Language Arts instruction requires a variety of materials and strategies. SPSTN-EA will use an array of textbook, center-based, and online materials to help students reach mastery in all areas of ELA. Further, since students will have some choice of their preferred learning methods, some curricula will be used by some students more than others.

Programs will include, but not be limited to:

- **Ready Reading**: *Ready Reading* is a textbook-based program that connects instruction to the Tennessee Academic State Standards across K-8 using a Read, Think, Talk, Write model where teachers lead discussion and small groups. Students engage in a variety of real-world source texts to develop critical thinking and analytical skills. The program develops skills and strategies for reading comprehension providing a balance of on-grade level and differentiated instruction.
- **Reader's/Writer's Workshop** is a hands-on real writing/reading program. Teachers integrate readers' and writers' workshops into a series of self-directed, motivating, and self-reflective tasks for the learner. Students select from authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. These choices include:
  - Read to Self,
  - Work on Writing,
  - Read to Someone,
  - Listen to Reading, and
  - Word Work
- Reader's/Writer's Workshop provides many benefits to students, including:
  - Students develop independence, stamina, and accountability
  - Increased time-on-task for students
  - Integrates well with a variety of core curricula and state mandates

- Improves schoolwide literacy achievement
- Behaviors of independence transfer to other content areas
- Personalized reading volume through the following materials
  - Leveled literature libraries in each classroom to support joy in reading and vocabulary development.
  - Leveled decodable books allow students to practice skills learned in small group instruction.
  - SRA Reading Lab’s leveled story cards provide students with “just-right” reading to practice fluency and comprehension, as well as building reading success and mastery.
  - Letterland for comprehensive instruction in phonics grades k-4.
  - Read Naturally to support fluency, particularly for students who need intervention.
- Online Tools including i-Ready, RAZ Kids, Lexia, and Reading Plus.

## 2. Math

Springs Public Schools Tennessee-Empower Academy will employ a mastery-based and balanced mathematics program, implementing a variety of learning tools including online resources, classroom centers, and textbooks.

Programs will include, but not be limited to:

- **Ready Mathematics:** *Ready Mathematics* is a textbook-based math program that helps teachers create a rich classroom environment where all students become active, real-world problem solvers. Students are able to develop their mathematical reasoning skills, engage in discourse, and build strong mathematical habits. It supports English Language Development by scaffolding language use at all levels of English proficiency and integrating language and mathematics so students can build on familiar concepts.
- **ST online math:** Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction and identified by the CEO-led Change the Equation<sup>10</sup> as one of just four STEM programs ready to scale nationally, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.
- Additional Online Tools including i-Ready, ST Math, and That Quiz.

## 3. English Language Development

Each English Learner receives (at minimum) 60 minutes of ELD instruction each school day; instruction is personalized to the English proficiency level of the student. A variety of materials

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<sup>10</sup> <http://changetheequation.org/press/change-equation-recognizes-four-exemplary-stem-learning-programs>

and strategies are used to support students in reaching mastery in all areas of ELA (See Attachment Y for ELD Master Plan).

Programs will include, but not be limited to:

- Small-group student rotations have been created to emphasize academic vocabulary comprehension and usage. Cross-age groups of students work together on thematic units that increase oral language skills, reading skills and writing skills designed to build English proficiency for students who are second language learners. Units of Study are created with the interest of students as a primary focus. The integration of academic vocabulary, social language functions, literacy skill, writing forms and grammar all work together to build English language proficiency for the student.
- Play-Based Kindergarten: Springs Public Schools Tennessee-Empower Academy will integrate a nurturing, developmental, play based learning kindergarten program with a focus on language development for all children. Play-based learning is a term that embraces two approaches simultaneously. One is that children are given ample time to carry their own ideas into play (with assistance from teachers and Assistant Classroom Educators as needed). The other is that their knowledge of the world has been enriched through appropriate content offered in interesting and experiential ways by their teachers. This can include reading books, storytelling, puppetry, music, and the arts, as well as encouraging hands-on activities and exploration of nature. The children's own play and the content offered by teachers enhance one another.

*Play is a child's life and the means by which he comes to understand the world he lives in.*

*Susan Isaacs, Social Development in Young Children*

Researchers report that other kinds of play, particularly make-believe, include rich opportunities to use language and literacy. Several studies have demonstrated that play inspires children to use more frequent and complex oral language. In play, children tend to speak longer, more syntactically complex sentences and use more words.<sup>11</sup> Through play, children learn to delay gratification, take turns, negotiate with peers, solve problems, cope with disappointment, listen to others, and empathize. Imaginative play in kindergarten requires planning, higher-level thinking, cognitive skills, math skills, and language skills. If given sufficient time for sustained imaginative play, that group of kids will use anything they can find to set up the restaurant, advertise, and create some form of currency for their customers. That is a pretty comprehensive level of learning.

- ST Math is a computer-based math program that meets students at their level and teaches them foundational math skills that align to the Tennessee Standards. ST Math is a program that is beneficial for all of our students, but is particularly helpful to ELL students because it is strictly concept-based and does not rely at all on language to understand and learn from the program. Since ST Math does not rely on language for math success, it allows students struggling with the English language to learn math by understanding concepts

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<sup>11</sup> Cohen, L., & Uhry, J. (2007). Young children's discourse strategies during block play: A Bakhtinian approach. *Journal of Research in Childhood Education*, 21302-316.

through visual problem solving. Being conceptually and visually based, the skills are taught strictly through modeling and trial and error.

#### **4. Science**

High-quality science instruction requires a variety of materials and strategies. According to the Tennessee Science Standards Value Statement Declaration, children should “Demonstrate an understanding of scientific principles and the ability to conduct investigations through student-directed experiments, authentic performances, lab reports, portfolios, laboratory demonstrations, real world projects, interviews, and high-stakes tests.” In addition the Tennessee Science Standards Executive Summary urges schools to “Integrate science, mathematics, technology, and engineering design to solve problems and guide everyday decisions; Coupling practice with content gives the learning context, whereas practices alone are activities, and content alone is memorization. It is through integration that science begins to make sense and allows students to apply the material.” Integration and hands-on learning is the cornerstone of student-driven education, so these ideals are in perfect alignment with Springs Public Schools.

Springs Public Schools Tennessee-Empower Academy will use a variety of textbook, lab, and online materials to help students reach mastery in all areas of science.

Programs will include, but not be limited to:

- Mystery Science Curriculum: Mystery Science leads students in hands-on science and engineering. Each unit poses a question and students engage in hands-on activities, demonstration, videos, and prompts which guide the students in discussions. Students are then able to conduct experiments in small groups or as a class.
- Discovery Education: Students use technology as a curricular cornerstone to make the standards come alive. Discovery Education Streaming Plus contains a growing library of over 9,500 videos, 77,000 content-specific clips, and more than 160,000 multimedia assets which integrate seamlessly into any curriculum. This enables teachers to plan interdisciplinary lessons using the same resources and/or enables students to choose the activities and resources that interest them most to work on a common standard.

#### **5. History**

SPSTN-EA will use a variety of textbook and online materials to help students reach mastery in all areas of social studies.

Programs will include, but not be limited to:

- a. Integration into core curriculum: Social studies will be integrated throughout the content areas in the form of direct instruction, projects and thematic units. History and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques).

#### **6. Physical Education and Structured Playtime**

- a. Physical Education: PE focuses on health principles and follows the SPARK curriculum. SPARK is a research-based, public health organization dedicated to creating,

implementing, and evaluating programs that promote lifelong wellness. The framework of SPARK programs and educational materials is aligned with the [Tennessee PE Standards](#).

- SPARK has been honored as an exemplary program of the U.S. Department of Education; featured in the Surgeon General’s Report as a “school-based solution to our nation’s healthcare crisis.” It also earned a Governor’s Commendation, and in 2005, was awarded “Gold” (highest ranking) for their elementary and middle school PE programs in an independent study commissioned by the Cooper Institute. SPARK was the only program to earn “PE Gold” status for grades K-8.
  - SPARK was recently identified as a successful model for combating childhood obesity in the report, “Fighting Obesity: What Works, What’s Promising” by the HSC Foundation. The report speaks of SPARK’s history, practice, and methods. SPARK was the only program recommended for both physical education and physical activity.
- b. Structured Playtime: Our structured playtime games are designed to maximize activity for kids in confined spaces (such as the classroom or a field without equipment). Some of the games are high-intensity, some are based on movement that stimulates brain activity, and some are designed with the simple goal of getting kids up, active, and happy to move. Structured playtime games help students build social skills such as teamwork, sportsmanship and respect for others. Finally, structured playtime can help improve academic performance. Even moderate physical activity can improve both attention and brain function, helping kids concentrate and perform better in class.

## **7. Electives**

Students in upper elementary through middle school will participate in self-selected arts elective classes. These classes will be facilitated by our core-credentialed teachers based on their own interests, as well as the interests of the students. Classes may include options such as chess, robotics, drumline, watercolor art, (these are meant as examples and change every quarter) as well as many others. One course that will continually be offered will be Personal Passion Project. The instructor of that course will guide students in exploring and documenting their learning in an individual interest area, enfolded as many related Tennessee State Standards as possible to ensure rigor and relevance

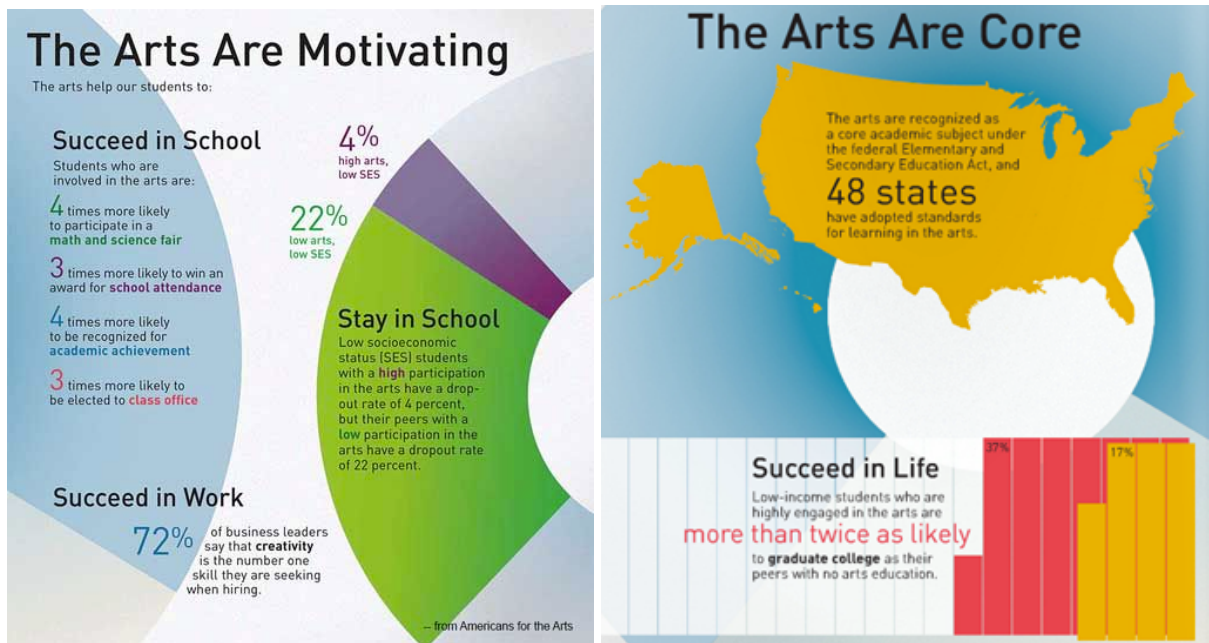
## **8. Subject-Specific and Integrated Arts Education**

Arts integration is instruction that integrates content and skills from the arts (dance, music, theater, and the visual arts) with other core subjects. Arts Integration occurs when there is a seamless blending of content and skills between an art form and a co-curricular subject. Arts integration is highly effective in engaging and motivating students. It supports academic achievement and improved social behavior of students while enhancing school climate and parental involvement. Similarly, arts instruction is deepened through integration of content from the other subject areas. It enlivens the teaching and learning experience for entire school communities.

Subject-specific arts education provides time for a student to learn and master a specific field of art study. The arts provide students multiple modes for demonstrating learning and competency.



A rich array of arts skills and intellectual processes provide multiple entry points for students linking to content in other subject areas. At its best, arts education is transformative for students, teachers, and communities. The imaginations and creative capacities of teachers and students are nurtured and their aspirations afforded many avenues for realization and recognition.



## 2. Emphasizing the Process of Learning

Students are expected to complete high quality work, but our focus is as much on the learning process as it is on the product. Our teachers will use metacognitive strategies to model the process of learning for students. In addition, we explicitly teach 15 powerful learning strategies to all grade levels to help students understand how learning occurs and how to manage independent learning tasks.

## 3. Incorporating the Arts as a Serious Path to Broader Learning

SPSTN-EA provides opportunities for students to develop their artistic intelligences both by infusing the arts throughout the curriculum and by teaching the arts as discrete, core subjects. Our arts integrated program encourages an intensity of effort and focus that is healthy for learning. As our students engage in serious work in the arts, they are required to think critically, generate multiple solutions to problems, and pursue long-term goals.

## 4. Fostering Individual Growth and Community Building

Students develop their communication and leadership skills as they work together to raise questions, solve problems, and build a cohesive, productive learning community. A large emphasis is put on ensuring our classroom environments are comfortable and inviting. Students need to feel safe and empowered in order to take risks necessary for learning and for growth to occur.

## 5. Building a Strong Home/School Connection

SPSTN-EA teachers support and encourage a strong connection between learning at home and at school, which positively influences students' attitudes and achievements. Teachers are in constant contact with parents through our online Learning Management System, Gradebook, email,

telephone, conferences, and written or in-person check-ins. Staff readily make themselves available to parents, as their schedules allow, and share the belief that strong communication is vital to create partnerships with parents and work as a team for each child’s education.

Music and visual art classes will be incrementally and intentionally taught to expose students to a wide variety of instruments and mediums, and to allow students to determine a field for deeper study and mastery.

Springs Public Schools Tennessee-Empower Academy will be modeled after a successful network of charter schools that have operated for over 20 years in Southern California. Springs is a set of six charter schools serving approximately 10,000 students within five counties at 19 locations. The demographics of the Springs Charter Schools network are as follows:

Network Enrollment of significant subgroups

5%

English Learners

12%

Students with IEPs

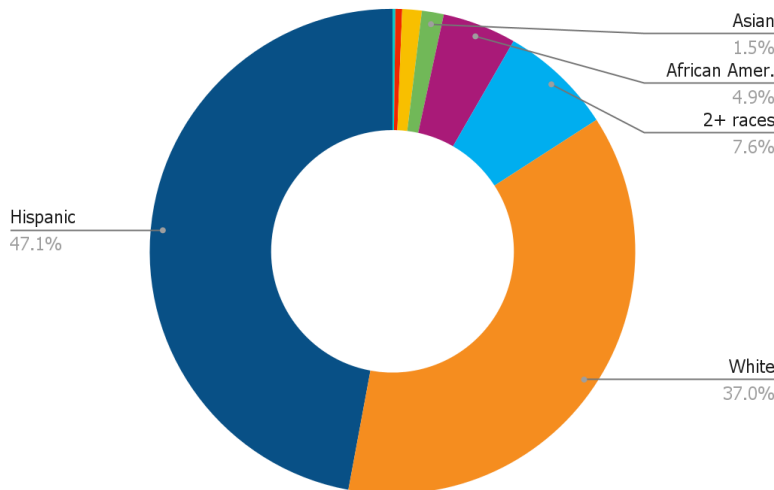
2%

Students with 504 Plans

45%

Economically Disadvantaged

Network Enrollment by Race/Ethnicity



Springs has made better than average progress with a diverse population of students in the areas of academic growth and proficiency over the past ten years. Based on nationally-normed standardized testing, the majority of Springs students made a year’s progress or more in ELA and Math each school year over the past three years, even during the pandemic. Overall math and ELA proficiency decreased slightly in 2021 due to the changes associated with the pandemic, with Springs students scoring on average 49% proficient in math and 56% proficient in reading.

**Data Driven Mastery Learning:**

Data Driven mastery learning will be successful for the targeted population because it builds a culture of effort and success. All students have the opportunity to succeed when their goals are created based on their individual test data, their interests and their learning preferences. Data-driven instruction yields maximum results for typically underperforming populations due to its focus on continuous improvement. Students are encouraged to have a growth mindset, and are expected to sometimes require multiple opportunities to master a skill through focused reteaching and practice. When teachers make decisions based on data, employ focused small group lessons and



personalized work maps, students don't waste time being bored or frustrated. Students spend more time in their zone of proximal development and can make rapid progress. Bimonthly student/teacher tuning meetings help clarify learning for the students and make the work time more effective.

### **Personalized Learning Curriculum:**

The curriculum is well suited for our targeted population because we provide a variety of choices for students in how they learn every skill. This choice increases motivation and relevance for the student in the learning. Our direct instruction lessons are designed to be relevant and meaningful to students, and focus on higher level critical thinking. Our literature selections provide a wide range of quality novels that represent many cultural backgrounds. Black and brown students thrive in inclusive environments where their culture and individual perspective is valued.

### **The Arts:**

Arts education provides an opportunity for all children's diverse backgrounds, ethnicities and cultures to be enjoyed and celebrated in the discipline that brings all people together. Not only is art fun, motivating and life-affirming, it provides more avenues for academic learning. Students who are learning baroque music will also learn history to put that composition into perspective. Chords and scales are numeric patterns, as are drum beats. Songs are poetry set to music.

The Tennessee Academic Standards will be the foundation for Springs' I CAN! Statements, which is the basis for all goal-setting and learning at SPSTN-EA. Our academic plan for English Language arts is focused on rigorous literacy and critical thinking. Our comprehensive literacy approach ensures that students receive scientific, research-based reading methods in K-3rd grades with a focus on phonemic awareness, phonics, and fluency. In upper elementary and middle school, students focus on regular practice with complex text and academic vocabulary. Reading and writing is supported with evidence from the text. Springs will build vocabulary and content knowledge through hands-on experiential learning and rich literature, listening centers, drama, and other meaningful experiences. Literacy and writing will be woven across all disciplines. Students will regularly communicate their understanding in math, science, social studies verbally and in writing. Students will use literacy skills in reading, vocabulary, speaking, listening, and writing which align to the Tennessee Academic Standards.

Our mathematics instruction will support deep conceptual understanding of mathematics. We will reinforce Tennessee's eight Standards for Mathematical Practices, providing students with regular practice to make sense of and persevere in solving problems. Students will reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning. Ready Math and ST Math are designed to support practice in these important math skills. The TN RTI Implementation Guide will be used to determine our processes, plans, implementation, and data-driven decision-making for our Tiered Interventions. We will use the TAS standards to support and accelerate struggling students, provide focused additional practice, provide personalized, incremental high quality instruction, and train teachers and staff to support students at high levels.

Springs Public Schools Tennessee-Empower Academy will be a one-to-one device school program, with each student being assigned a Chromebook or similar device. This device will be used to complete certain assignments, upload work, communicate with parents and teachers, and computer-aided learning that is personalized, adaptive and supportive. The devices will be used by students for some time each school day, and they will be sent home to support practice at home.

Springs will incorporate the use of adaptive computer learning software to provide targeted reinforcement and variety to each student's independent work time. At no time will the computer-aided instruction be "stand alone" methods for learning a particular content standard or skill. Rather it will be used to provide another tool for learning. Brain research is clear that novelty aids learning. To ensure we maximize every minute of the school day, students must neither be bored nor frustrated. Computer-aided learning helps target that "just right" learning zone- the Zone of Proximal Development (ZPD)- that helps all students succeed and grow. Students who are experiencing success continue to make an effort, which helps to close achievement gaps in Math and Reading. Our blended learning activities, along with "hands-on" centers, will allow independent personalized instruction to continue while teachers work with students in small groups.

**i-Ready** math and reading instruction will support all students, by offering individualized skills instruction and practice, to meet the needs of English Language Learners (ELLs), students with disabilities (SWD) and gifted students by delivering content targeted to their specific needs. i-Ready's instruction is tailored to each student's data gathered during their diagnostic testing three times per year. The program adapts for individual needs, allowing students to move as quickly or as slowly as they need. i-Ready provides detailed data tracking that allows us to monitor students' continual growth and hone instruction in response to this data.

**St. Math** is an online game-based conceptual program that provides students with more than 35,000 visual puzzles with interactive representations of math topics that align to Tennessee Academic Standards, with learning objectives that target key grade-level concepts and skills. ST Math is designed to complement the core math curriculum. Students will use ST Math 60-90 minutes per week.

**Lexia** is an effective, high-yield addition to a structured primary reading program. Lexia is founded upon a personalized, structured and systematic approach to literacy instruction that builds upon prior learning in a sequential manner—from simple to complex—ultimately improving each teacher's ability to deliver critical literacy concepts, strengthening the relationship with, and transitioning ownership of learning, to the student. Students will use Lexia 45-60 minutes per week.

**Reading Plus** is designed for 3-8th grade students who have mastered decoding and need to work on building fluency and comprehension skills. Reading Plus is adaptive and improves vocabulary, stamina, and motivation. Research studies have shown that Reading Plus can produce 2.5 to 3 years improvement in grade level in 60 hours of practice, and other Springs schools have experienced that success. Struggling students will be encouraged to spend 90 minutes each week using Reading Plus.

## 1.4 Academic Performance Standards

In this section:

- (a) Describe the proposed school's annual and long-term academic achievement goals.
- (b) Describe the process for setting, monitoring, and revising academic achievement goals.
- (c) Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.
- (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<sup>2</sup>) that aligns with Tennessee guidelines.
- (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.
- (f) Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).
- (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.

SPSTN-EA, established the following annual and long term achievement goals. The school will use comparative, and longitudinal measures to ensure that the school meets its rigorous achievement goals aligned to the Tennessee Department of Education Accountability model. In accordance with the Tennessee Department of Education districts must increase achievement levels for all students and show faster growth in achievement for the students who are furthest behind in order to narrow achievement gaps.

Districts designated as exemplary are generally exceeding expectations on average for both all students and each historically underserved student group. SPSTN-EA, set goals aligned with the exemplary status designation which includes (1) overall proficiency of all students, (2) the growth of all students, (3) the overall growth of traditionally underserved populations which includes EL, SWD, BHN, and ED students, and (4) chronic absenteeism

On the state assessments each year (TCAP, EOC and TCAP-Alternative Assessment 35), Springs will see a significant increase in the Success Rate, the percentage of students scoring "On Track" or "Mastered."

The long-term goal of SPSTN-EA is to have 90% of our students, including special populations proficient by our 5th year of operation.

**Annual Goals**

<p><b>Goal 1 Proficiency</b></p>	<p>We will see a 10% increase from baseline of students scoring level Level 3 (On Track) or Level 4 (Mastered) on the state assessments each year until we reach 90% proficiency</p>
<p><b>Goal 2 TVAAS Growth</b></p>	<p>SPSTN -EA Schoolwide Tennessee Value Added Assessment growth score will be a minimum level 3 growth in year 1, with the expectation of achieving level 4 and level 5 in the subsequent years.</p>
<p><b>Goal 3 Chronic Absenteeism</b></p>	<p>Chronic Absenteeism will be less than 10% by the end of the school year.</p>
<p><b>Goal 4 Special Populations</b></p>	<p>All special populations (SWD, EL, ED, etc.) will score an overall composite score of a Level 3 on Tennessee Value Added Assessment with the expectation of achieving level 4 and level 5 in the subsequent years.</p>
<p><b>Goal 5 Internal Academic Growth Goal</b></p>	<p>100% of all students will demonstrate academic growth at the rate of 1 to 1.5 grade levels each year in reading and in math according to our iReady Benchmark Assessment.</p>

We commit to all students making measurable academic progress year to year in both ELA and Math. On the state TVAAS, we will see a minimum level 3 growth in year 1, with the expectation the school will achieve level 4 and 5 growth in subsequent years. TVAAS growth scores will meet the growth scores or the median performance of local demographically similar schools. Growth scores are used alongside achievement scores from TNReady to show a full picture of students’ performance. Growth scores are used alongside achievement scores from TNReady to show a fuller picture of students’ performance.

Achievement and growth goals are monitored throughout the year with the administration of the i-Ready Diagnostic three times per year. We will use i-Ready diagnostic assessments and growth goals to establish an individualized learning plan (ILP) for each student and to determine their end of the school year academic goals. We set these goals to ensure that our students are achieving at levels aligned with the exemplary accountability designation expectations. I-Ready instruction in both math and ELA is individualized and targeted so that students can work on grade-level standards as well as fill in gaps by working on standards below grade-level.

The i-Ready assessment measures achievement and growth in ELA and mathematics and is aligned to the Tennessee Academic Standards (TAS). These computer-based assessments are adaptive and consistently measure both student achievement and growth. After each administration, students and teachers review the ILP to monitor progress toward year-end typical growth targets and tune short-term goals.

Annual and long-term goals will be evaluated and assessed annually after the release of state accountability results in the spring or following fall. If needed, the establishment of a baseline will occur after the administration of any new state assessment, calculation or accountability framework, as appropriate.

We will meet the state-calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

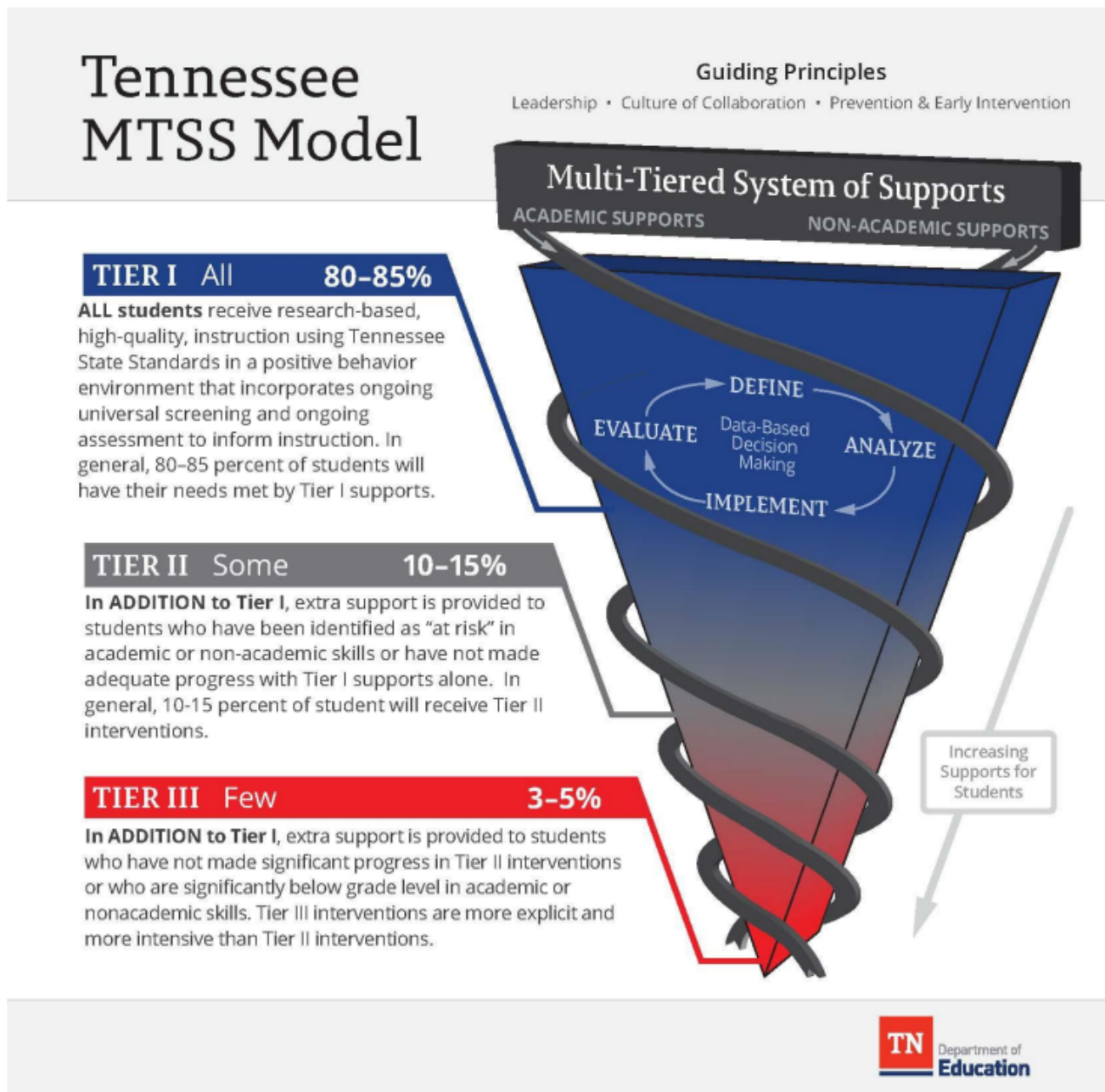
Using the Tennessee assessment system and school performance measures, Springs will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

We believe our academic plan is sound and with the support of our parents and community partnerships we do anticipate meeting our goals; however, we are aware that we must prepare for situations where we do not meet all goals. If SPSTN-EA falls below state and/or district academic achievement expectations, we will follow any requirements or recommendations communicated by Rutherford County School District's or the Tennessee Department of Education for taking corrective action. Additionally, our leadership team will review the school's academic plan and devise a detailed corrective action plan for school improvement to provide to Rutherford County Schools or the TDOE. This team will be responsible for leading the school in implementing the plan and monitoring progress based on all assessment data and other relevant data selected by the board of directors. The school Superintendent will communicate the plan to the board of directors and the TDOE special programs office on a monthly basis with updates on academic progress toward meeting the academic goals. The leadership team will increase the frequency of monitoring the school's progress with formal and informal data analysis. Once we have made sufficient progress toward accomplishing our academic goals outlined in the corrective action plan, the leadership team will decide next steps in continuing the progress. However, if by the third consecutive month, improvement is insufficient, we will create a task force of educational experts to ensure the school is moving in the right direction and to revise the action plan accordingly. The task force will complete a comprehensive review of the school and may lead to significant changes in the leadership, management and operation of the school.

SPSTN-EA believes that both the confidence and the motivation to learn are fostered by providing the student with curricula appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his or her full potential. In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. SPSTN-EA is designed to provide a rigorous and personalized school experience within each student's familial culture and support. Springs' community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

We remediate academic underperformance and learning loss through our targeted Multi-Tiered System of Support (MTSS), which includes RTI<sup>2</sup>, a school model that aligns with Tennessee guidelines and specifically closes the achievement gap between high-achieving and low-achieving students. We focus on diagnosing skills and learning gaps, engaging students in their own learning process to meet and reach their personalized, rigorous, grade-level goals through a variety of student-led methods. Students in Tier II and Tier III of the intervention process will complete additional diagnostic and benchmark testing using a variety of assessments such as Dibels, Reading Plus, and Lexia. These additional assessments are used to provide multiple aspects of student achievement. We recognize that not all students meet grade level content standards on the expected timeline. For this reason, we have incremental, supported intervention programs at each grade level to assist students who are behind grade level expectations. In addition to these individualized support programs, our personalized learning model including flexible small groups allows teachers to provide additional assessment and intervention throughout the regular school day. Computer based intervention programs such as Reading Plus are designed to support the individual

learning goals of students in Tier 2 and Tier 3. Students can access these programs to work on their learning goals both in the classroom and for additional practice at home.



Personalized online resources including ST Math, i-Ready, Lexia and Reading Plus will also serve to fill gaps in students' understanding. Our model is research-based and effective in supporting all types of learners to master grade-level standards. Personalized curriculum and resources paired with high high quality teaching methods benefit students who are identified as below grade-level.

Universal screening is used to identify student support needs and to set personalized learning goals for every student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as “at risk” or not “at risk.” Although it is



important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered system of supports (Tier I, Tier II and Tier III).

Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly-scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or teacher observation, interventions to the curriculum and/or instructional delivery will be discussed.

Progress monitoring is an essential component of remediation where we provide continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready goals including Stretch Goals and I CAN! personalized learning progress toward goals are the primary tools used for progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal.

We believe it is imperative to monitor a student's progress on a frequent and consistent basis in order to ensure the following:

- Continuous feedback on the effectiveness of a specific instructional intervention
- A system for accountability for student achievement
- Data on student progress which can assist teachers in making data based decisions regarding the need
- Current instructional strategies
- Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

For students who are achieving below grade-level, i-ready Stretch Growth goals reflect more than one year of growth with the goal of reaching grade level in 1 – 3 years, depending on their initial placement.

In SPSTN, student attendance will be one of the highest priorities. Students will be reminded to attend through advertising and reminders that the highest achievement will come if they are in class daily. There will also be awards and other recognition for students with good attendance habits. SPSTN has a well thought-out and proven attendance process for students who are absent. For a comprehensive overview of SPSTN's attendance plan and communications to families, please see Attachment B- Student Handbook. Updated handbooks to inform families about the most current attendance policy will be included on the school's website.

First, parents can contact the school to excuse a student's absence in the following ways: phone, email, note, or electronic, mobile-friendly google form. If parents do not contact the school, the school will reach out to them to inquire about the student's attendance. After 3 unexcused absences, the school will send an official notification to the parent explaining why their child's attendance is important and they will need to meet with the Principal. During the meeting with the Principal, the parent, student, and Principal will come up with a way to improve attendance with all parties signing. This documentation is then added to the student's file. If unexcused absences continue to occur, this process is completed again on unexcused absences 6 and 9 (every three). After 9 unexcused absences, the Administrative Designee will get involved with the process and hold a Student Attendance Review Board meeting.

Springs' staff takes truancy very seriously. Throughout the process, staff will also work through the RTI process, child welfare and attendance processes, and get CPS involved if the situation warrants.

The most important way to combat these situations, however, is to create a culture where students want to come to school every day. This will be first and foremost. It is also understood that students who are attending want to be appreciated and recognized for their efforts, so SPSTN-EA will make that a part of the monthly assemblies.

In adherence with the Tennessee State Board of Education Policy 4603, SPSTN will:

- Promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas
- No student enrolled in the third (3rd) grade shall be promoted unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results (exception: students with IEPs)
- Students who have difficulty in achieving the requirements for promotion may be considered for retention. Factors used to identify students who may be considered for retention will, at minimum, include:
  1. The student's ability to perform at the current grade level;
  2. The results of local or state assessments, screening, or monitoring tools, if applicable;
  3. The overall academic achievement of the student;
  4. The student's chance for success with more difficult material if promoted to the next grade;
  5. Attendance; and
  6. Social and emotional maturity.
- SPSTN will identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be considered for retention by February 1. However, SPSTN students may be identified for retention after February 1 if the delay is due to: (1) Date of enrollment; or (2) Additional information acquired after results of local assessment, screening, or monitoring is released.

When a student is considered for retention, the student's parent/guardian will be notified within fifteen (15) days, and an individualized promotion plan will be developed to help the student avoid retention. This plan will be provided to the student's parent/guardian and SPSTN will offer to hold a parent-teacher conference to discuss the promotion plan. A student who demonstrates sufficient progress with the strategies included in his or her promotion plan during the school year will be promoted to the next grade.

If a student has not demonstrated sufficient progress on his or her promotion plan by the end of the school year to be promoted to the next grade level, the student can be enrolled in a summer reading or learning program, if available. If a student is enrolled in a summer program, a decision for retention will be made after completion of a summer program but will be made and communicated to the student's parent or guardian at least ten (10) days prior to the start of the next school year. If a student is not enrolled in a summer program, a decision for retention will be made and communicated to the student's parent or guardian at least thirty (30) days prior to the start of



the next school year. Parents and guardians will also be notified of their right to appeal a retention decision to the Executive Director.

**K-3 Reading Notification:** If it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the student's parent(s)/guardians(s) will be notified within fifteen (15) calendar days of such determination.

A student may be retained when, in the judgment of the student's teacher and/or the student's IEP team, such retention is in the best interest of the student. However, a student will not be retained more than once in any grade and retention will not be used without an academic remediation plan with strategies and enhancements different from the previous year or used as a punitive or disciplinary measure or based solely on a student's social and emotional maturity. Additionally, retention of English Learner (EL) students will not be based solely on English language proficiency and will be in compliance with Policy 4207.

If a student is retained, the Principal (or designee) will develop an individualized academic remediation plan prior to the start of the next school year. A copy of the plan will be provided to the student's parent/guardian within ten (10) days of its development.

This plan will include at least one (1) of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours;
4. Modification to the student's classroom assignment to ensure the student receives intense intervention and possibly instruction from a specialist (e.g. Credentialed Reading Specialist); or
5. Attendance or truancy interventions.

The school will ensure appropriate record-keeping and proper monitoring of students who are retained and will report progress to parent(s) at least three times during the school year of retention.

At SPSTN staff believe that all students should have four, overarching Learner Outcomes. These outcomes are what teachers strive to achieve as appropriate for their grade level, so that students who are promoted from SPSTN-EA are prepared for high school.

- **Independent Learner:** A self-reflective learner who understands how he/she learns and how to use a variety of skills and resources to obtain personal goals.
- **Analytical Thinker:** An effective problem solver who understands and employs logic and scientific method and someone who looks at issues from multiple perspectives.
- **Capable Communicator:** A communicator who can read, write, speak, and listen effectively for a variety of purposes and audiences.
- **Noteworthy Citizen:** An individual who understands the values of his/her many roles within the community and uses his/her skills and knowledge to participate and positively impact the world.

# STUDENT LEARNER OUTCOMES

## Independent Learner:

Self-reflective learners who understand how they learn and how to utilize a variety of skills and resources to obtain personal goals

## Analytical Thinker:

Effective problem solvers who employ logic and scientific method to look at issues from multiple perspectives

# Independent Learner



# Capable Communicator

# Analytical Thinker



# Noteworthy Citizen

## Capable Communicator:

Communicators who can read, write, speak, and listen effectively for a variety of purposes and audiences

## Noteworthy Citizen:

Individuals who understand the value of their many roles within the community and who use their skills and knowledge to participate and positively impact the world around them



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

Springs Public Schools Tennessee-Empower Academy will be a new-start application (Category 1) and not a phase-in/turnaround. Therefore, this section does not pertain to SPSTN.

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

Springs Public Schools Tennessee-Empower Academy will be a K-8th grade school. Therefore, this section does not apply to SPSTN.

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## 1.7 Assessments

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

- (a) Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.
- (b) Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.
- (c) Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.
- (d) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

All students will be assessed using multiple measures including diagnostic, summative, and formative progress monitoring. The primary internal assessment used to assess student learning needs and progress throughout the year is iReady Diagnostic for math and ELA. iReady is a nationally-normed reading comprehension and math test. Diagnostic testing is offered three times per year across subject areas in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. The i-Ready Diagnostic for ELA and math provide teachers with essential information about student performance relating to their grade level and national norms. SPSTN-EA students also complete benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards). The school may also use the practice ELA and MATH TNReady assessments, previously administered state-mandated tests.

Diagnostic and benchmark test results are used to develop mastery learning plans which incorporate the SPSTN I CAN!s. Based on frequent student assessment outcomes, curriculum and instruction is modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals. Internal assessments provide useful information about the school's progress toward meeting annual academic goals because our selected curriculum in the core content classes are aligned to the Tennessee Academic Standard.

Since the Tennessee Value Added Assessment System is one of the performance indicators decided by the state, our primary academic goals 2, 4, and 5 were set to evaluate how successful we are at meeting and exceeding expected student growth rates. The i-Ready diagnostic measures a student's individual learning level and sets growth goals for each student after each interim assessment. This internal assessment data aligned with the state performance expectations provides essential data for how well our students are performing and whether or not they are on track to meet annual goals. Since the Tennessee Department of Education will measure student proficiency levels as On Track or Mastered, our number one primary academic goal is to measure student proficiency based on state expectations.

Springs will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement using a variety of assessments. We use multiple assessments throughout the year to measure academic progress, monitor student success and adjust instruction through various checkpoints. We monitor

progress daily, weekly, monthly and quarterly to provide assessments using diagnostic, summative and formative assessments.

Springs will measure subgroup academic progress on all of the assessments listed above so that the school leaders can work with teachers to analyze the performance of particular subgroups (ELL, SWD, ED, BHN) in comparison to overall student performance to evaluate how effective we are at closing the achievement gap. Assessment data will be used to ensure that each student has an appropriate Mastery Learning Plan in order to make adequate progress and to close the achievement gap.

We believe assessment data is essential to evaluating and assessing student learning and monitoring growth. Therefore, we will not only look at quantitative data but also teachers in PLCs will regularly review student work to determine the students' level of understanding of content so we can effectively evaluate instructional practices. Analyzing data regularly will help us (1) tailor our remediation and reteaching plans to target specific gaps we see in the data (2) inform our MTSS implementation including RTI<sup>2</sup> (3) inform professional development and coaching plans for individual teachers so that we can ensure we are making every effort to effectively make progress toward closing the achievement gap. More details of our intervention process and plans is available on Springs' MTSS website [here](#) and the Springs' teachers' MTSS [handbook](#).

**School Site Leadership Team:** The school leadership team has the primary responsibility of coordinating all school-wide testing. This team will collect and analyze all schoolwide data including diagnostic and benchmark assessments to identify schoolwide instructional priorities, plan professional development, support, coach, and develop teachers, and to report schoolwide data, subgroup data, and trends to stakeholders including the board of directors.

This team is responsible for ordering supplies and testing materials, preparing materials for distribution, and collecting, securing and returning materials to the authorizer when applicable. In addition, the leadership team will be responsible for ensuring accommodations and modifications are communicated and followed for students with IEPs and 504s, review, analyze and desegregate results, lead school-wide data meetings and communicate the school results to families.

**Charter Leadership Team:** The charter leadership team will support the school leadership team to ensure that staff are fully trained on assessment processes and procedures, test security, and data-driven decision making. The charter leadership team will ensure all professional development, site data, and instructional priorities are supported.

SPSTN-EA will collect and analyze student data in several ways. The school will use Curriculum Associate's i-Ready assessment system to collect diagnostic and growth data from each assessment cycle. School leadership will use this proficiency and growth data to strategically monitor student progress and to inform instruction, professional development and teacher evaluation. Student diagnostic data is one of the multiple measures collected to ensure the school meet's annual achievement goals.

Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), conducted a large-scale study on the relationship between i-Ready Diagnostic and the 2017 TNReady. The research found a high correlation between i-Ready Diagnostic and TNReady. iReady diagnostics provide detailed analysis of student strengths and weaknesses. School leaders support teachers in analyzing student diagnostic data to develop



individual, personalized Mastery Learning Plans. Teachers meet one-to-one with students to collaboratively set student goals based on the diagnostic data. These goals are the first steps in the mastery learning process.

Additionally, Springs will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically significant subgroups, and in comparison to other Tennessee schools. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

The school leadership team will use summary data from i-Ready diagnostic, TNReady, and internal benchmark summative assessments to plan professional development that prepares teachers to respond to the data. Professional development centered around assessments will take place consistently throughout the year.

Annual professional development includes Data Days which follow testing cycles and provide teachers with opportunities for deep dives into schoolwide, grade-level, and classroom assessment data.

Teachers will meet weekly in Professional Learning Communities (PLCs) to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Teachers meet with their PLCs to answer the following critical questions that underpin the daily work in Springs' classrooms:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
2. How will we know if they have learned? What is the data telling us?
3. What will we do if they don't learn or if they already know it?
4. What process is in place to provide additional time and support for students who are not meeting the grade level expectations?

During PLC meetings, teachers look at mastery quiz data by standard, authentic work products, and writing samples. They have the opportunity to learn from each other about what is working well in the classroom and what is not. It is during these meets that teachers use data to plan for reteaching or enrichment lessons, set and monitor growth goals, evaluate the effectiveness of core instruction and assessment in meeting the needs of all students, and create plans to address students in Tier II and Tier III. As teachers work in their PLCs, they will continue to learn how to analyze, interpret and develop specific action plans based upon their classroom data.

Regular weekly professional development will provide additional opportunities for teachers to dig into data including classroom and grade level data. Weekly professional development may be delivered through multiple platforms, including but not limited to in-person and online learning opportunities. This differentiated professional development may include data analysis and planning. The principal will be responsible for identifying weekly professional development for teachers and staff based on weekly walkthrough, evaluative, and student-level data.

Academic data is also used as part of the teacher evaluation system, Springs' thrice yearly Springshot system. As a part of this process, teachers develop a personal growth plan that includes setting goals based on classroom achievement data. Teachers will review TNReady assessment data and diagnostic classroom data prior to developing their Springshot goals. The principal and teacher collaborate on the teacher's student achievement goals and track and celebrate progress as part of these evaluation meetings. During the three annual Springshot meetings, teachers review classroom data with the principal to monitor progress toward meeting their annual

achievement goals. Principals develop school wide professional development based on schoolwide summary data and the Springshot goals.

Training and support for analyzing, interpreting, and applying performance data begins during the back to school event prior to the beginning of the school year. Teachers will receive training on assessments and utilizing student data. Throughout the year, teachers work in their PLCs and will continue to learn how to analyze, interpret and develop specific action plans based upon both schoolwide summary data and their classroom data. In addition, Teachers identified as needing additional support may be assigned differentiated professional development.

Annual professional development for both school leaders and teachers, on the diagnostic assessment system, will be provided to ensure that staff is proficient with the diagnostic and reporting features of the system to gain maximum benefit. One goal of this training is to ensure we are interpreting assessment results effectively and using the related instructional resources to respond to the data. This development is tailored to the specific needs of the school and uses the school's specific data and reports for personalized professional development. This development includes an annual mid-year review of the i-ready data with the school leadership team. During this professional development, school leaders look at data to analyze schoolwide progress toward annual goals and expected success on TNReady based on correlation data.

Staff conducts in-house professional development and attends external professional development focused on reaching the goals set out in each of the standards. Professional development may also be coordinated to bring in outside experts to develop teachers and administrators.

The school year begins with the back-to-school professional development days in which teachers will participate in training on effective use of data and assessments and how to use data to drive instruction. This professional development includes establishing an understanding of the purpose and use of the state and school assessments and formative assessment techniques.

## 1.8 School Calendar and Schedule

In this section:

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

The academic calendar and student schedules meet the requirements with 180 school days and 6.5 hours/day (grades 1-8) and 4 hours (kinder), giving the maximum amount of student instructional time. The calendar and schedule is optimal for student learning because there is time for each core academic area and time for interventions (tiered interventions, enrichment, tutoring, etc.) which will be based on each student's individual learning needs. As a personalized learning school, this time is valuable to ensure that each student is reaching their full potential.

Students will receive extra-curricular and co-curricular activities through a myriad of options:

- Tiered interventions (RTI) and tutoring time are built in to the schedule during iCan Power Hour to ensure an optimal personalized learning environment for each child
- After school enrichment programs will be run on each school day - general fund or grants
- Sports/physical education opportunities will be run for 3 season throughout the year (minimally September through April) - general fund or fundraising (if competitive)
- Students will be able to participate in up to 3 field trips each year, enhancing community as the classroom - general fund or free opportunities
- Each student will receive an electronic device and will be given access to multiple online, appropriate co-curricular sites - general fund
- School assemblies for awards, community presentations, and student engagement will be offered 5 times each year - general fund and free/donated items
- Springs will be responsive to the needs of enrolled families and will survey our school community regularly to determine if before and after school programs would be beneficial.
- Saturday school, after school tutoring, and summer school may be available if the community feels this will be an added benefit

An annual academic calendar for SPSTN-EA is included as Attachment A.

SPSTN-EA is a K-8, five-day per week, seat-based program. Students in grades K-8 will meet the required number of days/hours of instruction on a yearly basis. In addition, professional development days will be added to each teacher's work calendar to ensure staff is trained on the best practices to ensure maximum learning opportunities for students are of the highest quality. Pacing guides for teachers are also developed to ensure students are taught all TAS standards that are currently assessed through the TCAP and allow time for students to receive accelerated and interventions as allowed for in personalized learning. Please see Attachment A for a daily schedule and school calendar.

A program unique to SPSTN that is built into the daily schedule for all students is iCan Power Hour. For one hour per school day, students will have designated time set aside for: RTI<sup>2</sup>, personalized learning, specific and designated EL support, and mentoring. Using the data generated through the use of personalized learning portfolios, students will be empowered to make decisions to allow them to work towards their individualized learning goals. Teachers will facilitate this process through conferences with each student on an ongoing basis and provide the resources and materials to allow students to reach these objectives. Teachers will work collaboratively to ensure that students, such as English Learners and students with disabilities, are able to access all intervention and support services. Whether a student needs to sit with a peer for tutoring or would like to accelerate their studies in a particular area of interest, this set aside hour per day is a chance for students to truly make their learning personalized.

There will be specific and targeted times for students and parents to meet together with teachers in order to ensure personalized learning goals are met and data aligned on a regular basis. These Mastery Learning Plan meetings are held with the parent and the student to review the progress of the student. It is a primary goal of SPSTN to ensure that parents and students are empowered with information about their progress and support to help them reach their goals. These meetings occur regularly and include a focus on data-driven instruction.

All SPSTN staff members will receive regular, ongoing professional development throughout the year, consistent with their grade level or areas of responsibility. Annually, staff members will participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus will be provided for all staff members. Parents will also be invited to participate, and specific topics are provided for them.

SPSTN plans to offer both free and fee-based activities to students both before and after school hours. These programs may be SPSTN staff run and created or provided by an outside vendor. SPSTN staff who run/create these programs may receive monetary compensation from funds collected by the school. The school may also collect a portion of funds that an outside vendor may receive from families using their services. SPSTN will actively seek out sponsorships for any fee-based programs to help students and families that cannot afford to pay in that all students may participate who are interested. These programs/activities may be both extra-curricular and/or co-curricular.

At this time, SPSTN-EA does not intend on offering any after school tutoring, Saturday, or summer school programs but reserves the right to implement these programs in the future if the community feels this will be an added benefit to the school's program. It is the focus of SPSTN-EA to offer high-quality small group interventions daily for all students as part of the regular academic day.

It is a core value at SPSTN that after school, students are able to enjoy time with their families, friends, and outside activities. Ensuring that students are able to receive all their academic instruction, intervention, and acceleration during the regular school day supports this value.

## 1.9 Special Populations

In this section:

- (a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?
- (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?
- (c) Describe the following related to students with disabilities:
  - Methods for identifying students with disabilities and avoiding misidentification or over-identification;
  - Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;
  - Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and
  - Plans for promoting graduation for students with disabilities (high school only).
- (d) Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:
  - Methods for identifying EL students and avoiding misidentification;
  - Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;
  - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
  - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- (e) Describe the following related to at-risk students:
  - Methods for identifying at-risk students through academic and behavioral processes; and
  - How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.
- (f) Describe the following related to gifted students:
  - Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and
  - Plans for monitoring and evaluating the progress and success of intellectually gifted students.

SPSTN-EA will hire a special education lead staff member that has extensive experience in all aspects of providing high-quality services designed to serve special education populations. Duties will include all essential leadership operations, compliance and monitoring, data-driven program development, Admission, Review, and Dismissal (ARD), and staff development, hiring, and oversight in alignment with state and federal law. Special education instructional specialists will be hired based on student enrollment and continuum of supports and services, as identified through the IEP process. SPSTN-EA special education staff will be supported by Springs Charter Schools Special Education Leadership Team . For the past 20 years, the Springs network has provided an educational program that serves a higher than usual population of special education students because our personalized programs are flexible and suited to diverse learners. Administrative support will include professional development

for all SPSTN-EA staff in all areas under IDEA, 504, mental health , school counseling, health services, Office of Civil Rights, and all other applicable state and federal law.

In addition to SPSTN-EA staff, the school will hire additional specialists and specialized services through one or more contracted service providers. Based on projections of students with disabilities to be 10% of the school's overall enrollment, SPSTN-EA will initially hire 1 FTE special education teacher, 1 FTE special education lead staff, and part-time contracted service providers. As enrollment increases the school will seek to hire additional specialized services based on the emerging needs of students with IEPs. Data tracking, compliance and monitoring to ensure that students at SPSTN-EA are receiving FAPE will be supported by the Springs Charter Schools' Special Education administration. The special education lead staff member will be responsible for monitoring enrollment growth, conducting program needs assessments, and working with school and financial administration to acquire additional staff (support staff and paraeducators) to ensure compliance and a high-quality program.

Once a student has completed the application process, families will be asked to self-report if their student has received Special Education services at their previous school. The special education lead or designee will request any Special Education documents from the student's previous school. For all students who self-identify during the enrollment process, a transitional IEP Team meeting will be held. During this process, the student's Individual Education Plan (IEP) will be reviewed and the IEP team will update goals and services as appropriate. Enrollment processes and procedures for SPSTN-EA will be supported by Springs Charter Schools. When an application for enrollment is received, special education staff are notified and begin contacting the student's previous school to obtain a most recent copy of the student's IEP. Special education administrative staff will contact the parent/guardian and/or previous school's Special Education Department to begin working on a plan to transition the student and ensure services begin on or as close to the student's first day of attendance. In the event that a student with an IEP enrolls without parent disclosure for services, special education staff will hold an expedited interim IEP team meeting.

At SPSTN-EA all students are general education students first and will have access to high-quality evidence-based instruction within the general education classroom, unless otherwise determined by the IEP Team. Within the Personalized Learning model of instruction, student supports and services are tailored to meet each student's individual needs. Each student with an IEP is assigned a case manager who is responsible for scheduling student services, coordinating appointments with specialized service providers, and to ensure that services take place during core instruction, small group instruction, or special education intervention sessions.

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

### **Students with Disabilities**

SPSTN is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and

guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education (FAPE), in the least restrictive environment (LRE). The charter follows the guidelines and procedures set forth in accordance with all State and Federal laws. SPSTN will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

#### Identification Methods and Avoiding Misidentification or Overidentification

SPSTN serves the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities.

SPSTN will follow the State guidelines and RTI<sup>2</sup> model that is required for all districts and schools to use in order to determine the eligibility of students to receive special education services for Specific Learning Disabilities. The Child Find process will be used for determining eligibility for all other disabilities.

The term “assessments” have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

Assessments are conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adaptive/behavioral/emotional, processing, perceptual/motor development, communication development, cognitive development, health/development, and post-secondary transition. Assessment measures include formal and informal assessments including interviews and observations which may be conducted in person or virtually. In addition to following the RTI<sup>2</sup> framework, SPSTN will utilize the data from State-approved universal screeners that may include i-Ready Diagnostics, DIBELS, etc. The use of these collective assessments will help to prevent the overidentification and misidentification of students needing specialized services.

Additional assessments are administered by trained assessors in determining areas of disability and may include:

Cognitive Assessments include: Woodcock Johnson IV (WJ-IV), Kauffman Assessment Battery for Children (K-ABC II), Weschler Intelligence Scales for Children (WISC-V).

Academic Assessments include: Kaufmann Test of Educational Achievement (KTEA-3), Woodcock Johnson Tests of Achievement (WJ-IV), Brigance Inventories

Processing Assessments include: Cognitive Assessment System (CAS-2), Comprehensive Test of Phonological Processing (CTOPP-2), Shaywitz Dyslexia Screening, Motor Free Visual Perception Test (MVPT-4), Test of Auditory Processing Skills (TAPS-4), Test of Memory and Learning (TOMAL-2), Test of Visual Processing Skills (TVPS-4), Beery Visual Motor Integration (VMI-6), Social Responsiveness Scale (SRS-2), Wide Range Assessment of Memory and Learning (WRAML-2), Bender Gestalt II, Feifer Assessments of Reading and Writing (FAR/FAW), Test of Handwriting Skills (THS-R)

Language Assessments include: CASL-2, CELF-5, OWLS-II, Expressive One Word Picture Vocabulary Test, GFTA-3, CREVT-2, Test of Pragmatic Language, Stuttering Severity Scales



Behavior Assessments include: Behavior Assessment Scales for Children (BASC-3), Behavior Rating Inventory of Executive Functioning (BREIF II), Reynolds Child and Adolescent Depressions Scales (RCDS-2/RADS-2), Conners 3, Risk Inventory and Strengths Evaluation (RISE), Child Depression Inventory (CDI), Scales for Assessing Emotional Disturbance (SAED 3), Emotional Disturbance Decision Tree (EDDT)

Sensory Processing Assessments include: School Function Assessment, Sensory Profile 2

Autism Assessments include: Gilliam Autism Rating Scales (GARS-3), Autism Spectrum Rating Scales (ASRS), Delis Rating of Executive Functioning (D-REF)

Adaptive Skill Assessments include: Vineland-3, Adaptive Behavior Assessment Scales (ABAS-3), Developmental Profile 4

Neurological Assessments include: NEPSY II, D-KEFS

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student's suspected disability, administered by trained and knowledgeable personnel, and in accordance with any instructions provided by the producer of the assessments. All administrators, teachers, para-educators, intervention specialists, and instructional support staff will receive training on Child Find and the identification of students with disabilities in alignment with IDEA and Section 504, as well as other state and federal law.

Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments are delivered in the student's primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures, are valid and reliable. Assessments are adapted as necessary for students with impaired sensory, physical, or speaking skills. A multidisciplinary team (student study team) is assembled to assess the student, including a teacher knowledgeable in the disability. The assessment is completed and an Individualized Education Program meeting will be held within 60 days of receipt of the parent's written consent for assessment.

SPSTN provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing the RTI<sup>2</sup> framework and referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Springs Charter Schools meets its Child Find obligations by communicating referral procedures in multiple formats. When a referral from a member of the community is received, it is reviewed and the determination of next steps is communicated to the party who referred. Some referrals will result in immediate assessment for suspected disability and other referrals may be discussed in an MTSS problem solving meeting where less restrictive interventions are determined to be most appropriate at that time. In either case, compliance timelines are followed carefully, communication is supported across all educational partners, and the referring party and Springs Charter Schools work collaboratively to address the concern that initiated the referral.

During this process, SPSTN SST (Student Success Team) will review the documentation of Tier II and Tier III interventions and evaluate the success or failure of these strategies when considering Special Education eligibility. Members of the SST include the parent/guardian of the student, general education teachers, an administrator or designee, and the student, if appropriate. Additional members of the team may include intervention specialists, counselor or mental health specialists, and a school nurse or other staff that may have valuable input about the



student. The school principal, general education teacher, and other designated members of the SST team will be trained on how to review intervention data.

Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program. Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents are contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance. Concerns may be addressed in an RTI meeting. This meeting may be initiated by school staff or parents/guardians/student. During the RTI meeting, the team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning. The Director of Special Education or designee will notify the student support team of the parent's request.

SPSTN will hold a meeting within 10 days to address the parent's concerns and determine if an assessment is required. If so, the parent will receive a written Assessment Plan within 15 days. Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent will be given at least 15 days to provide written consent. A pupil will be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment. If an assessment is not required, parents will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

SPSTN will arrange and notice the necessary IEP meetings. IEP team membership is in compliance with state and federal law. SPSTN is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the SPSTN designated representative with appropriate administrative authority as required by the IDEA; the school psychologist, if appropriate, the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the parent/guardian; and other SPSTN representatives who are knowledgeable about the general education program at SPSTN and/or about the student. SPSTN arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist; and documents the IEP meeting and provide the notice of parental rights.

SPSTN understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education will be the decision of the IEP team, pursuant to the IEP process.

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes 60
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When SPSTN seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

#### Access to the General Education Curriculum: Continuum of Services

Programs, services and placements will be provided to all eligible SPSTN students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law.

SPSTN ensures that all progress reporting complies with state and local guidelines. SPSTN is responsible for the implementation of IEPs and supervision of services. SPSTN provides the parents with timely reports on the student's progress as provided in the student's IEP, at least as frequently as progress reports are provided for SPSTN's non-special education students, which is at least once during each academic term. SPSTN is responsible for providing all curriculum, classroom materials, modifications, and accommodations. All special education services and supports are developed to ensure students receive a free, appropriate education (FAPE) in the least restrictive environment (LRE).

SPSTN primarily will use an inclusion model but also will ensure to provide a continuum of services as needed based on the needs of specific students. Springs Charter Schools' special education leadership will support SPSTN-EA staff and students through regular review of Case Management services assignments in order to develop an inclusion model that supports all students with disabilities. Case Managers will be trained on effective inclusion model strategies that incorporate additional supports through related services as needed. For example, when a class or caseload includes a high percentage of students with significant needs, a determination will be made to add additional support to support the inclusion model. Additional services and supports may include instructional aide, training for staff to assist student transitions and non-classroom activities, Behavior Support Plans, and pull-out services designed to provide specialized instruction or support for social emotional goals. Students that qualify for 1:1 instructional aide services will be provided with a trained paraeducator that works closely with the student's case manager and general education teachers.

Special education teachers that will be hired based on the number of special education students enrolled, will work in a co-teaching and/or collaborative setting. The special education teacher(s) will provide consultation and resources to general education teachers. This will be supported by common planning times, observations and feedback, and staff development opportunities. Special education and general education teachers will look at student data to constantly reflect and refine best practices and support for both special education and general education students.

Springs Charter Schools' special education administration will ensure students who are identified through the IEP process as having Emotional Disturbance and/or mental health or behavioral deficits receive the services that they require in order to progress toward their goals and have educational benefit from their academic program. They will also ensure that the students are provided with trained staff to support their educationally related needs. These staff will include all persons identified on the IEP including licensed staff, wrap-around service providers, teachers, paraeducators, as well as support for parents.

### Monitoring and Evaluating Special Education

In the process of ensuring that students with special education services are making the appropriate progress with regards to their IEP goals and progress towards mastery of TAS standards, data will be examined and compared to the same assessment data from non-disabled peers. In reviewing standardized and non-standardized assessments and other data, programs, interventions, and teaching practices will be examined and refined. As part of this monitoring and evaluation process, school administration in conjunction with special education and general education staff, will on a regular basis review data together and make adjustments as data indicates. At the end of the school year, TCAP scores will be examined for both general education and special education students to examine the successes of SPSTN in closing the achievement gap.

### Section 504 Monitoring and Implementation

SPSTN recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPSTN. A student who has a physical or mental impairment that substantially limits one or more major life activities has a record of such an impairment or is regarded as having such an impairment is eligible for protections under Section 504.

A 504 team is assembled by SPSTN's 504 Coordinator or other designated staff and includes the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and

appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by SPSTN’s professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Director ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that she or he reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student’s file. Each student’s 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **English Learners**

SPSTN’s EL program will meet all applicable legal requirements for English Learners (“EL”) with state board policy 3.207, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to the annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

SPSTN will comply with all applicable federal and state laws concerning services and the education of EL students. SPSTN will adopted policies and procedures ensuring the:

- Identification of EL Students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

Under the management of school administration, SPSTN-EA will take an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire teachers with EL endorsements. SPSTN will comply and make it a priority to ensure the correct ratio of EL students to EL-certified teachers. SPSTN will also ensure that EL students receive the state requirement of at a minimum of one hour per school day instruction from a licensed EL teacher. The school administration team, or designee, will monitor attendance at professional development activities to ensure that such teachers remain current on all updates and new EL training to ensure the best outcomes for our students.

### **Identification Methods (Avoiding Misidentification)**

#### **Home Language Survey**

SPSTN administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

## **W-ACT and ACCESS**

All students who indicate that their home language is other than English will be tested with the W-APT and Assessing Comprehensive and Communication in English State-to-State (ACCESS) for ELs 2.0.

SPSTN will notify all parents whose students qualify for the ACCESS assessment of its responsibility for ACCESS 2.0 testing and of ACCESS 2.0 results. According to the TDOE, when a student reaches proficiency in all four language areas of the assessment, he or she exits from the program. These results will be continuously reviewed with the EL committee and ILP teams, respectively, throughout the school year.

## **Plans for Individual Learning Plans (ILPs) and Equitable Access**

SPSTN will create an environment in which non-English speaking families feel supported and welcomed. SPSTN will employ bilingual staff whenever possible, and all communication materials for parents and guardians are available in English or other home language. All meetings that involve parents or other members of the community offer the appropriate translation services as needed.

Administrators, teachers, and paraeducators (including instructional assistants and tutors) will be supported by Springs Charter Schools' IL Specialist. Support will include professional development in assessment, intervention strategies, and curriculum and instruction accommodations for English Learners. Teachers engage in best practices to support ELs, with the specific strategy modified according to the needs of the student. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary that may include: tutors, peer support, and after-school study halls. In addition, students may also be supported daily with a variety of online tools including i-Ready, Rosetta Stone, and Canvas. SPSTN staff will continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities. Instruction techniques, assessments, materials, and approaches are aligned with Tennessee Academic Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to, project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull-out instruction with a focus on academic language acquisition, after-school support, and tutoring.

In addition, the SPSTN instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified EL will be evaluated and placed into one of seven categories through discussion, test scores, and/or other evaluations:

- ELPI Level 1 students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- ELPI Level 2L: students who use short English sentences to communicate personal needs, ideas, and opinions. ELPI Level 2H: students who use more detailed English sentences to communicate in some content areas. ELPI Level 3L: students who communicate in all content areas, but need picture support for technical texts.

- ELPI LEVEL 3H: students who begin to identify and use language subtleties in all content areas.
- ELPI LEVEL 4: students whose English communication in content areas contains minor errors that do not impact meaning. Students are ready to reclassify.
- EL with Learning Differences: students whose learning differences noted in their IEP impact their EL status. This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that their fluency rate increases.

### **Monitoring and Ongoing Evaluation of Program Effectiveness (Including Exit Planning)**

EL Students are assessed on English language proficiency level the spring annually. EL students will be exited from the EL program in alignment with the state policy of reclassification. According to the state policy, students will need to achieve proficiency in the four areas of writing, reading, listening, and speaking in order to achieve proficiency. The assessments used to determine reclassification will be the WIDA ACCESS for English Learners 2.0 assessment.

Students who do exit EL direct services will then move into a four-year transition period to ensure long-term success. This allows staff to intervene immediately if students show a regression or need for additional EL supports.

SPSTN staff will monitor and support reclassification efforts of ELs on a continuous basis. ELA lead staff will coordinate/conduct EL professional development, administer assessments, coordinate additional EL interventions, and support all content areas with EL strategies. Finally, the administration monitors teacher qualifications for legal compliance and the availability of adequate resources.

SPSTN's evaluation for the program effectiveness for ELs includes:

- Adhering to SPSTN-adopted academic benchmarks by language proficiency level and years in the program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of longitudinal reclassification data.
- Monitoring of availability of adequate resources.

### **Students who are At-Risk**

SPSTN believes that both the confidence and the motivation to learn are fostered by providing the student with curricula appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his or her full potential. In order to directly support at-risk or low achieving students, the credentialed teacher, parent(s), and the student will collaborate to design the optimal personalized learning plan. SPSTN is designed to provide a rigorous and personalized school experience within each student's familial culture and support. SPSTN's community of leaders, teachers, students, families, and the public will collaborate to ensure that all students are growing and achieving.

## **1) Identification**

Students are assessed upon enrollment to SPSTN to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics through the RTI<sup>2</sup> process. With the information from these diagnostic assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan is established which optimizes the student's chance for success.

Universal screening is used to identify student support needs and to set personalized learning goals for every student. The universal screening will not identify why students are underperforming or at-risk; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at-risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered system of supports (Tier I, Tier II, and Tier III).

Universal screening measures for all SPSTN students:

- I-Ready for grades kindergarten through grade 8
- Tennessee Comprehensive Assessment Program (TCAP)
- Curriculum-based assessments that are part of the student's instructional program
- Teacher and parent observation, student work samples
- Discipline Report

## **2) Parent Notification and Involvement**

Both the administration and teachers will contact parents of at-risk students in a responsive and timely manner. The teacher will be the main point of contact between family and school. Teachers will communicate with parents both formally and informally, in person and by telephone. Teachers will examine students' grades formally each month with the student at the regular homeschool meeting or at an academy advisory meeting. Low-achieving students with <74% in any academic class will be identified.

The credentialed teacher remains in close contact with the family and proposes any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the teacher meets with the parent(s) and student to discuss the situation and advise them on how to better achieve and support learning.

## **3) Supports**

The school's philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their student's academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly-scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or teacher observation, interventions to the curriculum and/or instructional delivery



will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student:

#### Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First-through-third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth-through-eighth grade students should spend two hours per day in ELA and one hour in math per day.

Consider the following strategies to increase time and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of time)
- Time of day - schedule assignment at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning or after medication)
- Breaks (specify the number and length of breaks for students, during the performance of assignments)
- Multiple days (provide assignment in sections over two-or-more days (e.g. one section or question of the task per day)
- Multiple time segments - provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)
- Timelines provided to students to assist them in pacing their work

Springs Charter Schools' special education leadership team will work closely with special education staff in TN to monitor student needs, design programming that meets those needs, and ensure that staffing, curriculum, and instructional materials are available to ensure that students receive the special education intervention services that their IEP identifies.

#### **Students who are Academically High Achieving**

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

**Identification-** High achieving students are identified through the following criteria: Two or more years of scoring advanced on the standardized test instrument, and/or through classroom report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.

**Parent Notification and Involvement-** SPSTN will assist parents through academic screening, counseling, and curriculum choices to support high-achieving students. The school will provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans will be created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed.



The personalized learning plans of high-achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of SPSTN will understand that bright students often have academic gain “sprints,” students who have mastered their grade-level standards will be encouraged to study the next grade level designation. Great care will be taken before deciding to accelerate students, either academically or through a grade level change.

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

**Supports-** SPSTN believes that differentiation is the key to success with high-achieving students. SPSTN teachers will differentiate content, process, or product according to students’ academic level and learning profile. High achieving students will be provided with opportunities such as the next grade level's coursework, high-interest independent study enrichment projects, access to advanced online classes, time and access to concurrent or dual enrollment classes offered at the local colleges.

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## 1.10 School Culture and Discipline

In this section:

- (a) Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families.
- (b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.
- (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.
- (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.
- (e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).
- (f) If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:
  - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
  - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;
  - An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
  - The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and
  - How students and parents will be informed of the school's discipline policy.

At Springs, we believe that all children are innately curious. This means that they learn because they want to learn, not because they are going to be rewarded or punished. In addition, we believe there is a strong human drive in every person to be competent and successful. SPSTN embraces the notions that people who understand how they think and work, and people who are allowed to function within an environment that nurtures learning and individual growth, learn more and continue learning for a longer period of time.

At Springs, our culture begins with this philosophy, and our philosophy informs all teacher decision-making. We believe that a child's self-esteem and attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive self-esteem and attitude are strongly influenced by success. For this reason, our teachers establish these cultural practices in the classroom:

1. Accurately assess and place each child in the appropriate course/curriculum for his/her skills. The content should be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her initial skill set.
2. Focus on the goals of mastery and understanding within each discipline, not punishment. Children should be encouraged to keep working on a skill until it is mastered, and they should not be penalized for multiple

attempts at mastery.

3. Timely feedback must be given to the student about his/her progress in such a way that the student will learn and grow from it. Further, we believe children should be actively involved in evaluating their own progress -- they should be called upon to reflect, given tools such as rubrics, pre-assessments, and other means of identifying their strengths and weaknesses -- so they will be more able to make the adjustments necessary to succeed and achieve at high levels. Teachers should understand that helping a child identify their own strengths and weaknesses in a particular task or topic is perhaps the most important service they provide their students.
4. A caring community is established with many people who have tangible roles in supporting the child's efforts towards mastery including parents, peers, teachers, and all staff at the school.

A recent growing body of research has cast doubt on the wisdom of giving an extrinsic reward (such as a grade) for a task that a person should be intrinsically motivated to do. In fact, people become less motivated to do a certain behavior if they are rewarded for it. An example of this is reading incentives. Reading incentives are designed to encourage children to read more so that they will improve their reading, but this can lead to the child not valuing reading. (eg/ If they have to give me something to make me read, it must not be worth doing without a reward.) For this reason, setting extrinsic rewards for high-level tasks (those that should be intrinsically motivating) should be approached with caution. Of course, in order to become skilled at a number of academic endeavors, a person may need to do a great deal of rote drill and practice. These activities are probably not intrinsically motivating and can benefit from rewards of some sort.

Springs develops its practices based upon the concept of intellectual integrity through the guided use of intrinsic motivation and metacognition. Our goal is to prepare our students for a successful life in the real world. In the adult world, ability, character, and mastery are what matters, not an arbitrary set of averaged "grades".

Quite simply, at Springs our goal is for students to become responsible to own their education. Our teachers and parents are coaches, mentors, guides, and resources. Consequently, evaluation of work in a course is based on a combination of traditional assessment tools and measures as well as:

- creating appropriate goals, focus, or topic areas; self-motivated.
- collecting and ordering information that fulfills goals; using time wisely in class.
- presenting that information with clarity, grace; revision and editing is apparent.
- taking risks and showing initiative.
- participating, voluntarily and when called on, in collaborative projects and activities (class discussions, response groups, peer editing, readings, email responses).
- clearly reflecting on your learning using metacognitive tools such as asking questions, problem-solving, adjusting your time management, record-keeping, note-taking, or organization to be successful as a learner.
- up-to-date with required assignments: Completing assignments with care, quality, and insight: points, Students and teachers collaborate to create and use rubrics for projects, grading periods, and portfolios. Rubrics clearly articulate criteria so that a common ground exists for students and teachers.
- Student/teacher tuning meetings and student reflection inform the evaluation process.

- Student-Led conferences with parents. Students analyze and prepare their progress to present to the most important people in their lives- their parents. Springs parents are always welcome and encouraged to participate at our school to support and encourage their children and the whole learning community

*"I do not try to dance better than anyone else. I only try to dance better than myself."*

*Mikhail Baryshnikov*

We will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school by establishing a warm and welcoming school environment. We establish this community in a variety of ways including with the implementation of a schoolwide behavior system and restorative practices. These systems support students in taking responsibility for their part in the community and in their learning. Our mission is to develop self-motivated, independent learners who have agency. The school cultivates this culture not only by developing a warm and welcoming environment but also by implementing the mastery learning model with a focus on personalized learning. Students, in this model. Take control of their own learning through the mastery cycle which includes student goal setting, practice, and demonstration of knowledge. Student voice and choice are an integral part of Springs' curriculum and classroom lessons. Choice is proven to be motivating and when we develop students who are intrinsically motivated, we create a culture of independent, student-driven learning.



A Caring Community is one of our pillars of personalized learning. We believe the best learning relies on a caring community where all students are celebrated, included, and supported through personalized learning. Personalized learning starts by developing a caring community. AT SPSTN-EA we will value and respect each individual by believing in their potential and developing relationships based on mutual trust and respect. SPSTN-EA teachers have the responsibility to model this behavior and create opportunities to explicitly teach these skills to students. "Caring Community" includes recognizing that not all children learn in the same

way or at the same pace. Teachers must develop relationships with students to understand how they learn best and what their interests and passions are to weave these into their learning opportunities. Teachers will receive ongoing training and support for creating a caring community including during new teacher training and our annual back-to-school event. Teachers receive explicit training related to classroom management and designing a personalized learning classroom. Please see Attachment W.

In addition to teacher training we will offer training and support for administrators and parents. We will provide a variety of parent training opportunities including at our annual back-to-school events. We consider parents and guardians our education partners and as such, they are also a part of the community. Clear communication, expectations, and opportunities for parental involvement will help sustain the desired school culture.

When students enter mid-year, teachers use peer models to help new students adjust to their new environment. Best practices such as daily community circles promote a welcoming environment and provide students with regular opportunities to learn about each other and to grow as a classroom community. New students are welcomed into the community from the moment they enter the classroom and participate in the class community circle.

SPSTN-EA implements the TN MTSS Model which includes clear behavioral and academic expectations for all students including students with special needs. The Multi-Tiered Systems of Support include RTI<sup>2</sup>. The school will embrace all learners including students with disabilities, English Learners, and students at risk of academic failure or dropping out. Some students may need more intensive interventions in order to safely or confidently integrate into the classroom. The MTSS Model including RTI<sup>2</sup> provides a framework for supporting all students. SPSTN-EA will emphasize the use of research-based Tier 1 first best practices for behavior and instruction. When all students receive high-quality instruction using TN State Standards in a positive behavior environment, we begin establishing a positive school culture that embraces all students including students with disabilities, English Learners, and students at risk of academic failure or dropping out.

We will train faculty and staff on restorative practices and PBIS so that they are equipped to address all levels of need in the classroom in a positive and productive manner. These systems support teachers in setting clear expectations and building Tier 1 classroom management routines and practices. We will also train faculty and staff on additional interventions that may be in place for students with special needs.

PBIS framework is a proactive, problem-solving approach where we teach all children to understand the impact their behaviors have on them, their peers, and the world, including students with special needs. Restorative practices are used to strengthen relationships between individuals as well as develop social connections and communities. All students including students with disabilities, English Learners, and students at risk of academic failure or dropping out are part of the school and classroom community.

We embrace all learners and provide support for every student through personalized learning "Power Hour" and small group instructional practices. Every child has personalized learning goals as part of their Mastery Learning Path including Special Populations. Personalized goals may be academic or behavioral and are designed to support in just the right way. Our ability to personalize learning that directly meets the specific needs of each student is the key to developing a caring culture that promotes independent learners.

See Attachment B for a template of the Student Handbook and forms and Attachment C for the Student Discipline Policy. A Tennessee-specific handbook will be developed and shared as part of the registration process with families along with posted on our school's website for student and parent reference. The document will be available translated for families as needed.

The document as well as SPSTN's approach to school culture revolves around our belief that all students have unique needs and that expectations should be positive and must be taught. This is inclusive of special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out. Just as academic skills are taught on an individual basis, we believe that students must be taught how to be successful within the school community. Within the Springs community, all members are expected to teach, model, and display mastery of respectful, responsible, and safe behaviors.

Our focus for all students is I CAN! be Respectful, I CAN! be Responsible and I CAN! be Safe.

Student expectations are clearly communicated to all students and apply to the following settings 1) within the classroom setting, 2) while on school grounds, 3) at school-sponsored enrichment activities, and lunch periods, whether the student is on or off the school campus, and 4) during, going to, or coming from a school-sponsored activity.

Disciplinary consequences and interventions are made in response to some sort of student misconduct /behavior incident. Not only are these situations complex, but understanding that consequences and interventions represent “teachable moments” is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of prosocial behavior. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn prosocial strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs.

Ongoing and upon enrollment throughout the school year, classes will be reminded and instructed on what it means to be Respectful, Responsible, and Safe. From school-wide assemblies, classroom presentations, interactive demonstrations, and guest speakers, a variety of modalities and mediums will be used to ensure that all students, inclusive of all special populations, are both aware of and including the understanding and building of a safe school environment. Using processes and practices such as restorative justice, Social Emotional Learning (SEL), peaceful playgrounds, and others will allow students to both understand the culture of positivity and inclusivity we pride ourselves with at SPSTN and also allow students to understand their important role in this community. To see a video detailing our restorative justice philosophy, click [here](#).

Also on an ongoing basis, teachers and school staff will be provided training and opportunities for professional growth in the areas of SEL, restorative justice, peaceful playgrounds, and classroom culture to better support students at SPSTN. Parent information meetings and training will also focus on these areas to ensure all stakeholders are represented and informed.

In addition to what is covered and included in the SPSTN Student Discipline Policy and Handbook, information regarding suspension, expulsion, and student disciplinary procedures is included in Attachment C.

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## 1.11 Recruitment and Enrollment

In this section:

- (a) Provide as **Attachment D** the proposed school's Enrollment Policy, which should include the following:
  - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
  - Nondiscriminatory admission policies, pursuant to T.C.A. §49-13-107;
  - Any proposed articulation agreements, pursuant to T.C.A. §49-13-113;
  - Identification of any pre-admission activities for students or parents;and
  - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- (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?
- (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.
- (d) Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- (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.

SPSTN will use the following recruitment plan, along with the measures outlined in section 1.12.

The northwest communities of Rutherford County (i.e. Smyrna and La Vergne) are a growing area with a diverse and rapidly changing population. SPSTN has met and worked with parent groups in Rutherford County and has set up and advertised meetings in the northwest areas of Rutherford County. These meetings have been advertised in both English and Spanish in order to ensure equitable access for all members of the communities SPSTN wishes to serve.

Students admitted to the charter should understand and value the school's mission and be committed to the school's instructional and operational philosophy. Prospective students and their parents will be briefed regarding SPSTN's instructional and operational philosophy and will be informed of any student-related policies. The charter has established an annual recruiting and admissions cycle which includes: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery 7 days following the close of the application period if necessary, and (5) enrollment.

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend SPSTN exceeds the charter school's capacity, a public random lottery

will be used to determine those selected to attend, with the exception of existing students, who are guaranteed admission in the following school year. Admission preference in the case of a public random drawing will be granted in accordance with proposed articulation agreements, pursuant to T.C.A. §49-13-113. (See Attachment D for further information.)

### **Student Cumulative Records**

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.S. §1232g. The Charter will not request a pupil’s cumulative records, nor require a parent /guardian/pupil to submit cumulative records to the charter school before enrollment.

### **Recruitment Beyond Year One**

After the establishment of the school, SPSTN will continue its recruiting efforts to ensure enrollment projections for continued scale growth are met year after year. A focus of this ongoing publicity of the school and its presence in the community will be geared towards community involvement and presence. Finding ways to give back to our local community with time, talents, and resources will be a commitment of the school for years to come. SPSTN believes that the best way to increase awareness of the school and recruitment of students and families is to become a part of our local community all year long.

In order to ensure enrollment targets are met, SPSTN staff and board members will actively and consistently advertise and promote the school in the community and beyond. In addition, subgroup enrollment data will be monitored and reflected upon over time to ensure that SPSTN is reaching a similar community representation of its neighborhood and Rutherford County overall.

SPSTN plans on offering community open houses and tours of its school campus for interested families to continue to enroll. Positive word of mouth and promotion from current students, families, and staff will also add in SPSTN’s ongoing recruitment efforts.

## 1.12 Parent and Community Engagement and Support

In this section:

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

The planned community outreach program will include, but not be limited to:

- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families
- The development of promotional materials, such as brochures, flyers, advertisements and media press kits that appeal to the racial and ethnic groups represented in the local district
- Visits to local preschools, community centers, religious organizations, Chambers of Commerce and community organizations to publicize the school
- Distribution of promotional material to local businesses, libraries, and community organizations
- Cultivation of a media presence by inviting local television and print media to learn about the instructional programs
- In-person and virtual informational meetings on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the programs, culture, curriculum, mission and vision of SPSTN
- Social media presence on all relevant sites, including outreach and educational information
- Full website with information and videos about SPSTN overall, programs offered, and activities for students/parents
- Open Board meetings which are publicized to welcome community input
- Advertising and Public Service Announcements in local communities which include shopping cart ads, movie theater ads, television and radio commercials, and the like

SPSTN will document its outreach efforts and results and utilize this information to refine its outreach efforts to achieve racial, socio-economic and ethnic balance of its student population.

During local meetings with community members and parents, the SPSTN program was shared, questions about the plans were discussed, and feedback was obtained and incorporated into this application.

The primary goal of SPSTN is to maximize learning opportunities for students and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. SPSTN allows for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with teachers to tailor the learning plan to the individual needs of their children. Because of our school's unique system, a "one-size-fits-all" curriculum is not mandated. Through the individually assigned teachers, we provide training for our parents in curriculum choices, learning styles, computer literacy, and other areas as needed. On an ongoing basis, parents will be informed and educated on all school policies and ways to make a positive impact on their child's academics and school as a whole.

### **Parental Involvement and Engagement**

All SPSTN families will annually receive an updated parent handbook which will include all policies and procedures including any updates that are made. Board meeting schedules, policies, and governing documents will be accessible on the school's website for parents and community members to access at any time. SPSTN will also conduct parent informational meetings with school leadership in formal and informal methods throughout the planning process of the school and ongoing thereafter. These meetings will also be a place for policy information and clarification for families.

All parents will be encouraged to participate in both academic, policy, and extracurricular capacities. Parents will be integral to development opportunities (parent certification, parent training conferences, etc.), school committees, volunteering on-site, and Personalized Learning Plan Meetings.

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the Board of Directors on any and all matters related to the strengthening of the SPSTN community. Parent participation will play a vital role in the effectiveness of our program. In addition to encouraging parents to serve on the SPSTN Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at SPSTN. The SPSTN administration will maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from SPSTN or school activities due to the failure of his or her parent or legal guardian to volunteer at the school.

### **Evidence of Local Community Support and Feedback**

Included in Attachment E, the support from the local community has been tremendous. In the short time span of a couple months since the announcement of the SPSTN charter application, written letters of support, community feedback, have both far exceeded expectations. Included in the charter application are over 115 letters of support from local community members along with a breakdown of online communications received through various social media campaign efforts in both English and Spanish.

SPSTN believes that the level of community engagement and support, as evidenced in Attachment E, far exceeds the level required for community engagement criteria for an application and also is a strong indicator of the school's ability to meet and exceed enrollment projections. To receive the level of interest and demand for this program even before the identification of a location and over a year away from a proposed opening, shows a strong likelihood of success.

During communications with Rutherford County Schools district staff, suggestions were made to work with the areas of Smyrna and La Vergne. Based on this feedback and collaboration, SPSTN worked diligently to arrange community and parent meetings in these areas of Rutherford County. Evidence of these meetings and translated materials to meet the needs of various community groups are also included in Attachment E for reference. SPSTN considers the collaboration and feedback response to Rutherford County School district staff and board to be one of the many ways that SPSTN can be a valuable educational partner in the community.

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## SECTION 2: OPERATIONS PLAN AND CAPACITY

### 2.1 Governance

In this section:

- (a) Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.
- (b) Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.
- (c) How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.
- (d) Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. §49-13-111 (o) requires annual board training, as certified by the Tennessee Charter School Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.
- (e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.
- List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

Chair Full name

Current job and employer

Area of focus/expertise

Please include the following governance documents as Attachment F:

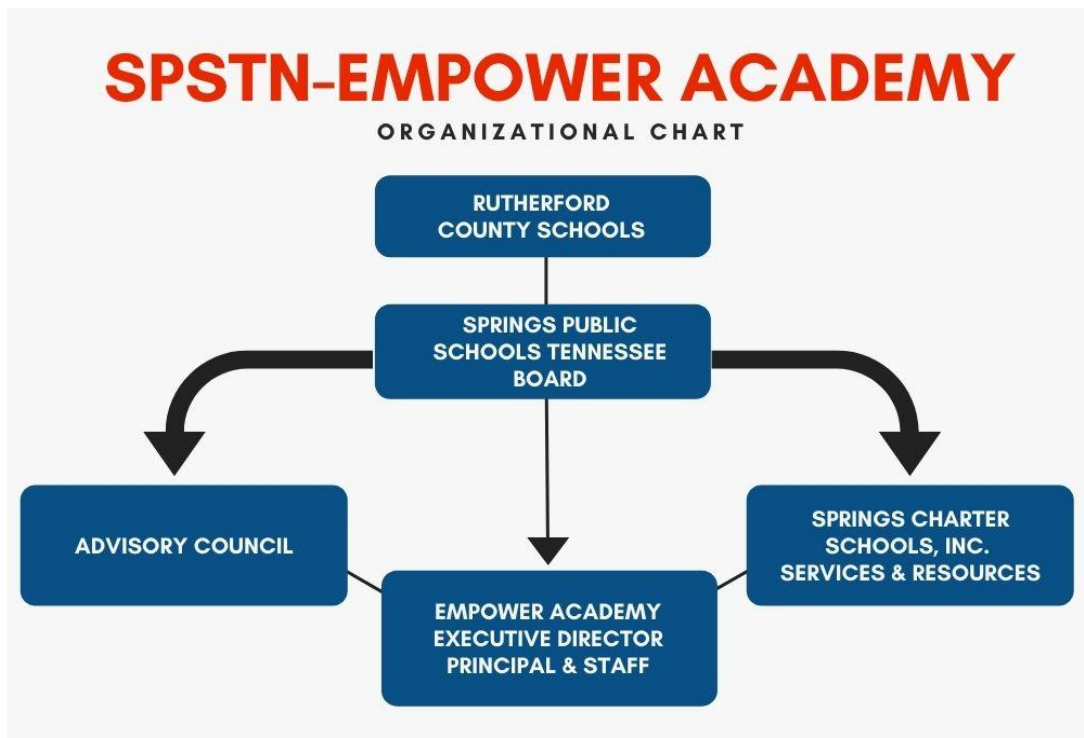
- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws
- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board member resumes or biographies
- F7. Board policies (including frequency of meetings, open meetings and open records)

Springs Public Schools Tennessee (SPSTN) has been organized as a Tennessee nonprofit corporation and will operate as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). As defined by the proposed bylaws (attachment F3), SPSTN's governing board will consist of a minimum of five (5) members who will be selected based upon their qualifications, experience and willingness to support the educational model offered by Springs. For details of board policies, by laws, and meeting requirements, please see Attachment F.

The Board will hold all meetings in compliance with the Tennessee Open Meetings Act. As such, meetings will be open to the public and properly noticed. The Board will adopt a calendar of regularly scheduled meetings and the calendar will be posted on the school's website.

SPSTN's Board (the Board) will be a policy-making Board and ultimately responsible for the academic performance, operations and governance of Springs Public Schools Tennessee. The Board shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Board will oversee financial

management of the school and approve the school budget. The Board will also regularly review and approve the organization’s goals and objectives. The Board’s primary role is to provide oversight, while entrusting the day-to-day operations of the school to the Executive Director. The Board’s major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, overseeing the school’s fiscal affairs, approving the selection of the Executive Director, and ensuring that all provisions of the Tennessee Charter Schools Act will be followed. The Executive Director will have the authority and responsibility of managing the day-to-day operations of SPSTN including the selection of administrative, certificated, and classified personnel.



Recognizing the importance of community involvement and support, as well as guidance and mentorship from experienced charter school leaders, Empower Academy will rely heavily upon input from their Advisory School Council as well as receive services and resources from Springs Charter Schools, Inc., as depicted in the above organizational chart.

The Advisory School Council will exist to ensure a collaborative process whereby the interests of parents, community members, and other stakeholders are being considered. This council will meet regularly to discuss student achievement, curriculum, safety, and discipline as well as other areas of interest. This information will be shared with Empower Academy’s staff and the Board of Directors in order to be included with the school’s strategic planning and accountability.

Springs Charter Schools, Inc. will serve as a tremendous source for services, resources, and mentorship to Empower Academy. With over twenty years of successful charter school operations of one of California’s largest charter schools network, Springs Charter Schools, Inc. has a robust collection of standards-based curriculum, personalized learning course development, and strategies, as well as the knowledge of one of the premier charter school leaders, Dr. Kathleen Hermsmeyer.



School-wide, Executive Director, and Board of Directors' goals will be established upon approval of the charter and will be reviewed annually in publicly held meetings. Refinement of goals, as deemed necessary to improve performance, will occur. Additionally, the Executive Director will provide communication regarding the school's progress on academic goals and day-to-day operations in regularly scheduled board meetings. All board meetings will include academic, operational, and financial updates to ensure the school is successful in meeting the needs of all students.

The Springs Charter Schools network has a long history of success and has made many friends over the years. Our founding board was formed from a small group of passionate supporters who believe that Springs' model is needed in Tennessee to produce citizens who not only have academic skills, but lifelong learning skills and enthusiasm for their futures. Our board is driven by the Springs vision of empowering students, personalized learning, and bringing improved opportunities to the Rutherford County community.

SPSTN's Board of Directors will develop over time by initially seating five board members, leaving room for additional seats to be filled by parents or other interested community members at a later date. This will allow for local parents and local community members to fill additional seats once a facility location has been determined and enrollment has begun. Ensuring that local representation is included in the Board structure is a priority of SPSTN. In addition to these groups of individuals, the Board may also seek out and add additional members with educational, financial, legal, and community expertise. Board members' terms will be staggered to allow the opportunity for new members to assume Board seats and to prevent a full turnover at the end of a term. The school will actively recruit to fill Board vacancies, as they occur, through communication with parents and community members. Such communication will include, but will not be limited to, online newsletter announcements, website posting, and providing information to community and advocacy groups in an effort to solicit highly qualified individuals.

SPSTN's Board of Directors will receive initial training to ensure knowledge of their roles and responsibilities as individuals serving on the board. Training will be conducted in compliance with the Tennessee Charter School Center and will focus on: Advocating the Board's Vision, Board Policy and Operations, School Finance, Board/Executive Director Relations, and School Law. Additionally, annual training will occur in compliance with Tenn. Code Ann. §49-13-111 (o) to ensure comprehensive understanding of the requirements and best practices of a highly functioning charter school board. Evidence of such training will be provided to the authorizer as required.

SPSTN will adopt a Uniform Complaint Policy as well as an internal complaint process. This information will be provided to parents upon enrollment and will be available on the school's website at all times. The school will also follow all legal requirements related to any complaints filed by, or on behalf of, any Special Education student.

In the event that a parent complaint cannot be handled internally, parents will be guided through the process of filing an official grievance through the Uniform Complaint process. Any complaint regarding the Executive Director will be presented to the Board of Directors and will be investigated and reported by the Board Chair. Additionally, all meetings of the SPSTN Board of Directors will be open to the public and include the opportunity for parents or community members to speak freely for an established period of time on any subject matter they choose.

SPSTN Board Directors (please see Attachment F.6 for additional information):

**Chair - Delaney Drake**

Head Farmer/CEO of Ewe and Me Creamery  
Passionate supporter of parent-choice education.

**Vice-Chair - Joshua Haydon**

Entrepreneur  
Volunteer at the Tennessee Suicide Prevention Network and proud member of the Free & Accepted Masons.

**Board Director - Jennifer Mejares Pham**

College Admissions Counselor - Emerson Royce Group  
Dedicated professional helping students with college and career planning and college acceptance.

**Board Director - Abigayle York**

Education  
Advocate for personalized learning and Montessori style education; FRG (Family Readiness Group) organizer for the United States Army.

**Board Director - Carrie Davis**

Self-employed/Undergrad Student  
Local community member interested in educational options for students; seeking a law degree

## 2.2 Start-Up Plan

In this section:

- (a) Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. If you are the sponsor of an existing school in the ASD, in lieu of the foregoing, attach a copy of your School Exit Plan.
- (b) Describe what you anticipate will be the challenges of starting a new school or transitioning to your home LEA, as applicable, and how you expect to address these challenges.

The Springs network of schools has successfully opened and operated six thriving public charter schools beginning 22 years ago with an enrollment of just 17 students, building to almost 10,000 today and featuring 21 separate student locations. Over this time, Springs has built significant institutional knowledge, tools, and leadership aimed at ensuring strong starts for all schools each year. While SPSTN-EA is a new independent school outside of the Springs network per se, the experienced Springs team will provide the critical foundation for SPSTN-EA's start-up phase.

The following detailed timeline outlines the start-up process for SPSTN-EA:

### 12-18 Months Prior to Launch

- The primary focus during this initial period is ensuring that the new organization and its Executive Director have a framework for ongoing operational support from the Springs Public Schools, Inc. main network and its personnel. Because the majority of activities occurring in the 12-18 months prior to the opening phase will utilize current Springs network employees with costs deferred until after operation begins, the majority of these start-up costs will not impact the start-up budget year.
- During this phase, SPSTN-EA will also focus on identifying a facility solution from where to launch the new school as well as how to support the growth of the school. Our Springs facilities team has already identified several potential sites that can be available for our opening year and beyond.
- SPSTN-EA will begin engaging with the community early with a focus on grassroots stakeholder involvement and concerns, which will help guide our team in ensuring community needs are met. SPSTN-EA, led by the community engagement team, will spend time communicating the school's mission and how families can apply.

### 6-12 Months Prior to Launch

- SPSTN-EA will hire and onboard an initial Site Facilitator to assist the Executive Director with operations, management, and on-site support. The Site Facilitator's focus will be on preparing for launch, ensuring facilities are obtained and made ready for operation by opening day, and becoming familiar with the Springs instructional model and operational approach.

- At this point, any facility project will be well underway with a target completion of two months prior to the first day of school.
- Additional early activities during the “Year Zero” planning phase will be supported through federal Charter School Program funding which will be applied for and is anticipated to be received during this period. Additional fundraising may be utilized to support early hires and other pre-opening expenses.
- Teacher recruitment will formally begin in January 2023 prior to opening.

**0-6 Months Prior to Launch**

- Final teacher and staffing hiring will occur.
- Complete building construction and renovation.
- Final student outreach, lottery, and enrollment will be conducted.
- Host family orientations.
- Manage all procurement including curriculum, technology, and furniture.
- Set up building.
- Executive Director will begin welcoming staff and providing staff professional development.

**Key Challenges**

Opening a new school is challenging, but the Springs network has been preparing for growth for many years and has built up operational and academic strengths to address these. Top challenges will include facility planning, student outreach, maintaining a high academic bar as a new school, and maintaining a strong culture of high expectations for all.

SPSTN-EA anticipates several challenges in starting a new school. However, we are prepared to address these challenges which include staffing, facilities, and student recruitment, as follows:

Challenge	Plan
Expanding the Springs network into a new independent Tennessee organization.	The Executive Director of SPSTN-EA is an experienced leader and educator, familiar with the Springs instructional model and design. Working collaboratively with Springs Charter Schools, Inc. on a contracted basis for support services, we will utilize the experience of the Springs team to ensure rapid and accurate implementation of SPSTN-EA.
Start-up funding is limited so it is difficult to find a facility that meets all requirements to operate as a school and the funds to build out an acceptable facility.	Our Springs Public Schools, Inc. facilities team has been diligently seeking potential facilities and has already identified multiple potential sites for the SPSTN-EA program both at inception and as the school expands. All lease agreements will be structured to include all necessary tenant improvements and defer payments until cash flow allows.
As a new school in the Rutherford County areas, we anticipate challenges in spreading the word about our SPSTN-EA program and drumming up new enrollment.	Student recruitment challenges will be alleviated by a robust recruitment and marketing plan, capitalizing on the marketing expertise of the Springs network. We are cautiously optimistic that through a combination of media vectors, we can reach all or nearly all Rutherford County families that are seeking additional educational choice for their children.

## 2.3 Facilities

In this section:

- (a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.
- (b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.
- (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.
- (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.
- (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.
- (f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.
- (g) Broadly describe a contingency plan, should your facility fall through.
- (h) List any properties you may have already identified as suitable to meet the proposed school's facility needs.

### **School Facilities - Classroom Count and Indoor/Outdoor space per Student**

The student enrollment plan envisions approximately 150 students in grades K-8 in year 1 (2023), growing to approximately 800 by year 8 (2030). With approximately 25 students per classroom, 6 classrooms will be required in year 1 growing to 32 classrooms in year 8.

All facilities will be in compliance with the State of Tennessee's Comp. R. & Regs. section 0520-12-01-12 PHYSICAL FACILITIES, which requires 30 square feet of classroom space per student. Any Career or Technical classroom spaces (though none are currently envisioned for the K-8 student population) will provide 60 square feet of classroom and laboratory space per student, or a dedicated laboratory space with 30 square feet per student will be provided for Career, Technical or Laboratory classrooms within the same facility. In addition, outdoor recreation spaces will provide a minimum of 50 square feet per student in compliance with section 0520-12-01-12.

Typically, a pair of classrooms with students of equivalent age and grade will share a common area of a size suitable to accommodate both classroom's students in a shared activity with both teachers and/or classroom aides present.

### **School Facilities - Science, Art, Media, and Computer Laboratories**

Science, Art, Media, and Computer workspaces or labs with dedicated equipment, furniture, flooring material, safety appliances, lighting, etc., will be designed to accommodate an entire single classroom's student population at one time and will be of a similar size (or larger) to a traditional classroom, as required by the intended purpose of the space. Note that these students will not be continuously occupying these spaces during the school day, but will transition from their usual classroom to the lab or workspace when required by their academic program. It is

expected that approximately one dedicated Science, Art, Media, or Computer lab or workspace will be available for each group of 6 classrooms. Thus in year 1 a single lab or workspace will be available, growing to 4 labs by year 8.

### **School Facilities - Physical Security, Safety, and Accessibility**

The overall physical plant of the facility will be configured to provide the greatest possible safety, security, and accessibility for students, teachers, and administrative staff at the school site. This would be the case for a purpose-built school site or one created by the school by modifying an existing facility with tenant improvements.

All such designs or tenant improvements would be created by a licensed architect and would comply and include the input and oversight of local agencies including the city, county, or state Building and Safety, Planning, Fire Safety, and Police departments, as applicable. In addition, all methods of egress and accessibility would be reviewed and approved by the local jurisdiction in compliance with the federal Americans with Disabilities Act (ADA).

#### **Physical Security**

The physical security of the school site begins with site selection. Ideally, the site has one or more buildings with significant setbacks from public rights of way (roads or sidewalks) and other buildings with dissimilar uses. Subject to local Planning rules, a decorative steel or iron fence at least six feet in height would ring the campus and constitute the first layer of defense for students and staff inside. If the building(s) or classrooms can be configured to egress students and staff to a central courtyard away from the perimeter fence, then the building walls and windows (with suitable treatment) between the students and perimeter fencing constitute a very desirable second barrier to unauthorized access. Ideally these two barriers, however implemented, give staff time to respond to unauthorized access via established and regularly rehearsed lockdown procedures. This early warning would be improved by the use of closed-circuit television (CCTV) cameras and displays that can give staff and law enforcement vital information in an emergency scenario.

#### **Facility Safety**

Facility safety encompasses all aspects of safety preparedness including fire prevention, mitigation and notification, managing weather phenomena (tornados, hurricanes, flooding, etc.) seismic activity, and other natural or man-made disasters such as train derailments or loss of electricity or other vital utilities. As part of the design of a new facility or the substantial improvement of an existing one, an automated fire safety detection, and notification system would be implemented in all student and staff areas as required by local ordinance and/or the State of Tennessee. This would include smoke detectors in all classrooms and staff areas as well as in HVAC ducting, emergency pull handles, and both visible and audible fire alarms for the sight or hearing impaired.

Likewise, any and all systems as required in local or state building codes would be implemented or best practices followed with local, state, and federal agencies including fire, police, local health departments as well as the Tennessee DOT and federal agencies including the FAA, the FRA, and FEMA.

#### **Facility Accessibility, Convenience, and Privacy**

All school facilities would be compliant with the Americans with Disabilities Act including all areas of access or egress, including ADA parking, path of travel striping, and the use of truncated domes, etc., at building entrances and exits in compliance with local, state and federal law. Site selection for either new construction or tenant improvement of an existing facility would ideally be on a single level as this simplifies egress both in daily use and in the event of an emergency. Existing construction in a multi-story configuration is less desirable for student use,

however they can be made safe for all students including those with disabilities with appropriate ramp systems, elevators, and multiple egress paths to safety.

### **New Construction - Restrooms**

New construction would be designed with multiple single-occupant wheel-chair compatible restrooms containing a single commode and sink meeting all ADA requirements including heights, distance from walls, door widths, grab bars, plumbing coverings, turning circles, etc. Single user restrooms would be grouped and be placed adjacent to classrooms with students of a common age and grade. Single user restrooms for adult staff would be located in shared staff areas and adult staff would be prohibited from using student restrooms.

### **Tenant Improvement of Existing Structures - Restrooms**

Tenant improvement of an existing structure would be done with the services of a local architect and in full compliance with all local building, planning/zoning, fire safety, and ADA requirements. Though traditional multiple-user restrooms are less desirable than single-user restrooms, they can be used if best practices are followed to prevent bullying and other undesirable behavior by students. This includes floor-to-ceiling privacy dividers in stalls, segregating students by sex and age groups so that older and younger students do not share a single restroom and careful supervision of students by adult staff.

Since single-user restrooms take up significantly more floor space than shared-use restrooms per student occupancy, it may not always be feasible to replace these traditional restrooms. But where feasible, replacing shared-use restrooms with single-user facilities would be included in any tenant improvement plan.

### **Facility Planning Leadership Team**

The school's Facility Planning team includes staff with more than 15 years of experience constructing 24 school sites with over 40 buildings in rural, suburban, and high-density city locations serving over 10,000 students and 1000 staff. In each case, the Facilities team worked in concert with local city, county, and State Planning, Building & Safety, Fire Safety, and Public Works authorities as well as State Departments of Transportation, the Federal Aviation Administration, the Federal Emergency Management Agency, and others.

The Facilities team also has experience with State Environmental Quality Act requirements as they pertain to air quality, water quality, treatment and runoff, and the evaluation and preservation of indigenous people's archeological sites and buildings with specific historic or cultural significance to the local community. Approximately 25% of these 24 schools sites included completely new construction on greenfield acreage, while the majority were retrofits of existing buildings that, in all cases, were not existing school sites and were not zoned for public school use. The Facilities team, therefore, has significant experience with the process of establishing Conditional Use Permits (CUPS) and Building Permits with local authorities and the local community to modify existing building zoning and use to allow construction of K-12 public school facilities.

### **Facility Site Selection Process**

The facilities acquisition process seldom if ever goes to either financial or calendar plan. This is equally true with greenfield construction or tenant improvement of an existing structure. The zoning and conditional use process can be lengthy and building permits may be delayed in a seasonal sudden surge in local construction. The level of economic growth in the area can have a drastic effect on a potential landlord's willingness to wait for progress in the permitting process before they require a school tenant's written commitment to a binding lease.

Thus the school would follow a multiple facility option plan with as few as 2 and as many as 4 competing facility plans, ranked by cost, difficulty, and schedule risk factors.

### **Risk factor ranking**

**Level 1 - Highest Risk** - New construction and a requirement for planning/zoning variance and a Conditional Use Permit (CUP).

**Level 2 - Medium/High Risk** - Tenant improvement of an existing facility requiring re-zoning and a CUP.

**Level 3 - Medium/Low Risk** - Tenant improvement of an existing facility zoned for religious/pre-K educational use but requiring a modification to an existing CUP for K-8 use.

**Level 4 - Low Risk** - Minor (or no) Tenant Improvement of an existing facility already zoned for K-8 education

Even the lowest risk option with little or no renovation will still require bringing an existing structure up to current local, county, and state-building and safety and fire standards including ADA, and thus all options include real obstacles to success.

The school's focus will be to minimize the facilities risk to budget and schedule by pursuing several of these approaches simultaneously.

The school would engage the services of several local realtors in a non-exclusive manner to locate appropriate facility options. With the wide availability of online tools accessible to their clients, modern realtors are more likely to serve in a consulting role as the school's facilities leadership takes the more active role in finding suitable facilities. The local realtor's value increases substantially if they are fully aware of the wide variety of local, county, and state rules and regulations that pertain to facilities used for public schools. This sort of experience is somewhat rare and thus the school's facilities leadership would likely lead the overall effort.

City and county officials can be tremendously helpful in the selection of school facilities. To the extent possible given these officials' workloads, city and county planning, building & safety, and fire safety staff can advise the school on the most appropriate locations and building candidates for occupancy. An early discussion with these staff can reveal several potential candidates, and often can highlight where and what tenant improvements will be required by other city agencies including the Fire Marshall and Public Works.

City and county government officials can also review with the school the conditional use permit process if one is required, explain the Planning Commission hearing process and schedule the CUP application.

A successful relationship with city and county officials can vastly decrease the risk factors to site selection. For example, the school, with the city or county's support, might find a facility that is large enough for the school's operation in years 8-10, but has restroom facilities sized for years 1-3 only. In this event and with a good working relationship with the school, the city or county official might agree to a partial or temporary Occupancy Permit (TOP) and allow the school to use the facility while construction to increase the restroom count progresses.

As this document is written the search for property has already begun. However, until the approval of the charter application itself, SPSTN will continue to keep options open to ensure the best location for the program and families we will serve.



In alignment with the Letter of Intent (LOI) and the enrollment assumptions, targeted locations and facilities will focus on the areas of Northwest Rutherford County, near Smyrna and La Vergne. SPSTN will ensure that the final location is zoned within the Rutherford County Schools boundaries. As stated before, while any student in Rutherford County may enroll, it is most likely that if a facility is located in a certain geographic area, the majority of the student population will consist of local residents.

SPSTN may elect to utilize a temporary location in the early years of growth and later expand to a larger facility to accommodate the entirety of the projected enrollment. Having contingency plans for construction/improvement delays will be included in the start-up planning phase. This temporary facility planning will also allow SPSTN to review specific enrollment trends and possibly secure a longterm facility in an area with the greatest number of local enrollment to support ease of access for students and families.

During the start-up phase of selecting a school facility, SPSTN will look at all viable options in the areas of Smyrna and La Vergne. Historically, Springs has partnered with church locations with vacant classroom space during the weekdays. This has created mutually beneficial opportunities for both Springs and the local community to maximize already existing space. SPSTN remains committed to being an active and positive member in the local community and the facilities aspect of the charter school process will continue to support this mission and vision.

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## 2.4 Personnel / Human Capital

In this section:

- (a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as **Attachment G**. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- (b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.
- (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**.
- (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?
- (e) How will you ensure that teachers are licensed and endorsed in their content areas?
- (f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.
- (g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.
- (h) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.
- (i) Explain whether the employees will be at-will or whether the school will use employment contracts.
- (j) Include a copy of the school's employee manual and personnel policies as **Attachment I**.

SPSTN-EA's structure is designed to ensure school-wide operations and systems work efficiently and effectively for maximum results. The Board of Directors is responsible for oversight to ensure we accomplish our vision and mission. The Executive Director reports directly to the Board and follows all policies set and agreed upon by the Board. In the first year, the school leadership team will be composed of the Executive Director and Site Facilitator, supported by the Springs Public Schools leadership team on a contracted support basis. Additional Site Facilitators will be brought on in subsequent years as the school expands. Full Capacity Organizational Charts are provided in Attachment G.

Our school leader is Jared McLeod, Executive Director. His resume is attached.

Job Responsibilities:

- Manages Board relationships and effectively communicates with the Board of Directors
- Ability to inspire and mobilize both the Board of Directors and school staff
- Fosters a school culture that is inclusive and equitable for all staff, families, and students.

- Evaluate leaders, teachers, and other staff members.
- Discipline students according to school policy and enforce campus rules.
- Collaborate with teachers, parents, and students to provide the best education for each student and assist them in their academic and professional goals.
- Participate in hiring, training, and other employment activities for aides and other staff members.
- Selects and trains staff on assessment tools used by the school in addition to state tests.
- Creates and maintains marketing and fundraising plans for the school.
- Provides guidance and counseling services to students on their academic goals and offers assistance with behavioral modification programs.
- Lead professional development programs for staff and encourage teachers to use the best academic practices.
- Establish curriculum and ensure that guidelines are adhered to.
- Makes all final decisions about hiring and termination of staff.
- Establishes annual and long-term strategy and goals for the school with Board approval.
- Works with Springs support personnel, the CFO/Controller, and the Board to create the annual budget for the school.
- Reviews, monitors, and analyzes all student RTII data, report card data, IEPs, Section 504 plans, student support plans, student safety plans, and any plans related to monitoring the progress of all students' academic growth.

### **Leader Development and Evaluation**

We intend to use Tennessee's TEAM leader evaluation system. The Executive Director, Site Facilitator, and any future leadership staff will be trained in this evaluation system and are responsible for evaluating subordinate existing and prospective staff. The administrator evaluation combines self-reflection, observation, the input of school staff, and student data to rate the overall effectiveness of administrators.

The Executive Director observes schools weekly and is consistently collecting data aligned to the TEAM rubric. These observations are the foundation of evidence for evaluating Principals.

The Executive Director will be responsible for the hiring process, which includes the recruitment strategies and timelines. Upon approval, the Executive Director will begin posting job vacancies on the school's website, Twitter, LinkedIn, and Facebook. The Executive Director will post jobs throughout the school year based on the vacancies and needs of the school and review and interview applications on an ongoing basis. Leadership will also work with Teach for America, the Nashville Teaching Fellows, and other local universities and colleges to recruit and retain highly qualified staff. The goal is to attend as many teacher recruitment fairs as possible throughout the year to look for the best candidates.

The Executive Director will ensure that hiring mirrors the student body and surrounding community by recruiting and hiring within the community being served. The Executive Director and all other staff members will undergo diversity training.

SPSTN-EA will recruit highly qualified teachers to be a part of the teaching staff. Tennessee requires that all teachers who serve in the classroom full time for over 20 consecutive days will be required to hold a minimum of a Bachelor's Degree and a Tennessee Teaching License. Teacher assistants are required to have a high school diploma unless they want to be a highly qualified paraprofessional which requires a score of 456 on the Praxis Core Academic Skills for Educators OR Praxis ParaPro Assessment. All staff, with the exception of the Executive Director, will be employed on an at-will basis. The Executive Director will be employed by a contract with established terms that will be reviewed and renewed, as applicable every year by the Board of Directors.

All candidates must complete an online application, a written performance task, a phone interview, and a face-to-face interview. Once references are checked and teaching credentials are verified, when applicable, the candidate will be given an offer letter. Once the offer letter is accepted, signed, and submitted, the applicant must complete tax information, payroll/direct deposit, I-9 Form, W-4 Form, TCRS Form, Background Check/Fingerprinting with IndentoGO, and certification forms, as needed, which may include enrolling in the teacher education program and/or registering for the PRAXIS. Employment of any candidates is contingent upon the completion and the outcome of all of this information.

If any employee fails to show improvement with a written warning and an improvement plan, prior to a dismissal occurring (see below). However, any behavior that is unethical, illegal, or gross misconduct is grounds for immediate termination without warning.

SPSTN-EA will use the TEAM (Teacher Evaluation Accelerator Model) which is a state-approved evaluation model aligned with Teacher and Administrator Evaluation Policy 5.201. Teachers' evaluations will be based on their type of license and their previous year's Level of Effectiveness Score. Evaluations are both announced and unannounced observations and will focus on planning, instruction, and environment.

SPSTN-EA intends to handle unsatisfactory leadership or teacher performance as well as leadership/ teacher changes with an initial verbal communication documented via email, followed by a written warning accompanied with an improvement plan. Once a teacher or staff member is placed on an improvement plan which includes measurable and actionable steps documented daily or weekly by a coach or administrator, the staff member will be given guidance and expected to make a shift in their performance. The improvement plan will consist of the following components: identified behavior; timeline for the behavior to be corrected; tools to support the staff member to ensure they have the resources and support they need to change the behavior; person(s) involved in supporting the staff member to reach their goal; and clearly identifiable next Steps or potential outcomes if the staff member corrects or does not correct the identified behavior.

Once the improvement cycle is over, if improvement is demonstrated by staff members based on the goals outlined in the improvement plan within the agreed-upon timeframe, the teacher or staff member will be released from the improvement plan. If improvement is not demonstrated by the staff member, the staff member is subject to termination at the discretion of the Executive Director.

Our compensation model is based on the following:

Teacher	Compensation
<b>Emerging Teacher</b> Less than 3 years of experience	Starting salary at \$50,000 a year
<b>Proficient Teacher</b> 3-5 years of experience	Starting salary at \$55,000 a year - Additional compensation can be given based on TNReady (state assessment data) and TEAM Level of Effectiveness Score
<b>Master Teacher</b> 5+ years of experience	Starting salary at \$60,000 a year - Additional compensation can be given based on TNReady (state assessment data) and TEAM Level of Effectiveness Score
<b>Dual certified teacher Leadership stipends</b>	\$3,000 a year (\$1,500 each semester)
<b>Teacher Assistants / Paraprofessionals, Non-licensed Behavior Interventionist</b>	Full-Time \$33,000 a year (40 hours a week) Additional Compensation can be given based on student performance data
<b>Substitute Teachers</b>	\$15 an hour
<b>Leadership</b>	All leadership salaries will be comparable to the MNPS Administrative salary scale

Through evaluation of school data, the Tennessee Educator Evaluation Acceleration (TEAM) and the Administrator Evaluation, we will support school leadership and staff growth on an individual basis in order to keep employees engaged and help further develop their professional expertise and advance in their careers. Teachers and administrators will be coached and supported using 3D Leadership (or similar). SPSTN will also partner less experienced educators with experienced mentors and allow each teacher to participate in annual conferences that provide collaboration and intensive professional development pathways.

The relationship between SPSTN-EA and our employees will be classified as “at-will” employment. This means the school may terminate an employer-employee relationship at any time, with or without cause. With the exception of the Executive Director, no other person can enter into a contractual agreement for a specified amount of time.

See Attachment I for employee manual and personnel policies. Below is a table of proposed staffing:

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Site Facilitator	1	1	2	2	3	3
Special Ed Coordinator	0	1	1.5	1.5	1.5	1.5
Classroom Teachers		6	10	14	18	22
Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2	3	4	5	6
Ed Assistants / Aides		2	4	6	8	11
Elective Teachers		1	2	3	4	4
Student Support Positions ( e.g. social works, Psychologist, etc. )		1	1	2	2	3
School Operations Support Staff		1	1	2	2	2

## 2.5 Professional Development

In this section:

- (a) Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- (b) Identify the person or position responsible for professional development.
- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.
- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening.
- (e) Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.
- (f) Describe the plan to cultivate future leadership capacity.
- (g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- (h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.

All staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Springs believes in continuous improvement and understands that professional development is essential to ongoing schoolwide improvement including academic achievement.

In accordance with purpose 5 of the T.C.A. § 49-13-102, SPSTN-EA will provide hands-on, practical professional growth opportunities for teachers before the school year begins and throughout the school year. Our calendar will provide 10 days of professional development before the school year. For teachers who are new to Springs, we will provide an additional 5 days of intensive teacher training to help them acclimate to the Springs Way. We will also have two hours of weekly professional development which will include support for student behavior, culture, personalized instruction, data analysis, reteaching support, grade-level collaboration, and Professional Learning Community (PLC) meetings.

Professional development is a shared responsibility. The leadership team will establish annual professional development goals and plans that are aligned to the schoolwide goals. This team will ensure school initiatives are supported through appropriate professional development. School site leadership will oversee weekly staff development and teacher training and implement Professional Learning Communities (PLCs).

Individual teachers and staff members will be responsible for the development of a personal growth plan that is part of the Springshot system. We believe that the individual teacher and staff member must have a stake in their own personal growth. This system allows the principal and teacher to collaborate on staff goals and to track and celebrate progress. Springshot meetings happen three times per year and provide an opportunity for teacher-led coaching and feedback. The school principal supports the goals through providing feedback based on daily walkthroughs and by providing individual and schoolwide staff development based on respective needs.

The core components of the professional development plan include a focus on the areas of Instruction, School Culture, and Data. Each of the components will not only support the implementation of the academic plan, but they will also foster the success of student groups including SPED, EL, gifted learners, and students at risk for academic failure.

### **Instruction**

Staff development focused on instruction also addresses special populations including English Learners and students with disabilities. As discussed in Section 1.3, every teacher will be a member of a PLC within the school. PLCs are structured to provide teachers with a community of those teaching common standards or students. Teachers will work together within their PLC to establish goals based upon current levels of student achievement, work together to achieve the goal, and review data to provide periodic evidence of progress. These PLCs will provide teachers time to work together to review student, class, and school data, to assist in collaboratively planning lessons, planning for technology integration, and problem-solving situations specific to their field. Teachers will participate in two hours of PLC time each

Teachers will also receive a minimum of one hour of professional development each week, through multiple platforms, including but not limited to in-person and online learning opportunities. The instructional coaches will be responsible for identifying weekly professional development for teachers and staff in conjunction with the principal based on weekly walkthrough, evaluative, and student-level data.

The strength of Springs lies in our ability to personalize learning that directly meets the specific needs of each student. Teachers receive ongoing training related to our 5 Pillars of Personalized Learning including using personalized resources and strategies.

### **School Culture**

Staff development will also focus on school culture including classroom community, Social and Emotional Learning, and staff and student well-being. Professional Development related to school culture includes PBIS, Restorative Practices, and new teacher training on the Springs Personalized Learning Pillars including creating a caring community. A positive school climate is an inclusive one which is why we provide specific training related to addressing discipline issues including for students with disabilities. We collaborate with our SPED providers to ensure that teachers and staff have training regarding the implementation of IEPs and supporting students with disabilities. Regular review of behavior data will occur throughout the school year in PLCs and as part of SPSTN-EA Data Digs.

Partnering with our parents is an important part of developing an inclusive and caring school culture. We will communicate data to all EL students in their home language during conferences and parent events.

### **Data**

In order to plan professional development, the school will depend on analysis of data. This data will be mined from several areas. Included in these areas is data related to the above student groups. Using data-based decision-making relative to individual student groups will ensure that the professional development plan addresses these areas. Data analysis will be a regular part of the PLC process that is an essential component of our professional development plan.

In accordance with purpose 5 of the T.C.A. § 49-13-102, Springs will create new professional opportunities for teachers before the school year begins and throughout the school year. The school intends to use the maximum,



legal amount of days and the calendar delineates all in-service/staff development and administrative days. See Attachment A.

Annually, staff members will participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus will be provided for all staff members. Parents will also be invited to participate, and specific topics are provided for them. The school will have an additional two days of professional development.

### Ignite! Back to School Annual Event

Sample Agenda

9:00-4:00	Topic/Outcome		
<b>30 mins</b>	Welcome and introduction to school leadership <ul style="list-style-type: none"> <li>● School goals</li> <li>● Teaching the Springs Way- 5 pillar overview</li> </ul>		
<b>1 hour</b>	Keynote Speaker		
<b>2 hours</b>	Small group breakout sessions <b>Topics may include:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           Unit Mapping/Planning Guides            Using Data to Drive Instruction            i-Ready and other assessments            Differentiated Instruction            Lesson planning &amp; Curriculum Mapping            Student Engagement            School-wide Behavior Plan            Establishing Expectations and Procedures            Social-Emotional Learning         </td> <td style="width: 50%; vertical-align: top;">           PBIS            English Language Learner Development            Exceptional Student Education            Classroom Management            Google Apps            Canvas LMS            Courageous Conversations            Culturally Responsive Classroom Libraries         </td> </tr> </table>	Unit Mapping/Planning Guides Using Data to Drive Instruction i-Ready and other assessments Differentiated Instruction Lesson planning & Curriculum Mapping Student Engagement School-wide Behavior Plan Establishing Expectations and Procedures Social-Emotional Learning	PBIS English Language Learner Development Exceptional Student Education Classroom Management Google Apps Canvas LMS Courageous Conversations Culturally Responsive Classroom Libraries
Unit Mapping/Planning Guides Using Data to Drive Instruction i-Ready and other assessments Differentiated Instruction Lesson planning & Curriculum Mapping Student Engagement School-wide Behavior Plan Establishing Expectations and Procedures Social-Emotional Learning	PBIS English Language Learner Development Exceptional Student Education Classroom Management Google Apps Canvas LMS Courageous Conversations Culturally Responsive Classroom Libraries		
<b>1 hour</b>	Lunch and Table Chats		
<b>2 hours</b>	Small group breakout sessions <b>Topics may include:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           Unit Mapping/Planning Guides            Using Data to Drive Instruction            i-Ready and other assessments            Differentiated Instruction            Lesson planning &amp; Curriculum Mapping            Student Engagement            School-wide Behavior Plan            Establishing Expectations and Procedures            Social-Emotional Learning         </td> <td style="width: 50%; vertical-align: top;">           PBIS            English Language Learner Development            Exceptional Student Education            Classroom Management            Google Apps            Canvas LMS            Courageous Conversations            Developing Culturally Responsive            Classroom Libraries         </td> </tr> </table>	Unit Mapping/Planning Guides Using Data to Drive Instruction i-Ready and other assessments Differentiated Instruction Lesson planning & Curriculum Mapping Student Engagement School-wide Behavior Plan Establishing Expectations and Procedures Social-Emotional Learning	PBIS English Language Learner Development Exceptional Student Education Classroom Management Google Apps Canvas LMS Courageous Conversations Developing Culturally Responsive Classroom Libraries
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<b>30 mins</b>	Closing and next steps		

## Teaching the Springs Way

### Day 1 Agenda

9:00-4:00 pm	Topic/Outcome
<b>3 hours</b>	Teaching the Springs Way- 5 Pillar Overview Handbook Review Mastery Learning Culturally Responsive Strategies and Instruction
<b>2 hours</b>	Teaching the Springs Way- 5 pillar overview Other important Springs Details
<b>1 hour</b>	<b>Lunch</b>
<b>2 hours</b>	Google Apps Canvas LMS Classroom Management and Planning
3:30-4:00 pm	Exit Ticket

### Day 2 Agenda

9:00-4:00 pm	Topic/Outcome
<b>30 Minutes</b>	<a href="#"><u>Welcome</u></a>
<b>2 hours</b>	<b>Special Education 101</b> Inclusive Practices, PBIS Introduction, Restorative Practices, Developing Culturally Responsive Classrooms
<b>1 hour</b>	<b>Lunch</b>
<b>30 Minutes</b>	<b>Personalized Learning</b> Springs Attitudes and Beliefs, Managing the Springs Classroom
<b>30 Minutes</b>	<b>Planning</b> A holistic view of students
<b>1 hour</b>	<b>Flexible Learning Environments</b> <ul style="list-style-type: none"> <li>• Learning Zones, Seating, Routines, and Procedures</li> </ul> Set learning zones & procedures and routines for management. Small-Group Instruction, Power Hour
<b>1 hour</b>	<b>Personalized Content and Resources</b> Clear routines and procedures for managing the PL Classroom i-Ready- Using Data for Personalized planning Goal: What tools will you use for Mastery Learning Plans & Goal Setting?

Staff training on topics of diverse, inclusive, and culturally relevant pedagogies will be a regular part of our professional development plan. Our learning model is a personalized learning model where each student is recognized as an individual with particular strengths and areas of need. In this model, teachers know their students and the classroom culture is one where all students in the classroom feel valued. Ongoing professional development based on personalized learning and developing a culturally responsive classroom will be a regular part of teacher training. During weekly professional development, teachers will learn about culturally-responsive teaching strategies and examples including getting to know students, the importance of relationships, selecting curricula that is culturally inclusive, understanding cultural differences and capital, and creating a culturally inclusive environment.

We plan to cultivate future leadership capacity by identifying, supporting, and developing high-quality teachers and giving them an opportunity to lead their peers in various leadership roles including RTI<sup>2</sup> Coordinator and EL Coordinator Content as well as Content Leaders. In these roles, teachers will have the opportunity to plan professional development sessions for the entire staff or their team, mentor new teachers, or take on special projects.

Following year 1, Springs will develop a pipeline for teacher leaders through a Personalized Learning Certificate Program where we develop mentors to provide peer support to teachers. In this program, teachers will work with school leaders and mentors to dive deeper into the philosophy and theory of personalized learning and conduct their own classroom action research project. Finally, participants will develop their mentoring and coaching skills in particular to offer support for new teachers.

We plan to offer differentiated professional development from the first days of training. Much of our training is offered as a “workshop” style training. This training is differentiated and allows teachers to self-select topics that are best for them and or to attend the appropriate level of training. For example, we might offer “Classroom Management for New Teachers” and “Refining your Classroom Management Strategies” for veteran teachers. All teachers new to the teaching profession will be paired with a mentor and receive additional support geared toward new teachers. During Year 1, all staff will receive much of the same training but there will still be opportunities for differentiation. However, during the second year and beyond, there will be specific sessions for new teachers and experienced teachers.

Additionally, we will offer blended training through our online training system. This system allows access to 24-hour training. Leaders can assign courses to specific teachers or teachers can select training from the library that supports their specific Springshot goals.

SPSTN-EA will provide an onboarding plan to teachers hired mid-year. Teachers hired mid-year, will attend a welcome training to introduce them to the school including school culture and education program. They will also receive an abbreviated version of the summer training in a blended model (online and in-person) throughout the remainder of the school year.

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## 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.
- (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.*

Please see Attachment J.

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures will require all the following:

- i. That each employee of the charter school furnish the charter school with a criminal record summary.
- ii. The development of a school safety plan.
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

SPSTN-EA will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the authorizer and SPSTN-EA's insurer. The authorizer shall be named as an additional insured on all policies of SPSTN-EA.

The corporate bylaws of SPSTN-EA shall provide for indemnification of the SPSTN-EA Board, officers, agents, and employees, and SPSTN-EA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts will be determined by the recommendation of the authorizer and SPSTN-EA's insurance company for schools of similar size, location, and student population. The authorizer shall be named an additional insured on the general liability insurance of SPSTN-EA. The SPSTN-EA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution. Evidence of insurance with the respective coverages will be provided prior to opening.

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## 2.7 Transportation

In this section:

- (a) How will you daily transport the students to and from your proposed school, if applicable?
- (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.
- (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
- (d) If you are not providing transportation, describe how students will get to and from your school.

At this time, SPSTN will not be providing transportation for students. However, SPSTN understands that transportation may be a barrier to providing families with school choice, especially for those families living in poverty. Therefore, SPSTN will continue to assess the demand for transportation in order to meet the needs of the student population as enrollment capacity increases.

As mentioned in the facilities section of this application, SPSTN will review facility locations and student enrollment demographics annually. If a temporary facility is located early on in the charter term, plans for a long term facility will prioritize locations that are central to most of the student population. Locating at a convenient property near enrolled families will help transportation concerns since, at this time, SPSTN does not intend to provide transportation.

If transportation services are a need for SPSTN families, the SPSTN board will look into options services with a transportation company. SPSTN believes that once the school 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 after community engagement and board evaluation, that transportation is not determined to be a barrier for SPSTN enrollment, families will be responsible for transporting their students to and from the school. If the board determines that this is a barrier 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 or any year after. 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. Bussing routes and specific details of future transportation plans will be evaluated and shared if/when they are developed.

SPSTN will thoroughly research and review transportation companies like First Student or another reputable bus company that provides local transportation services, to contract with for field trips or special activities. After school activities such as sport teams, clubs, tutoring or other after school programming will require parent or guardian transportation.

SPSTN 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.

SPSTN's board will adopt policies and procedures in order to comply with State Board requirements, T.C.A. 49-6-2116 and any additional contractual requirements regardless of what type of transportation is ultimately provided. If the Board decides to approve transportation (daily, field trips, special activities), the school's principal 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. SPSTN will make sure that the principal 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](#).

SPSTN's current plan and if the board of directors and school principal determine that transportation services are not needed, families will provide their own transportation or walk to school, depending on the location of the facility. To the greatest extent possible, the school will also support families wishing to carpool with other families to help with transportation. SPSTN may also provide local transit system bus passes to families if available.



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

SPSTN-EA will comply with state law requiring all schools to provide a school lunch program, and K-8 schools with 25% or more of students qualifying for free or reduced-price meals provide a school breakfast program. All meals will meet or exceed the requirements of the USDA federal meal program(s).

SPSTN-EA will solicit applications for free or reduced-price meals annually from all families in compliance with regulations of the USDA federal meal program(s). Direct Certification will be performed no less than three times annually. As appropriate and beneficial, SPSTN-EA will apply for and operate one of the federal provision programs. In the event that a federal provision program is operated, will solicit families for the completion of alternative income forms annually and continue regular direct certification.

SPSTN-EA will join the Kentucky Purchasing Cooperative to use and benefit from contracts for school meal service operations already awarded in compliance with federal regulation. Meals will be prepared in-house with menus and recipes compliant with the requirements of the USDA federal meal program(s) and designed by a qualified employee or consultant.

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## 2.9 Additional Operations

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

- (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 workrooms, and other relevant spaces.
- Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.
- (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.
- (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.
- (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.
  - What will be the process and timeline for creating a school crisis plan?
- (e) School maintenance:
  - Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.
- (f) Describe any additional operations, as applicable.
- (g) For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

### Technology for academic and operational needs

Technology will be used on the proposed school facility in a variety of ways, detailed below.

#### 1:1 Student Technology

The school will implement a 1:1 student technology program, in which each student is provided a personal computing device at no charge to be used in both on-campus and off-campus settings. Typically this personal computing device is a Chromebook, but in some cases, it may be an Apple product or a device running the Microsoft Windows operating system.

The Chromebook has distinct advantages over other devices in its lower overall initial purchase and software licensing prices, battery life, security and immunity to computer viruses, centralized management, and excellent support for mandated assessment programs. They are, however, less flexible in accommodating students with

special needs or those that require specific learning software such as computer-aided design (CAD), computer media, or software development tools. Based on individual student needs, appropriate devices will be provided.

### **Online Student Assessments**

The school plans to use the Chromebook platform (and others as new options become available and based on student needs) to administer state-mandated and local norm-referenced assessments. Test administrators will have the ability to centrally manage a group of student computers, begin and end test sessions, block student access to resources on the student's device, and limit student access to the Internet to only the testing application platform itself. The school also uses software that allows teachers and test administrators to view all student computer screens simultaneously in both the normal classroom environment and during standardized testing.

### **Child Internet Protection Act (CIPA) and Federal FCC Funding**

Enacted by Congress in 2000, the Child Internet Protection Act (CIPA) seeks to limit children's access to obscene or harmful content over the Internet. Schools and libraries that implement technical solutions to this problem and follow best practices to reduce or eliminate student access to this content can then qualify for E-rate technology and telecommunication funding administered by the Federal Communications Commission (FCC).

In practice, this requires that the school implement a local school data network that is filtered and firewalled by intelligent routing devices that inspect and either forward or block all data traveling over the school network to and from the Internet for all users of the school network including both students and staff.

### **Student Internet Access off Campus**

The school believes that student learning occurs both on and off-campus, and thus students - on an age and grade basis - are encouraged to bring their computing device home for after-school use. Care will be taken, however, to mitigate the risks of off-campus technology as detailed below, including CIPA compliance in the home and services for students who have no Internet connectivity away from the school campus.

### **CIPA Compliance at Home**

The Child Internet Protection Act does not require that schools extend their Internet filtering and blocking technology to include students at home or in other locations off of the school campus. However, many parents request the school's assistance in providing filtering and blocking technology regardless of the student's physical location. Several alternatives exist to achieve this, but each has advantages and disadvantages that may make one approach more appropriate for a specific student.

One of the many advantages of the current Chromebook technology is the centralized administration of all student Chromebooks by the school's Information Technology (IT) department. One feature of this central administration is the ability to route all Internet traffic to and from a student's Chromebook through the school campus' filtering and firewalled routing devices even while the student is off-campus.

Another option is to provide relatively low-cost firewalled and filtering technologies using either hardware in the home or external cloud-based applications to families that request it. This approach will be used on a limited basis because it can place a significant technical support load on the school's IT staff as family's struggle to configure the hardware or service to work appropriately to meet both their student and their own needs.

### **Special Considerations for Socio-economically Disadvantaged Students**

As mentioned above, schools that provide CIPA-compliant services for their students qualify for Federal FCC grant funds through the E-Rate program. Funds from the E-Rate and other school programs are used to provide socio-economically disadvantaged students with portable broadband devices that link students to the public Internet via one or more cellular networks. The school will provide these devices to students that qualify along with their Chromebook or other suitable computing device.

### **Staff Technology**

All staff of the school are provided with personal computing devices appropriate for their job classification and use model. This may include desktop or laptop personal computers using either the Windows environment or the Apple MacOS operating system (or similar). Where appropriate, staff are issued Apple or Android tablet devices, Chromebooks, and/or laptops, and maintain possession of the devices throughout the school year and summer break. Teachers and staff are supported by the school's IT department for technical support, repairs, upgrades, and replacement of damaged or obsolete devices.

### **Facility Technology**

The school facility will be equipped with wired and wireless (WiFi) network infrastructure in all classrooms, offices, staff rooms, lobby, and other shared spaces. WiFi domains that serve students and teachers will be kept separate from any guest WiFi network although all network traffic to the public Internet will be routed through the school's filtering firewall.

Wired Ethernet cabling will be used for certain laboratories and classrooms where guaranteed network bandwidth is needed for the educational program. This cabling will also be used for classroom telephones and public address equipment, projection or "smartboard" visual aids, and for access control and closed-circuit television (CCTV) systems in hallways and other public areas. Please see the Security section below for additional details about the Access Control and CCTV system.

The school facility will be connected to the public Internet at multiple points and via two or more telecommunications vendors to eliminate the chance of a single point of failure disconnecting the facility from learning resources. All connections to the public Internet will be filtered and firewalled as explained above. Data load sharing will be configured across these multiple links for normal operation, but configured to route all traffic over one link in the event of a failure of the other.

The school facility will contain a small data center, typically at the MPOE (minimum point of entry, or telco closet) where the filtering firewall, uninterruptible power supply, and network support equipment is located. The data center will contain the Main Distribution Frame (MDF) distribution hub to Intermediate Distribution Frames (IDFs) located around the facility. The number and location of these IDFs will be building-specific, but will be connected to the MDF via high-speed copper or optical fiber connections as distance requires. These IDFs will usually contain the WiFi access points used by students and staff for their Internet connectivity.

The facility data center may also optionally contain servers and databases for services that are not provided by other cloud service providers, or are more efficient if co-located with telephone, copier, and printing services in the building. Servers that contain sensitive student information can optionally be located in this data center or on district servers if required by the charter authorizer.

## **Student Data and Family Educational Rights and Privacy Act (FERPA) Compliance**

The school will maintain a variety of cloud-based and locally operated computing nodes, file servers, and relational database systems to provide a variety of services including but not limited to:

- Learning Management Systems
- Word processing, email, and other productivity applications
- Student Information Systems
- Human Resources, time-keeping, benefits, and payroll systems
- Accounting systems including AR, AP, general ledger and purchasing systems
- Telephone, access control, and closed-circuit television servers and recorders

Each of these systems and many others can be located remotely and hosted by external vendors provided they have demonstrated compliance with the Family Educational and Privacy Act (FERPA) federal guidelines. Compliance with FERPA is perhaps the most important responsibility of the school's IT department, and thus vendor selection starts with an evaluation of the service vendor's compliance with student privacy requirements. In some cases, the authorizer or the school may decide to host the service locally within the school building or on district servers under the authorizer's control. The school network will be designed to be compatible with any eventuality.

## **School Health and Nursing Services**

Health services will be provided for and/or supervised by a certified school nurse. The school nurse will be responsible for all aspects of the SPSTN-EA's health services, including but not limited to identification of students with health concerns, vision and hearing training, staff development, oversight of all licensed health technicians and trained, unlicensed health clerks, paraeducators, and other staff that are designated to meet general and specific health needs of students. The school nurse will be responsible for all policies and procedures in compliance with federal, state, and local health services law, including the assessment, planning, and coordination of services and direct care for all children. The school nurse will serve as the school's liaison to all outside agencies and will work closely with families and students in accessing school staff in promoting and maintaining a healthy school community. The school nurse will be a key member of the school's leadership team and work collaboratively with student support services and community partners to provide professional services as required to meet the needs of each student.

## **Safety and Security**

The safety of students, staff, and visitors to the school site is of the utmost importance to the school leadership and the school's facility staff. Please see the Facilities and Technology sections of this document for a short discussion on the school's philosophy for both physical site security and the security of student data and privacy. The safety and security of students and staff requires good facility design, implementation of appropriate technology, devices, and resources in the physical plant, but even more importantly the implementation of safety protocols and the training of staff and students on these protocols in the event of an emergency. These emergency protocols such as fire drills and security lock-down procedures are then rehearsed by all students and staff on a regular basis.

## **Facility Design**

As noted in the Facilities section, the safety and security of students and staff begins with the configuration and layout of the school building(s) on the site. The actual physical area of the site and its location, proximity to other buildings, homes, roads, and other public rights of way is of paramount importance. Though physical barriers and fences can usually be erected on sites of any size, it is the number and spacing between these barriers that give school staff time to respond to an unauthorized individual.

## **Technology and Building Materials**

Along with the configuration and location of the school building are the materials used to construct the building's walls, windows, and doors, as well as the presence of CCTV and other monitoring systems and automated access control systems. Ideally, all windows that face the public rights-of-way are of one-way glass and are either constructed to be weather and bullet-proof or can be retrofitted with security films that can achieve equivalent protection. All doors to classrooms, laboratories, shared student spaces, etc. are solid steel-core and are equipped with mechanisms that close and lock each door automatically. These door mechanisms can be opened from the inside easily via push-bar for rapid fire egress, but can only be opened from the outside by physical key or electronic access control keycards once closed.

CCTV, access control, public address, and telephone systems are located in the school's data center and are supported by uninterruptible power supplies such that they will continue operating in the event of power loss or other emergency. CCTV system feeds can be provided to local police departments in the event of an emergency, and digital video recorders in the data center will maintain recorded images from all cameras for law enforcement use if desired.

## **Development and Rehearsal of Emergency Protocols**

Perhaps even more important than the technology, facility location, construction, and fencing is the development and rehearsal of an emergency action plan for all students and staff. These protocols would be developed with representatives from local law enforcement, fire departments, and other first responders such that they are consistent with the procedures of these agencies and in keeping with local codes. The school's outreach to these agencies and other members of the community is fundamentally important in that it informs these groups about the school's presence, the location of the site, and its occupants in the event of both natural weather-related and man-made emergencies.

## **School Maintenance**

The maintenance, repair, and cleaning of all school facilities will be the responsibility of the school's facilities team and will be accomplished by facilities staff and outside contractors that are vetted and background checked before they are allowed on to school grounds. All CDC and local city and county health department guidelines for cleanings and sterilization of surfaces both as related or required by the current pandemic (as well as any possible future pandemics or needs) will be followed at all times. All maintenance and cleaning will be done outside of normal school hours if possible to eliminate the distraction to the learning environment and contact between contractors, students, and staff during times of pandemic.

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## 2.10 Charter Management Organization (if applicable)

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

SPSTN-EA will not be contracting with a Charter Management Organization (CMO), so this section is not applicable. Certain support services will be provided under contract by Springs Charter Schools, Inc. but do not include management services. All operations of SPSTN-EA are managed by its independent Board of Directors and its Executive Director.

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## 2.11 Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

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

Please list all requested waivers below:

Per T.C.A. § 49-13-111, SPSTN shall operate in accordance with all Rutherford County Schools policies and regulations, as well as all applicable local laws, rules, and regulations for all policies that do not allow waivers. In order for SPSTN to ensure its students meet or exceed local, state, and national academic standards, it must have the flexibility to give its students a greater amount of time on task. Our governance and leadership require flexibility in its initial structure to overcome potential barriers to fulfilling its mission and goals. We formally request a waiver from the laws, rules, and regulations listed below. This request includes all laws, rules, and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal.

In addition to the specific waiver requests listed below, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by Rutherford County Schools. We reserve the right to supplement this request or make additional waiver requests in the future.

STATE STATUTE	DESCRIPTION OF STATUTE	PROPOSED REPLACEMENT POLICY OR PRACTICE	HOW WILL WAIVER OF THIS STATUTE HELP STUDENT ACHIEVEMENT?
T.C.A. 49-5-101(a)	Staffing Requirements – Licensed Principals	SPSTN strives to hire highly qualified leaders for all of our schools. We require that all of our Principals have a credential; however, since our leaders may come from out of state, it may take them time to obtain a Tennessee credential. We therefore would like to waive this requirement for those leaders while they	Having a highly effective leader at our schools leads supports more highly effective teaching, which ultimately drives higher student achievement. Allowing our leaders in California the opportunity to work in Tennessee ensures that we have leaders who ingrained in the Springs culture and have experience with the

		obtain their license in the early years of joining a school.	Springs model, making it more likely they will be able to implement it with fidelity
T.C.A. 49-6-2206	Curriculum – Use of Unapproved Textbooks	SPSTN will use both state-approved textbooks and other unapproved instructional materials.	To meet the needs of our personalized learning mission, it is essential that we tie our curriculum and instructional approaches to our individual school’s mission and goals.
SBR 0520-1-3-05	Curriculum – Health, Physical, and Wellness Education	The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of noncertified instructional personnel.	Students will be involved in physical education activities each week.
SBR 0520-1-3-07(2)	Staffing Requirements – Library Information Center Personnel	A substantial library is available to students at the nearest public library. Once a school location is identified, families will be informed of their nearest local public library.	SPSTN students will have continuous access to a substantial classroom library and the local branch of the public library.
T.C.A. 49-5-501-513	Tenure – Tenure	As a charter school, SPSTN will be results-driven. Accordingly, SPSTN’s employees will be “at-will.”	A major element of student success will be SPSTN’s ability to attract and retain a staff that is committed to our vision.
T.C.A. 49-6-4012(b)	School Management /Operational Waivers – Formulation and Administration of Behavior and Discipline Codes	A comprehensive discipline plan has been outlined in Section 1.10 and will ensure due process in instances of student discipline.	While parent(s)/guardian(s) and students will undergo due process, it is important that the discipline practices of SPSTN provide a safe and effective learning environment for all students.
T.C.A. 49-3-316	School Management/ Operational Waivers – Local Fiscal Accounting	While we will ensure that public monies will be used properly, that all regulations will be met, and that our operations will stand up to a financial audit; it is critical to our program that our management systems reflect our individual school’s purpose and philosophy.	All school operations are aligned for the single purpose of developing students to positively impact the future while maintaining fiscal responsibility.
T.C.A. 49-3-311	Capital Outlay	Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non- health and safety standards for the school site and have control of the facility vested in our board, rather than the county board of education.	Having this freedom will allow us to use our school site resources most effectively and efficiently and align our building choices with our mission and goals.
T.C.A. § 49-6-303; State Board School Counseling	School Counseling	SPSTN will have access to student services in all needed areas through contracted or hired services.	SPSTN desires the flexibility to use a social worker in place of a counselor to best serve the student’s needs.

Model and Standards Policy 5.103			
SBE Rule 0520-01-02	Administrative Rules and Regulations	SPSTN 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-.04	Leave for Teachers	SPSTN will adopt its own personnel policies including leave in compliance with all state and federal laws and approved by the board.	SPSTN leave policies will be compliant with laws, meet the needs of teachers and minimize disruptions to student learning.
SBE Rule 0520-01-02-.03	Employment Standards	SPSTN will ensure that all school employees are qualified for their roles through its hiring and onboarding process.	SPSTN desires the flexibility needed to properly staff the school with the most qualified candidates for the role.
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. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	SPSTN approves salaries during the annual budgeting process. SPSTN's payroll system will reflect appropriate use of public funds.	Compensation will reflect the SPSTN model approved pay scale which will help to retain high-quality teachers.
T.C.A. § 8-23-206(a)	Longevity Pay	SPSTN approves salaries during the annual budgeting process. SPSTN's payroll system will reflect appropriate use of public funds. Compensation will reflect the SPSTN model approved pay scale.	Teachers may be provided with additional compensation for performance, which will help to retain high-quality teachers.
T.C.A. § 49-5-5205; SBE Rule 0520-01-01-.01	General Requirements for Evaluation	SPSTN approves salaries and compensation plans during the annual budgeting process.	The personalized learning is unique and SPSTN must have the ability to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school's mission and philosophy.

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## Section 3: FINANCIAL PLAN AND CAPACITY

### 3.1 Planning and Budget Worksheet (Attachment N)

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

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
  - Student enrollment;
  - All anticipated funding sources<sup>1</sup>, including:
    - o Local, state, and federal per-pupil funding; eligibility levels; and annual increases
    - o Other government resources
    - o Private fundraising
    - o eRate
    - o Student fees
  - Compensation, including:
    - Salary Table and number of staff By Position
    - Yearly Pay Increases
    - Pension Contribution And Other Benefits
  - Line items for each major expense and delineation of assumptions, including:
    - Instructional Materials And Supplies
    - School Equipment And Furniture
    - Technology For Students And Teachers
    - Professional development
    - Student assessments
    - Student Information System
    - Special Education Services
    - Student activities
    - Authorizer Fee
    - Contracted Services At School (audit,I/T,etc.) Rent, utilities and other facility expenses
    - Office Supplies And Equipment
    - Technology For Administrative Use
    - Fundraising materials and resources (non-staff)
    - Marketing costs
    - Management fees and any other management compensation to the CMO or network (if applicable)
    - Capital, contingency, and insurance reserve funds

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

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## 3.2 Budget Narrative (Attachment O)

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

- (a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- (b) An explanation of student enrollment and BEP projections;
- (c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;
- (f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;
- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;
- (h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
- (i) The level of financial expertise of the proposed school's internal and external team members;
- (j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- (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.

Below is a budget narrative that is aligned to an updated Attachment O and includes detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. The budget has been proposed to reflect the typical percentages related to the special populations. While it is unknown what the student population will consist of at the time of the first school year, the school has the experience and fiscal flexibility and knowledge to adjust for the services known and needed. This applies to adjustments that will be made to accommodate actual Special Education and English Language Learner enrollment numbers. Demographic data for schools surrounding the proposed location of Smyrna and La Vergne have also been reviewed in the updated SPSTN budget planning process.

Springs Charter Schools, Inc. is a not for profit corporation created for advancing the development of charter schools. As such, Springs Charter Schools, Inc. is prepared to advance or loan funds to SPSTN-EA for start up purposes as deemed necessary for the costs associated with the implementation or commencement of the charter prior to receiving either grant based funding or state funding associated with the participation of students.

Springs Charter Schools Inc.'s Board meetings are publicly held in compliance with California's Open Meeting law (Ralph M. Brown Act). Board agendas and minutes are posted on Springs Charter Schools' website.

**A plan for compliance with state and federal accounting and reporting requirements**

SPSTN-EA accounting and financial reporting adheres to Generally Accepted Accounting Principles (GAAP). Our accounting provider utilizes GAAP procedures for month-end and year-end accounting close and our auditor will complete the SPSTN nonprofit corporation audit in accordance with GAAP for its financial and internal control audit and the U.S. Office of Management and Budget Uniform Guidance to ensure compliance with significant Federal fund programs. SPSTN-EA will also adhere to all state accounting and reporting requirements as adopted.

**Budget adequacy for the proposed school model**

The proposed budget shows revenues are sufficient in each budget year to ensure all costs of our proposed school model can be met, as well as ensuring sufficient net income to fund an ongoing reserve in the event of unforeseen economic conditions. SPSTN-EA will take advantage of economies of scale as it grows in size and scope, allowing for an additional percentage of gross revenues to be used for additional programmatic expenditures in later years.

Student enrollment and BEP projections

Enrollment Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Kindergarten</b>	25	50	75	100	100
<b>1<sup>st</sup>-3<sup>rd</sup> Grade</b>	50	75	100	125	175
<b>4<sup>th</sup>-6<sup>th</sup> Grade</b>	50	75	100	125	150
<b>7<sup>th</sup>-8<sup>th</sup> Grade</b>	25	50	75	100	125
<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	N/A	N/A	N/A	N/A	N/A
<b>Total Enrollment</b>	<b>150</b>	<b>250</b>	<b>350</b>	<b>450</b>	<b>550</b>
<b>Projected BEP Rate</b>	\$6,860	\$6,860	\$6,860	\$6,860	\$6,860

SPSTN-EA will commence its K-8 academic program in 2023-24, and gradually infill enrollment in each grade over the subsequent four years as shown above. By Year 5, in fiscal year 2027-28, we project 550 students across grades K-8.

Our BEP assumptions are extrapolated from current rates within Rutherford County Schools. Following the initial 2023-24 operational year, while we anticipate the BEP rate will increase annually, without the exact figure we have taken the conservative approach of keeping funding stagnant, particularly we we anticipate Tennessee moving forward with a completely different funding model.

Anticipated funding sources

Sources of Funding		
<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Fundraising</b>
Basic Education Program	Title I	Local Fundraising
Basic Education Program – Capital Outlay	IDEA Special Education	
	CSP Startup Grant	

During Year 0, SPSTN-EA will apply for the federal Charter School Planning grant, which will be issued through a competitive process. The Springs network has been very successful in receiving this federal startup grant in other states. The revenue model assumes SPSTN-EA will receive \$300,000 total through this grant, to be received during Year 0. While this funding source has been included within our assumptions, SPSTN-EA has the ability to receive funding from Springs Charter Schools, Inc. in the form of a recoverable grant in the event the federal startup grant is either not obtained or no longer available.

The primary source of recurring school funding will come from the BEP program and BEP Capital Outlay program. Excluding the CSP funding and any fundraising amounts, this will account for ~95% of total school funding. The school also anticipates the receipt of both Federal Title and IDEA funding.

SPSTN-EA will embark on an aggressive local fundraising campaign, which we project will generate \$25,000 in annual revenue in Year 0, increasing to \$50,000 in Year 1 and growing in subsequent years as enrollment grows. However, fundraising revenue is not required to generate positive net income.

#### Anticipated expenditures

Below is an explanation of the assumptions regarding the anticipated significant expenditures for SPSTN-EA:

- Salaries and Benefits:
  - Salaries and Benefits are our largest projected expenditure and account for over 60% of total expenses. In Year 0, we anticipate retaining our Executive Director for the entire year and our first Site Facilitator in April 2023, and then retaining other management and leadership staff at the beginning of Year 1 (July 2023) in anticipation of opening in early Fall 2023. Our staffing structure will then grow in subsequent years to reflect growth in enrollment. The budget includes a 2% Cost of Living Adjustment (COLA) factor each year.
  - In aggregate, benefits—including FICA, SUI, Workers Compensation, Health insurance, and RCS retirement benefits—are budgeted at ~25% of compensation for SPSTN-EA.
- Contracted Services:
  - Professional Development: The school has budgeted \$400 per staff member per year for direct professional development contracted costs.
  - Springs Support Services: we have budgeted \$400 per student in Year 1 and \$600 in Years 2-5 for the comprehensive body of operational and instructional support services obtained under contract with Springs Charter Schools, Inc., allowing SPSTN-EA to benefit from the over 20 years of charter school experience of the Springs network.
  - Audit Services: The school has budgeted \$320 per staff member per year for our auditor.
  - Copier Lease and Usage: The school has budgeted \$60 per student related to copier usage (and paper usage) per year. We also included an assumption that the need for copiers increases proportionately with enrollment growth.
  - IT Services: SPSTN-EA will outsource its IT services. We have assumed that this will be \$12,000 per year in Year 1, increasing pro-rata with enrollment in subsequent years.
  - Contracted SpEd Services: SPSTN-EA will outsource its special education support to a provider. We have budgeted \$150 per student.
  - Insurance: The school has budgeted \$25K per annum for insurance, which includes

General Liability and Property Insurance, amongst other policies.

- Supplies and Materials:
  - Textbooks: The school has budgeted \$200 per student per year for textbooks.
  - Education Software: The school has budgeted \$50 per student for education software.
  - Student Laptops: The school has budgeted \$100 per student per year for student laptops, following the initial acquisition in Year 0 from CSP grant funds.
  - Faculty Laptops: The school has budgeted \$500 per FTE per year for faculty laptops, following the initial acquisition in Year 0 from CSP grant funds.
  - Office Supplies: The school has budgeted \$50 per student for Office Supplies.
  
- Facilities:
  - Rent: The school has budgeted \$400 per student for facilities rental, which is projected to include tenant improvements. Rental expenses will increase as enrollment increases.
  - Utilities: The school has budgeted \$45K in Year 1, increasing as enrollment increases.
  - Custodial: The school has budgeted \$30K in Year 1, increasing as enrollment increases. This is in addition to custodial/operational staff.
  - Faculty Furniture: The school has budgeted \$20K in Year 0 for initial faculty furniture, with additional amounts in Years 2-5 as enrollment and facility square footage increase.
  - Student Furniture: The school has budgeted \$40K in Year 0 for initial faculty furniture, with additional amounts in Years 2-5 as enrollment and facility square footage increase.
  - Internet/Network Equipment: The school has budgeted \$20K in Year 0 for initial IT equipment, with additional amounts in Years 2-5 as enrollment and facility square footage increase.
  - Depreciation: Depreciation related to our capital and facility investments is not currently included as we are not projecting significant amounts of capital assets required.
  
- Other:
  - Authorizer Fee: The school has budgeted 3% of revenues, capped at \$35,000 for its annual authorizer fee.
  - Student Recruitment & Community Engagement is budgeted at \$4K in Year 1, increasing as enrollment increases.
  - Parent & Staff Meetings are budgeted at \$4K in Year 1, increasing as enrollment increases.
  - Travel is budgeted at \$5K in Year 1, increasing as enrollment increases.
  
- Debt Service:
  - No debt or debt service is assumed.

Systems, processes, and policies for accounting, purchasing, payroll, and audits

Fiscal policies and procedures for SPSTN-EA will align to federal and state standards for public charter schools. A draft fiscal policy manual will be developed during Year 0 (fiscal year 2022-23) prior to the commencement of operations.

Independent annual audit

The school has contracted with an auditor to complete the financial and internal control audit for the school to

be submitted to its authorizer by December 31 each year beginning following the end of Year 1 (i.e. December 31, 2024).

Charter team's qualifications and capacity for implementing the financial plan successfully

**Tanya Rogers, Interim Chief Financial Officer:** Ms. Rogers has worked in the highly specialized world of school finance for nearly 10 years. She currently serves as the Assistant Superintendent of Business for the Springs network of schools and will also serve as Interim Chief Financial Officer of SPS. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, payroll, and oversees the audit processes. Ms. Rogers earned her bachelor's degree at California State University San Marcos in business with a concentration in accounting and earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (CPA) in the State of California. She also holds the designation as a Certified Fraud Examiner (CFE) and is currently enrolled in a doctoral program. It is the intent of the school to contract with Ms. Rogers for 0.25 FTE until Year 5, at which time a permanent CFO will be retained going forward.

School administration and governing board roles and responsibilities

The Executive Director will work collaboratively with the Interim and permanent Chief Financial Officer to develop and monitor the school's finances, including but not limited to annual budget development and day to day operations. The Board of Directors is responsible for approving overall policy and budgets as developed and presented by the management team.

Contingency plans to meet financial needs

The school intends to secure a \$100,000 revolving line of credit with Springs Charter Schools, Inc. which will allow for temporary working capital during the Year 0 implementation phase as well as cash flow gaps during operation. However, this support is intended to be temporary for cash flow only. To address unanticipated structural or longer-term revenue shortfalls, SPSTN-EA will work with its management and staff to develop a Corrective Action Plan including targeted expenditure reductions to ensure that the educational goals of SPSTN-EA can continue to be met while ensuring a balanced budget and sufficient reserves are maintained.

Year 1 cash flow contingency

See above regarding \$100,000 revolving line of credit. We are not projecting the need to draw on this line during Year 1 to maintain positive cash flow.

Impact of students with disabilities on the budget

The school budget includes significant levels of services for high-needs students. Were the needs to exceed the currently budgeted allotment, the SPSTN-EA team would work with the Springs Charter Schools, Inc. network to determine how student needs might best be met in such circumstances, including potentially drawing from a specifically pooled fund for special needs students.

Outsourcing financial management to ensure fidelity and compliance

SPSTN-EA plans to outsource payroll services to a locally experienced back-office services provider, who will be selected through an open and competitive bidding process. All bidders must be experienced in local Tennessee payroll, accounting, and state reporting.

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## ATTACHMENTS

## Proposed 2023-24 Attendance and Credentialed Staff Calendar

July 2023 (0 days)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2023 (21 days)

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023 (20 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023 (16 days)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023 (17 days)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023 (11 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024 (20 days)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024 (20 days)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024 (14 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024 (21 days)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024 (20 days)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024 (0 days)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

- Orange** = First/Last Day of School
- Green** = End of first Semester
- Yellow** = Discretionary/In-Service/Non-Student Day
- Red** = Family Conference Day
- Blue** = Holiday/Non-Student Day
- Lavender** = Credentialed Staff Off/Non-Student Day
- (1<sup>st</sup> semester – 85 days; 2<sup>nd</sup> semester – 95 days)**

**Holidays:**  
 September 4, 2023 – Labor Day  
 November 10, 2023 – Veteran’s Day  
 November 23, 2023 – Thanksgiving  
 December 25, 2023 – Christmas Day  
 January 1, 2024 – New Year’s Day  
 January 15, 2024 – Martin Luther King Day  
 February 19, 2024 – President’s Day  
 May 27, 2024 – Memorial Day

**Student Recesses:**  
 Fall Break: October 2 - 6  
 Thanksgiving: November 22 – 24  
 Winter Break: December 18 – January 1  
 Spring Break: March 25 – 29  
 Discretionary Days – Jul 31, Nov 7, May 24, May 31  
 In-Service Days – Aug 1, Aug 2, Jan 2, Mar 8, Apr 19  
 Family Conference Days – Oct 19 and March 14

\*Subject to change  
 \*Minimum Days TBD





## Springs Public Schools Tennessee 2023-2024 Calendar

Monday, July 31, 2023	Administrative Day (Discretionary Day 1)
Tuesday, August 1, 2023	In-Service Day 1
Wednesday, August 2, 2023	In-Service Day 2
Thursday, August 3, 2023	First Day of School
Monday, September 4, 2023	Labor Day Holiday
October 2 – 6, 2023	Fall Break
Thursday, October 19, 2023	Family Conference Day
Tuesday, November 7, 2023	Administrative Day (Discretionary Day 2)
Friday, November 10, 2023	Veteran's Day Holiday Observed
Wednesday, November 22, 2023	Thanksgiving Break
Thursday, November 23, 2023	Thanksgiving Holiday
Friday, November 24, 2023	Thanksgiving Break
Friday, December 15, 2023	End of First Semester
December 18 – January 1, 2024	Winter Break
Tuesday, January 2, 2024	In-Service Day 3
Monday, January 15, 2024	Martin Luther King Holiday
Monday, February 19, 2024	President's Day Holiday
Friday, March 8, 2024	In-Service Day 4
Thursday, March 14, 2024	Family Conference Day
March 27 – 31, 2023	Spring Break
Friday, April 19, 2024	In-Service Day 5
Friday, May 24, 2024	Teacher Work Day (Discretionary Day 3)
Monday, May 27, 2024	Memorial Day Holiday
Thursday, May 30, 2024	Last Day of School
Friday, May 31, 2024	Administrative Day (Discretionary Day 4)

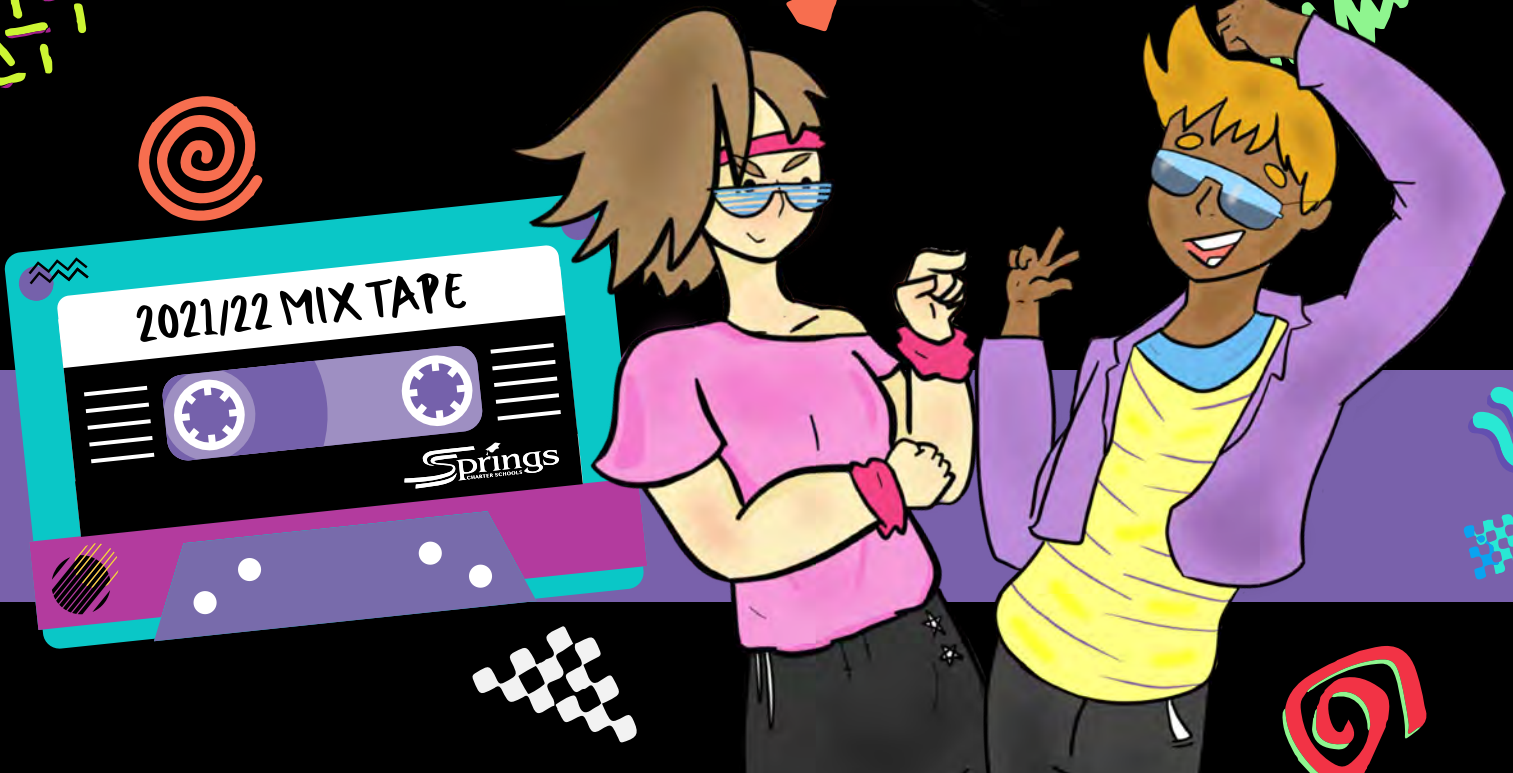
	KN	1/2	3/4	5/6	7	8
8:30 AM	Community Circle (15 min)	Community Circle (15 min)	Community Circle (15 min)	Community Circle (15 min)	Advisory Group / Community Circle	Advisory Group / Community Circle
8:45 AM	ELA: Whole Class - Phonemic Awareness, Phonics & Shared Reading (45 min)	ICAN! Power Hour: Targeted Core Instruction, Tutoring, Intervention, and Mastery Path Centers (60 min)	ICAN! Power Hour: Targeted Core Instruction, Tutoring, Intervention, and Mastery Path Learning Block (60 min)	ICAN! Power Hour: Targeted Core Instruction, Tutoring, Intervention, and Mastery Path Learning Block (60 min)		
9:00 AM						
9:15 AM	Physical Fitness Activity (15 min)	ELA: Whole Class Instruction for Phonemic Awareness & Phonics, followed by Small Groups for Shared & Guided Reading (60 min)	ELA: Whole Class Close Reading, Word Study or Writing Mini Lesson followed by Small Group Guided Reading, Writing, Word Study. Mastery Path Learning Block (90 min)	Music/Drama/Art (45 mins)	PE	PE
9:30 AM						
9:45 AM	Nutrition Break (15 min)	Math: Whole Class Math Lesson, Small Groups, Core Mastery Centers (60 min)	Physical Fitness Activity (15 min)	ELA: Whole Class Close Reading, Word Study or Writing Mini Lesson followed by Small Group Guided Reading, Writing, Word Study. Mastery Path Learning Block (60 min)	Art/Music/Drama	Art/Music/Drama
10:00 AM						
10:15 AM	Nutrition Break (15 min)	Math: Whole Class Math Lesson, Small Group, Mastery Path Centers (60 min)	Nutrition Break (15 min)	Nutrition Break (15 min)	Nutrition Break (15 min)	Nutrition Break (15 min)
10:45 AM						
11:00 AM	ICAN! Power Hour: Targeted Core Instruction, Tutoring, Intervention, ELD, Core Mastery Centers (60 min)	Lunch & PLAY time (30 minutes)	Math: Whole Class Math Lesson, Small Group Math Groups, Mastery Path Learning Block (60 min)	Math: Whole Class Math Lesson, Small Group Math Groups, Mastery Path Learning Block (75 min)	Humanities Block	Math/Science Block
11:15 AM						
11:30 AM						
11:45 AM						
12:00 PM	Social Studies & Science: Focused on Contextual Reading (30 min)	Lunch & PLAY time (45 minutes)	Lunch & PLAY time (45 minutes)	Lunch & PLAY time (45 minutes)	Lunch & PLAY time (45 minutes)	Lunch & PLAY time (45 minutes)
12:15 PM						
12:30 PM	Art Infused Lessons (30 min)	ELA: Personalized - Listening Centers, Lexia online, Small Group Reading Lessons, Writing, Art Infused ELA (60 min)	Lunch & PLAY time (45 minutes)	Lunch & PLAY time (45 minutes)	Math/Science Block	Humanities Block
12:45 PM						
1:00 PM	Music/Drama/Art with a focus on language literacy	Social Studies & Science: Focused on Contextual Reading (30 min)	Social Studies & Science: Focused on Contextual Reading (30 min)	Social Studies/Science with reading comprehension focus, vocabulary development and arts integration (60 min)	Math/Science Block	Humanities Block
1:15 PM						
1:30 PM	Dismissal	Art Infused Lessons (30 min)	ELA & Math: Online Programs (30 min)	Social Studies/Science with reading comprehension focus, vocabulary development and arts integration (60 min)	Math: Online Programs (15 min)	Math/Science Block
1:45 PM						
2:00 PM	Dismissal	Social Studies & Science: Focused on Contextual Reading (30 min)	Social Studies & Science: Focused on Contextual Reading (30 min)	Social Studies/Science with reading comprehension focus, vocabulary development and arts integration (60 min)	X-Block Electives	X-Block Electives
2:15 PM						
2:30 PM	Dismissal	Dismissal	Dismissal	Dismissal	X-Block Electives	X-Block Electives
3:00 PM						
3:15 PM	Dismissal	Dismissal	Dismissal	Dismissal	X-Block Electives	X-Block Electives
3:30 PM						
Total Hours/Day	5	6.5	6.5	6.5	6.5	6.5

\*Subject to Change

# STUDENT & PARENT HANDBOOK 2021 EDITION

# GETTING BACK IS ONLY THE BEGINNING!

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**E:** Classes@Freedominmotiongym.com

# MISSION & VISION

Springs Charter Schools was created and is operated by parents. We understand that every child is on a personalized educational journey.

Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. And our staff works hard to direct our school's resources where our students need them most.

As a charter school, we are part of the solution to a better education system. We are dedicated to ensuring that we leave no student behind!

## Contact Information

### Administrative Offices:

27740 Jefferson Avenue, Temecula CA, 92590

Main Phone: 951-252-8800

Main Fax Line: 951-252-8801

Parent Support: 951-252-8888 or 877-438-4451

[www.SpringsCharterSchools.org](http://www.SpringsCharterSchools.org)

## We value:

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate curiosity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

# CORE VALUES



### Student-Driven

Students come first at Springs. We empower students by putting them in the driver's seat for their educational journey. All decisions we make support helping students thrive.

Attributes: Passion, Relationships



### We Are All Builders

At Springs, it takes a village to make our mission a reality. We don't pass the buck. Initiative is valued at every level of our network. Teamwork makes the dream work!

Attributes: Teamwork, Action, Initiative



### Keep It Simply Stated (KISS)

We are a different kind of school, one that truly partners with parents. We never want to put up barriers to communication through technical double-speak, buzzwords and "district"ese. We value frequent, plain-spoken communication to our parents, students and staff.

Attributes: Inclusion, Relationships



### Just Start

At Springs, we value progress over perfection. We have urgent work to do, and there's no time to wait. We believe continuous improvement happens through real implementation. The time to begin is now!

Attributes: Growth, Courage, Action



### Fun and Flexible

Springs employees enjoy each others' company. We have a family-oriented culture and compassion for our teammates. Whenever possible, we support flexible work environments for optimal employee work satisfaction.

Attributes: Relationships, Teamwork, Flexibility, Family



### Environment Matters

Springs believes that the environment makes a difference. We thrive when there is care and beauty around us in all the things that we create-- office space, schools, website, marketing. We also believe in providing our school community with varied environments through committees, internships and community learning.



### Turn on the Lights

We wake up and smell the coffee. We face the data, good or bad. We are smart and agile to make necessary changes to improve our school. We are reflective and expect our students to be as well.

Attributes: Smart, Data-driven, Reflective



### Revolution Happens Outside our Comfort Zone

Pioneers never have it easy. At Springs, we get comfortable with being uncomfortable! Our sacred quest is to change the very structure of public education, which requires us to get knee-deep in messy cognitive dissonance. We are blazing a trail through the educational jungle, so make sure to bring your bushwacker!

Attributes: Courage, Innovation



### Believe The Best

By believing the best in each of our Springs community members, we shine a light on the potential in each one of us. We seek to understand, give compassion, express appreciation, and work together to make Springs nation the best workplace on Earth.

Attributes: Relationships, Teamwork and Gratitude



### Actions Match Words

We align our practice with our mission and goals. We keep our promises and we share the whole truth with our community.

Attributes: Ethical, Authentic



I CAN!



# TABLE OF CONTENTS:



## General Information

Family Educational Rights and Privacy Act	8
Non-Discrimination Policy	8
New Student Enrollment	8
Student ID Cards	8
Photo Release	8
School Messenger	8
Statement of Closed Campus	8
Theft Disclaimer	8
Program Transfer Requests	8
Participation in Graduation Ceremonies	9
Title 1 Compact	9
Williams Complaint Annual Notice	10
School Meals	10
Title IX	10

## Academics

Student Academic Expectations	12
Mastery Learning	12
Definition of Student Achievement	12
Achievement Measurements	14
State Mandated Assessments	14
Student Adequate Progress	14
Inadequate Progress Process	14
Student Attendance Review Board (SARB)	14
English Language Development	16
Interim Placement for New Students	16
Learning Management System	16
Student Grade Reporting	16
Personal Business/Family Trips	16
Events for Students	16
Power Tools	18-19
I Can Grades Kindergarten to Eighth	20-37
High School	38-49



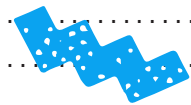
## Community as the Classroom

Centurian Recreational Club	52
C.I.F. Sports	52

Intramural Sports	53
Skills USA	53
College Courses	53
Internships/Work Experience Education	55
Field Trips	56

## Student Expectations

Cell Phone Policy	60
Dress Code Policy	60
Internet Use Policy	62
Public Display of Affection	62
Social Media Guidelines for Students	62
Cyberbullying	62
Academic Honesty	64



## Student Support

Counseling Staff and Services	66
Appointment with School Counselors	66
Student Confidentiality	66
Special Education	66
Referral Process	67
Eligibility Criteria	67
IEP Meeting	67
Transcript Requests	67
College Transcript Submission	68
High School Class Add/Drop Request	68
Honors Classes, Advanced Placement College Courses and Dual Enrollment	68
International Thespian Society	68
How to Support Student Success	69

## Our Programs

Bear River Student Center	72
Cherry Valley Homeschool Cooperative	74
Corona Student Center	76
Del Rio Student Center	78
Flabob Airport Preparatory Academy	80
Hemet Quest Student Center	82
Homeschool	84
iShine Student Center	86
KEYS College and Career Prep	88
Learning Centers	90





Magnolia Student Center . . . . .92  
 Montessori Voyage Homeschool . . . . . 94  
 Murrieta Student Center . . . . . 96  
 Otay Ranch Academy for the Arts . . . . . 98  
 Palm Student Center . . . . . 100  
 Rancho Cucamonga Center . . . . .102  
 Renaissance Valley Academy . . . . .104  
 Riverside Student Center . . . . .106  
 Santa Ana Student Center . . . . .108  
 Temecula Student Center . . . . . 110  
 Venture Online . . . . . 112  
 Vista Student Center . . . . . 114

**Health Services**

Wellness Policy . . . . . 118  
 Injury Reporting . . . . . 118  
 Fever and Sick Policy . . . . . 118  
 Medications on Campus . . . . . 119  
 Student Medical Needs . . . . . 119  
 California Healthy Youth Act . . . . . 119  
 Contagious Diseases . . . . . 119  
 Lice . . . . . 119  
 Vision and Hearing Screening . . . . . 119



**Campus Safety**

School Safety/General Safety . . . . .122  
 Disaster Preparedness . . . . .122  
 Student Injuries at School . . . . .122  
 Safety Meeting and Plans . . . . .122  
 Standard Response Protocols . . . . .122  
 Reunification of Students . . . . .122  
 Local Police and Fire Relationships . . . . .123  
 Safe and Secure Campus . . . . .123  
 Integrated Pest Management . . . . .123

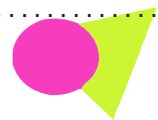


**Parent Involvement**

Parents as Partners . . . . .126  
 Parent Concerns Process . . . . .126  
 Classroom Observation Guidelines . . . . .126  
 Visitor and Guest Defined . . . . .126  
 Volunteering . . . . .126  
 Homeschool Parent Events . . . . .127

**Student Discipline**

Classroom Expectations . . . . .130  
 Office Referrals/Home Contacts . . . . .130  
 Incident/Complaint Process . . . . .130  
 Appeal Process . . . . .130  
 Harassment . . . . .130  
 Bullying . . . . . 131  
 Cyberbullying . . . . . 131  
 Sexual Misconduct . . . . . 131  
 Consequences and Interventions . . . . .132  
 Levels of Discipline . . . . .132  
 Parent Notification of Disciplinary Action . . . . .132  
 I CAN! Student Expectations . . . . .132  
 Student Misconduct . . . . .133  
 Academic Honesty/Lying . . . . .133  
 Alcohol, Intoxicants, Controlled Substances . . . . .133  
 Blackmail/Coercion . . . . .133  
 Bullying/Cyberbullying/Retaliation . . . . .133  
 Cell Phone Use . . . . .133  
 Disruptive Behavior/Hate Crimes . . . . .133  
 Disruption . . . . .134  
 General Misconduct/Consumption of  
     Food/Detention/Dress Code . . . . .134  
 Harassment . . . . .134  
 Insubordination . . . . .134  
 Internet Use Policy . . . . .134  
 Leaving School Grounds/Events/Loitering . . . . .134  
 Non-cooperative Behavior . . . . .134  
 Physical Aggression . . . . .134  
 Possession of Unauthorized Items . . . . .136  
 Property Misuse/Damage . . . . .136  
 Social Media . . . . .136  
 Stealing/Possessing Stolen Property . . . . .136  
 Student Code of Conduct . . . . .136  
 Tardiness . . . . .136  
 Verbal Abuse/Written Aggression . . . . .136  
 Weapons/Contraband . . . . .136  
 Grounds for Suspension and Expulsion . . . . .137  
 Suspension Procedures . . . . .137  
 Expulsion Procedures . . . . .137  
 Right to Appeal . . . . .137



# GOVERNING BOARDS



The Governing Boards oversee the health of the schools in two key ways. First, the Boards establish and preserve the mission of the school by ensuring that school processes and policies are congruent with the mission. Second, the Boards oversee the sound fiscal and operational management of the schools. Our Governing Boards have well-established bylaws that stipulate the terms and limits of service of members. In addition, the Boards have approved policies to govern themselves, the schools' management, and the student population. These policies and processes clearly delineate the roles and responsibilities of each stakeholder. All Board policies and other Board documents can be found on our website.

We encourage interested members of the public to attend our meetings. To learn more about our Board members, meetings, and policies, please visit this page on our website: <https://springscs.org/about-us/governing-boards>.



## KATHLEEN HERMSMEYER, ED.D SUPERINTENDENT



The Superintendent is the main vision keeper of the organization. As such, she advocates for our schools' interests within our community and statewide. She also is in charge of new program development.

**Certifications/Affiliations:**  
Ed.D. in Curriculum and Instruction with a minor in

Administration from University of the Pacific, M.A. in Computer-Based Education from Cal Poly San Luis Obispo, B.A. in Liberal Studies from Cal Poly San Luis Obispo, California Clear Credentials in Multiple Subject, California Language Acquisition.

## VIVIAN PRICE ASSISTANT SUPERINTENDENT, EDUCATION

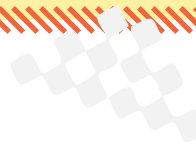


In her position of Assistant Superintendent of Education, Dr. Price oversees the Education Department including Independent Learning Programs which includes Homeschool, Journey, Keys College and Career Prep, Arrow, and Venture

Online, Homeschool Learning Centers, and all academies. The Education Department also includes Events, Field Trips, Instructional Support Departments, Professional Development, MTSS, and the Assessment Department.

**Certifications/Affiliations:**  
Doctorate in Education, Master of Arts Literacy Education, Bachelor of

Arts English, Single Subject English Credential, Clear Administrative Credential, National Board Certification ELA, Reading Specialist Credential, National Writing Project Fellow.







**AMY PODRATZ**  
**ASSISTANT SUPERINTENDENT,**  
**ADMINISTRATIVE OPERATIONS**

In this role Ms. Podratz is responsible for all administrative operations including accountability plans, purchasing, vendor relations, student records/attendance, book warehousing, WASC Accreditation, data reporting, CIF Athletics, student enrollment, and the Evolving Leaders program.

**Certifications/Affiliations:** Masters of Science in Leadership with specialization in leader development,

Clear Single Subject Teaching Credential in Social Science, Clear Administrative Credential, Chief Business Official Certification (coursework), and Bachelor of Arts in Political Science with Pre-law Certification.



**DOUGLAS HOUSE**  
**ASSISTANT SUPERINTENDENT,**  
**PERSONNEL**



Mr. House is responsible for all human resources operations and leads the HR function at Springs.

**Certifications/Affiliations:** SPHR, SHRM-CP, PHRca, Veterans at Work Human Resources Certifications, School Risk Manager Certification (CSRM), M.S. in Counseling Psychology; B.A. in Criminal Justice and Sociology. M.S. Coursework in Quality Assurance, National SHRM Volunteer; former Treasurer - Inland Empire SHRM Chapter (Volunteer).

**NATALI SOUTH**  
**SENIOR DIRECTOR OF CHARTER**  
**RELATIONS**

In the role of Senior Director of Charter Relations, Natali serves as the liaison between the school

and each of our authorizing entities. Additionally, Natali coordinates Board meetings for our six charters, and supervises the Executive department which is responsible for Marketing and Communication, Charter Advocacy and Public Relations.

**Certifications/Affiliations:** Administrative Professionals Certification, University of Tennessee



**TANYA ROGERS**  
**ASSISTANT SUPERINTENDENT,**  
**BUSINESS SERVICES**

Ms. Rogers is responsible for all business operations including budget/finances, business processes, debt analysis, internal controls/compliance, financial audits and reporting, payroll operations and the oversight of the National Lunch Program.

**Certifications/Affiliations:** M.B.A., B.A. in Business with Accounting concentration, Certified Public Accountant (CPA) licensed in California, Certified Fraud Examiner (CFE) designation.



**DEBBIE DANIEL**  
**ASSISTANT SUPERINTENDENT,**  
**PROGRAM IMPROVEMENT**

Mrs. Daniel works on special projects for the school, typically in relation to schoolwide policy and procedure development.

**Certifications/Affiliations:** Bachelor of Science in Developmental Psychology, Master of Arts Educational Counseling, Master of Arts Spiritual Formation and Soul Care, California Pupil Personnel Credential.





Citrus Springs Charter School, Empire Springs Charter School, Harbor Springs Charter School, Pacific Springs Charter School, River Springs Charter School, and Vista Springs Charter School are all fully accredited through the Western Association of Schools and Colleges (WASC)



Publicly funded tuition free charter school approved and registered through the State of California Board of Education



Member of the California Charter School Association



Summit Springs Educational Foundation



River Springs Charter School is sponsored by Riverside County Office of Education



Chapter of the National Honor Society



Citrus Springs Charter School is sponsored by Orange County Department of Education



California Scholastic Federation



Empire Springs Charter School is sponsored by Helendale School District



California Interscholastic Federation



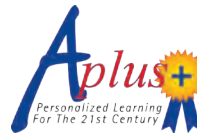
Harbor Springs Charter School is sponsored by Julian Elementary School District



National Collegiate Athletics Association



Pacific Springs Charter School is approved by San Diego County Office of Education



Member of Aplus+, the Association of Personalized Learning Schools and Services



Vista Springs Charter School is approved by California Department of Education



Charter Schools Development Center

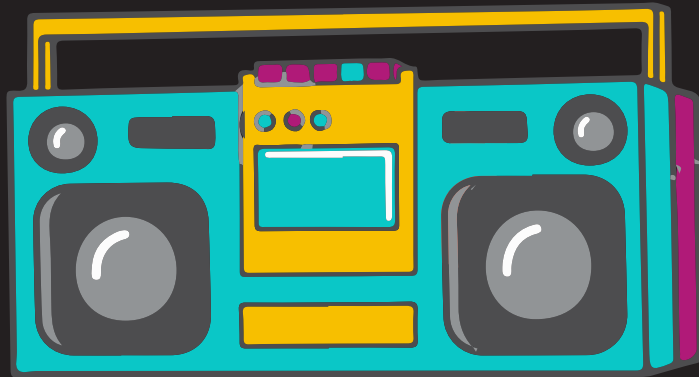


Many high school courses have been accepted by the University of California system for college acceptance and transferability



School Services of California

# GENERAL INFORMATION



# GENERAL INFORMATION

## FERPA

Springs Charter Schools are governed by the Family Educational Rights to Privacy Act (FERPA), and confidentiality of students is of the utmost importance. FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that are publicly funded.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." For complete information, please visit our website.

## Non-Discrimination

Springs Charter Schools are nonsectarian in their programs, admission policies, employment practices and all other operations. We do not discriminate against any person based on race, ethnicity, national origin, sex (including pregnancy, sexual orientation, or gender identity), religion, disability, or genetic information (including family medical history).

## New Student Enrollment

The Springs enrollment team works with our newly-enrolled families to ensure that their children will receive the support they need to successfully integrate into our charter school community. With more than 22 programs at 20 locations in Southern California, our enrollment staff can help you find the optimal program for your child.

## Student ID Cards

Student ID cards are available for all enrolled students. Many Springs programs automatically issue ID cards at the time that student photos are taken in the fall and/or spring. If this is not available in your program, please look on the school website at Current Parents & Students - Forms & Policies - Forms & Downloads - Request for ID Card. Follow the instructions and one will be issued promptly.

## Photo Release

A photo release option is included on a student's registration packet and may be changed at any time by contacting your teacher or the Student Records Department in Temecula.

## School Messenger

To keep our students and families properly updated, we work with the School Messenger system to deliver important notifications via phone, text, and email. These messages cover a lot of information, and it's important for parents to review them. If you change your phone number or email address, please notify your teacher or site facilitator right away so you don't miss important notifications.

## Statement of Closed Campus

All of the student centers operated by Springs Charter Schools are closed campuses. Students are not permitted access to unauthorized areas or to leave campus without a parent or guardian from the time of arrival until completion of the student's school day. At some campuses, the high school student's parents may be able to sign a walk-release form. Please check with the academy principal. All students returning to school from an appointment must check in through the front office before going into class.

## Theft Disclaimer

Springs Charter Schools are not responsible for stolen, lost, or damaged items. Each individual student is responsible for his/her property and for school items checked out to them. We make every attempt to secure property but are not responsible for any personal belongings including, but not limited to, clothing, backpacks, cell phones, money, computers, and other equipment.

## Program Transfer Requests

If you wish to transfer your child from one Springs program to another, we ask that you first take time to research the new program on our website and visit the school site to be sure that you want to make this change. To make a program transfer, submit an online request. On the school website, click Current Parents & Students - Program Transfer Request.





## Participation in Graduation Ceremonies

Graduation day is always an exciting time for our Springs Charter Schools family. While we'll miss our graduating seniors' presence in school the following year, we look forward to seeing them move on to the next phase of their lives.



Participation in graduation ceremonies however, is a privilege. We require that certain academic and good citizenship requirements are met. Graduating seniors may participate in graduation ceremonies if:

- The student has completed all graduation courses and exam requirements.
- The student is within ten units of completion of graduation courses AND is enrolled in summer school.
- The student is in "good standing" in regards to citizenship and behavior.

Students in the midst of a disciplinary process may be notified in writing that although they will receive their diploma for meeting our academic requirements, their privilege of participating in graduation ceremonies has been withdrawn due to behavioral issues. If your child is in this situation, and you wish to appeal the decision, you may do so through the Senior Directors.

Our administrative office will contact you with logistical information related to the graduation ceremonies as well as information on how you may order a cap and gown.

## Title 1 Compact

This is the Title I, Part A school-parent compact (The Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways Springs and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- Springs's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher

conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Springs engages Title I, Part A parents in meaningful interactions with Springs. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, Springs has established the following practices:

- Springs provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).
- Springs provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).
- With the assistance of Title I, Part A parents, Springs educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).
- Springs coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).
- Springs distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]). Springs provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).
- Springs provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Springs will distribute the Compact to all parents of students participating in the Title I, Part A program on, or before August 31, 2021.



## Williams Complaint Annual Notice

The school will provide sufficient textbooks and instructional materials. That means each pupil, including English Language Learners, must have a textbook or instructional materials, or both, to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English Learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office or downloaded from the school's website. Sample Williams Complaint Forms in English and in other languages are also available from the California Department of Education website.

## School Meals

All Springs sites participate in one or more of the federal school meal programs, such as National School Lunch Program and School Breakfast Program, and guarantee students access to at least one nutritionally adequate meal every school day. All meals served at school comply with the nutritional standards set by state and federal laws.

## Title IX

The school is committed to equal opportunity for all individuals in education. School programs and activities shall be free of discrimination based on actual or perceived disability, gender, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with an individual who has any of the aforementioned characteristics. Contact the Title IX Coordinator to report sex discrimination, including sexual harassment:

### Springs' Department of Education

#### Lead Title IX Coordinator – (Students)

**Debbie Thurston – Director of High School Programs**

**951 225-7717**

**[debbie.thurston@springscs.org](mailto:debbie.thurston@springscs.org)**

We recognize that the school is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The school shall follow uniform complaint procedures found in the Board Policies under section 2001.1, the Uniform Complaint Policy. A complaint form may be obtained at the school office, administration office, or downloaded from the school's website. Further information may be found on the school website under Title IX.

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# ACADEMICS



ACADEMICS





# ACADEMICS



## Student Academic Expectations

Regular attendance is a priority at Springs Charter Schools and a key to academic success. Students are expected to do school work on every school day, to keep track of the work they do, and to ensure that they complete a week's worth of work each school week. Students who are enrolled at one of our student center locations are expected to attend regularly as they have committed to that learning program. If, for some reason, a student must miss a scheduled class, whether on campus or through distance learning, the student must communicate with the teacher and access our Learning Management System to get the assignments and complete all assigned daily work.



## Mastery Learning

Springs Charter Schools focus on mastery based learning where students set their own goals, work at a flexible pace, and

demonstrate their progress in many ways. Students have frequent opportunities to reflect on what they are learning and how well they are progressing. Redos and retakes are an important part of our mastery learning process.

## Definition of Student Achievement

Springs Charter Schools student achievement means more than just the grade on a transcript or the score on a test. We believe student achievement is a complex process of moving in an intentional and satisfying way toward a collection of goals. Springs Charter Schools believe the core of achievement is each student's will and ability to take on a challenge, find and use resources to successfully tackle that challenge, and work diligently to accomplish each goal, even in the face of obstacles. For this reason, we believe that not only must each student take responsibility for his or her own achievement, but the school

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- Trombone

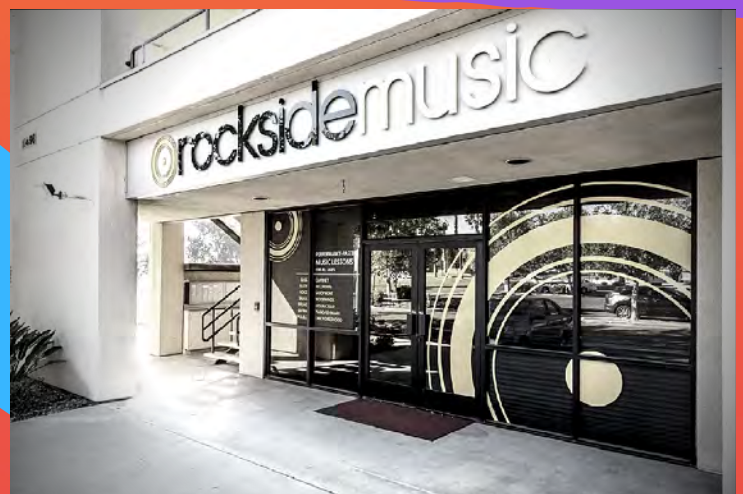
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must ensure that students are taught to take charge of their own learning in an incremental way at each grade level until graduation.

At Springs Charter Schools, we identify an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special interests, talents or abilities, whether it is in the arts, sciences or other areas. It is the goal of our schools to help students become educated individuals who are intrinsically motivated to learn, and who have diverse yet well-developed interests. We expect all graduates to be:

- **Independent Learners:** Self-reflective learners who understand how they learn and how to utilize a variety of skills and resources to obtain their individual goals.
- **Capable Communicators:** Communicators who can read, write, speak, and listen effectively for a variety of purposes and audiences.
- **Analytical Thinkers:** Effective problem solvers who employ logic and scientific method and look at issues from multiple perspectives.
- **Noteworthy Citizens:** Individuals who understand the value of their many roles within the community and who use their skills and knowledge to participate and positively impact the world around them.

## Achievement Measurements

Springs Charter Schools will gauge the success of the educational programs through a variety of measures, including:

1. Students will have experience and skills interacting and learning within the community.
2. Upon graduation, students will demonstrate the ability to set goals, evaluate and progress towards them, exhibiting engagement in the learning process, initiative, and curiosity.
3. Individual “value added” growth of each student meets or exceeds expected year-end target, as measured by the current school assessment. Proficiency at each grade level is the eventual goal for all students, and significant gains are the targets.

4. Common Core State Standards (CCSS) provide a guideline for students and teachers at Springs Charter Schools to develop a personalized plan for learning. These standards have a strong focus on problem solving, communication, collaboration, and integration of subject matter to prepare students for college and career.



## State Mandated Assessments

Students in grades TK-12 must participate in all required testing listed in the chart on the next page. Each assessment is administered by a credentialed Springs employee at a regional site or online in order to best serve all families. Students will participate in the assessments based on their grade level, IEP, 504 Plan, and/or English Language Learner status. The administration dates for the tests are available on the school’s Master Calendar, located on the website. Prior to testing, families will be notified by the Principal, Education Specialist, or via letter/email with the exact times, dates, and locations of the examination. For more information about mandated assessments, please visit the following: [www.springscharterschools.org](http://www.springscharterschools.org), [www.cde.ca.gov](http://www.cde.ca.gov), or speak to your teacher/Education Specialist for more details.

## Student Adequate Progress

Springs’ programs work best for students who can work independently. We want our students to complete all of their school assignments, attend classes, and make steady progress working through their grade level curriculum.

## Inadequate Progress Process

Students who are enrolled under our Student Agreement as independent study students, and who complete less than 70% of their assigned work will be classified as making inadequate progress. Students in this situation may be placed on an academic contract, which may require them to participate in mandatory tutoring, additional courses, or online sessions. Students who are not showing improvement on work completed, high school units earned, or who violate the terms of their academic contract may be disenrolled from the school.

## Student Attendance Review Board (SARB)

Some academy programs in Springs Charter Schools follow traditional, five days a week in class, seat-based school attendance guidelines. This means that the students must physically attend classes or be marked absent. Absent students may be excused



# Springs Charter Schools Required Assessments

California Assessment of  
Student Progress and  
Performance (CAASPP)\*  
OR  
Springs Alternate

Format: Online  
Standards Assessed: CCSS  
Content Areas: ELA & Math  
Grades: K-12

\*CAA (for students with significant  
cognitive disabilities)

California Science Test  
(CAST)

Format: Online  
Standards Assessed: NGSS  
Content Areas: Science  
Grades: 5, 8, 11

ACADEMICS

California Physical  
Fitness Test  
(PFT)

Format: Physical  
Standards Assessed: Fitnessgram  
Performance Standards  
Content Areas: Fitness  
Grades: 5, 7, 9

English Language  
Proficiency Assessment  
for California  
(ELPAC) for English  
Learners

Format: Online and Face-to-Face  
Standards Assessed: CA ELD Standards  
Content Areas: Initial and Summative  
Grades: K-12

Springs Internal Assessments  
(i-Ready, Interim Assessments, Milestones,  
Mastery Quizzes)

Format: Online and Paper & Pencil  
Standards Assessed: CCSS  
Content Areas: All  
Grades: K-12

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under certain conditions of the law as reflected in Board Policy 5026.1. Student truancy, if uncorrected, will result in the student entering the SARB process. Please contact the principal at your school site for more information about the attendance policy.

## English Language Development

English Language Development (ELD) helps our students who are acquiring skills in reading, writing, speaking and listening in English. Should your student fall in this category, we will help you implement an ELD plan tailored to the needs of your student. Students in our academies receive ELD instruction and support from classroom or distance learning teachers 30 to 60 minutes a day (depending on the grade level); we also provide our Homeschool students the help they need to improve their English. Contact us with any questions you have about ELD or choosing the right curriculum for your student. You can speak with your student's teacher or Educational Specialist, or call our Assessment Department at 951-252-8800.

## Interim Placement for New Students



Whenever a student with an IEP transfers into Springs, the student will be provided a free appropriate public education, including comparable services to those described in the previously approved IEP, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days. Springs shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law (EC § 56325). If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, Springs will convene an IEP meeting to offer this alternative.

## Learning Management Systems

Canvas provides parents and students with daily information about online courses and assignments. Also available on these sites are resources to aid learning, contact information for phone support, and grade information. Whether you are a parent or a student, you will want to know how to access Canvas:

From [www.SpringsCharterSchools.org](http://www.SpringsCharterSchools.org), click on MySprings

- Your User ID: First name.last name
- Your Password: Student's six or seven digit ID followed by "gogo" - no spaces (ex: 1234567gogo)
- Click on Canvas

NOTE: Do not save Canvas in your browser favorites as the site URLs may change from time to time.

## Student Grade Reporting

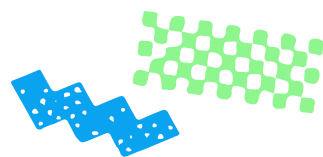
Our TK-6 students' grades will be reported in an online grade book that is made accessible to students and parents. Teachers post grades weekly for all their courses, which allows students and parents to view student progress and/or determine any assignments that are missing. For more information about how to access your student's courses and grades, contact your student's teacher or Education Specialist.

## Personal Business/Family Trips

Students who miss class instruction or required meetings with teachers and other staff for pre-planned family trips or other personal business are urged to discuss their plans in advance with their teachers. All parents and students must arrange to stay current on assignments during their trip. It is the student's responsibility to turn in makeup work directly upon their return.

## Events for Students

Springs Charter Schools coordinate a number of events for students. Included in these are participation in the National History Day, National Spelling Bee and the Science and Engineering Fair. We also have a chapter of the National Honor Society and California Scholastic Federation available to our students. We are pleased to offer a network-wide Prom each spring as well as Grad Nite for our seniors. Our graduation ceremony honors our senior class with all of the pomp and circumstance of a traditional high school. Regionally, we offer field trips, math workshops, a mobile science lab, writing workshops and a robotics program. Many of our younger students are involved in Lego League which is available at several of our student centers.







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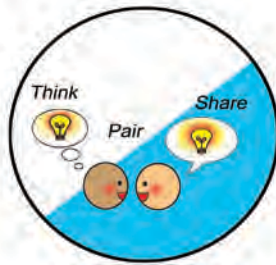
Presented By:





# POWER

Power Tools include 15 strategies to help our students develop independent learning skills. These strategies can be used in all courses for gaining new skills, reviewing previous learning and recalling information. Each year, students focus on five strategies in three-year cycles. More details can be found at: <http://doodle.riverspringscharter.org/joomla/>



## Think Pair Share

A cooperative learning technique that supports students to think through questions using these three distinct steps.



## SQ3R

A reading strategy used to aid comprehension and access difficult text. The acronym stands for Survey, Question, Read, Recite, and Review.



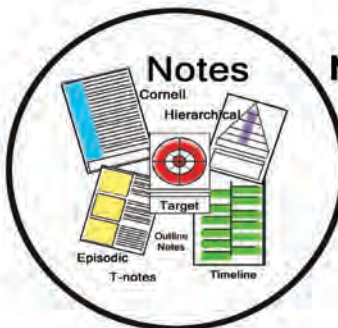
## RAFT

A flexible writing strategy. R is for the role of the writer; A is for the audience the writer addresses; F is for the form or format of the writing; T is for the topic of the writing.



## Questioning

A strategy for classifying thinking according to levels of complexity. We think of it as a stairway to encourage higher level thinking.



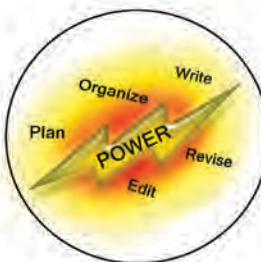
## Notes

A method to help students break down and organize information.



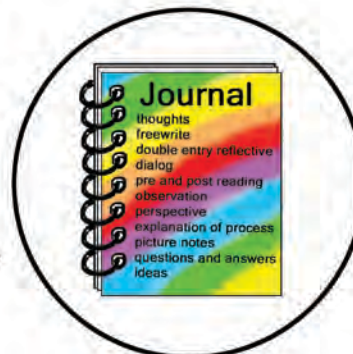
## Graphic Organizers

A strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.



## POWER Writing

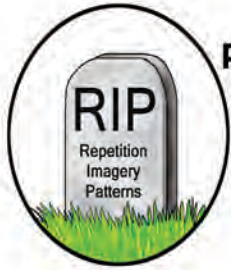
A strategy to improve writing skills using a process. POWER is an acronym for Plan, Organize, Write, Revise, and Edit and represents the steps in the writing process.



## Journal

A writing strategy to help students process information, organize, reflect and to promote writing fluency.

# TOOLS



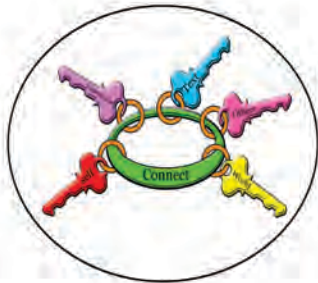
## RIP

Repetition, Imagery & Pattern  
A strategy to increase retention by using repetition, images, and patterns.



## Sketch to Stretch

A strategy that teaches students to visualize the main idea and concepts and to stretch their thinking and understanding.



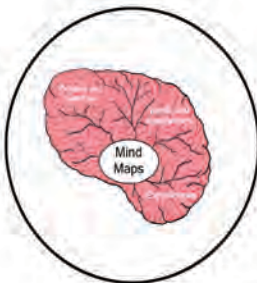
## Connect

An active reading strategy that helps students connect to things that they already know about.



## Cover and Tell

A reading comprehension strategy that enables a student to independently, break up their reading into smaller parts, giving them a chance to focus on what they just read and retell the information.



## Mind Maps

A strategy for helping students order and structure their thinking through mentally mapping words and/or concepts.



## Summarize

A strategy that helps students to identify the most important ideas in a text.



## VIP

A strategy is used to support readers in their efforts to navigate through the text, comprehend challenging material, reflect on key points or ideas, make connections, and clarify understanding.





# KINDERGARTEN TOPICS

In Kindergarten, history lessons focus on Community/Holiday Themes In science, Kindergarten students explore weather and climate. They ask Questions, Make Observations, Investigate and Support an Argument.

ACADEMICS



## Stepping Stones - The Kindergarten child:

- Can work independently for short periods.
- Is learning to skip.
- Can use child safe scissors to cut out shapes.
- Is able to play in small groups of children.
- Practices counting out loud up to 20.

## Reading recommendation:

“My Five Senses” by Aliko





# KINDERGARTEN 13 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read kindergarten books.
- I CAN:** talk about the story or poem I'm reading.
- I CAN:** read kindergarten informational books.
- I CAN:** use text features to read kindergarten informational text.
- I CAN:** write, draw, and tell about an event or book.
- I CAN:** add details to my writing with help.
- I CAN:** talk with others about kindergarten topics.
- I CAN:** present my work and ideas.
- I CAN:** use word clues to understand new words.
- I CAN:** sort words and their opposites with help.
- I CAN:** use words and phrases I've learned.
- I CAN:** name the letters and understand how print works.
- I CAN:** blend sounds into words.
- I CAN:** sound out words.
- I CAN:** use correct grammar.
- I CAN:** use letter sounds, capitals, and punctuation when I write.

## MATH I CANs

- I CAN:** tell you the number names and the count sequence.
- I CAN:** count to tell the number of objects.
- I CAN:** compare numbers.
- I CAN:** understand addition as putting together and adding to.
- I CAN:** understand subtraction as taking apart and taking from.
- I CAN:** work with numbers 11-19 to gain foundations for place value.
- I CAN:** describe and compare measurable attributes.
- I CAN:** classify objects and count the number of objects in each category.
- I CAN:** identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- I CAN:** analyze, compare, create, and compose shapes.

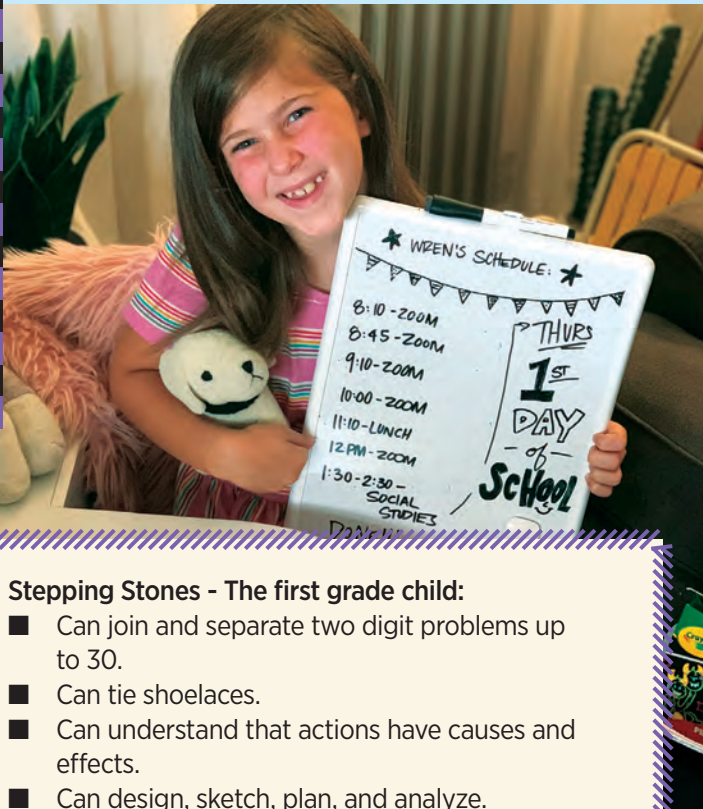




# FIRST GRADE TOPICS

In first grade, history lessons focus on National Symbols/Holiday Themes. In science, first grade students explore Waves, Light and Sound, Space Systems and Patterns, and Cycles/Engineering.

ACADEMICS



## Stepping Stones - The first grade child:

- Can join and separate two digit problems up to 30.
- Can tie shoelaces.
- Can understand that actions have causes and effects.
- Can design, sketch, plan, and analyze.

## Typical First Grade Lexile Reader Level:

Up to 300L

## Reading recommendation:

"A Weed is a Flower: The Life of George Washington Carver" by Aiki





# FIRST GRADE 12 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** retell stories with key details.
- I CAN:** think about the type of book I'm reading.
- I CAN:** identify the main topic and retell key details from a book about real things.
- I CAN:** use text features to help me understand what I'm reading.
- I CAN:** write about a topic or event.
- I CAN:** get help and add details to my writing.
- I CAN:** listen to others and ask and answer questions.
- I CAN:** share my work and ideas.
- I CAN:** tell the meaning of a word by breaking it apart or looking at the words around it.
- I CAN:** sort words and find word meanings.
- I CAN:** use words and phrases I've learned in conversations and books.
- I CAN:** identify the parts of a sentence.
- I CAN:** blend sounds and syllables into words.
- I CAN:** use phonics and spelling rules to sound out words.
- I CAN:** read my first grade books.
- I CAN:** use parts of speech correctly.
- I CAN:** use capitals, punctuation, and spelling rules.

## MATH I CANs

- I CAN:** represent and solve problems involving addition and subtraction within 20.
- I CAN:** understand and apply properties of operations and the relationship between addition and subtraction within 20.
- I CAN:** add and subtract within 20.
- I CAN:** work with addition and subtraction equations within 20.
- I CAN:** extend the counting sequence to 120.
- I CAN:** understand the place value of tens and ones.
- I CAN:** use place value understanding and properties of operations to add and subtract within 100.
- I CAN:** measure lengths indirectly and by iterating length units.
- I CAN:** tell and write time to the half hour.
- I CAN:** represent and interpret data.
- I CAN:** reason with shapes and their attributes.





# SECOND GRADE TOPICS

In second grade, history lessons focus on Family Heritage/Holiday Themes. In science, second grade students explore Structure and Properties of Matter, Interdependent Relationships, Earth's Systems and Engineering Design.

ACADEMICS



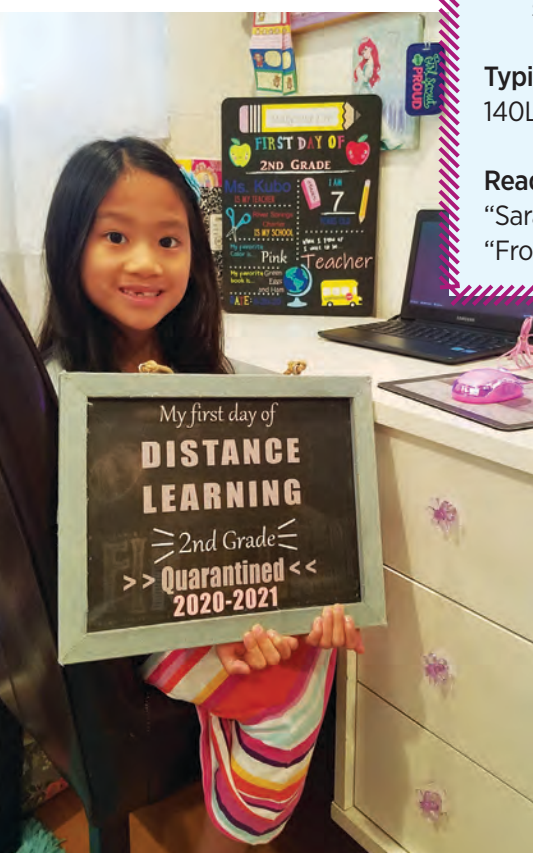
### Stepping Stones - The second grade child:

- Knows the value of money and can apply problem solving skills to determine amount needed for small purchases.
- Has a sense of humor; likes to tell jokes. Balance and coordination are improving.
- Wants to take on more responsibility to feel a sense of accomplishment.

Typical Second Grade Lexile Reader Level:  
140L to 500L

### Reading recommendation:

“Sarah, Plain and Tall” by Patricia MacLachlan and  
“From Seed to Plant” by Gail Gibbons





# SECOND GRADE III YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read second grade books and poems.
- I CAN:** use text features to read and understand poems.
- I CAN:** understand history books, science books, and diagrams.
- I CAN:** use text features to help me understand informational texts.
- I CAN:** write paragraphs to give my opinion, provide, or retell an event.
- I CAN:** improve my writing to stay on topic.
- I CAN:** research a question with my peers.
- I CAN:** participate in group conversations about what we are reading.
- I CAN:** present information about a topic.
- I CAN:** use print or digital tools to find the meaning of words and phrases.
- I CAN:** understand words with similar meanings.
- I CAN:** sound out words I don't know.
- I CAN:** understand what I'm reading.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** write with correct capitalization, punctuation, and spelling.

## MATH I CANs

- I CAN:** add and subtract within 100 and use what I know to solve word problems.
- I CAN:** know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.
- I CAN:** group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s.
- I CAN:** show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples.
- I CAN:** read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.
- I CAN:** count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols  $<$ ,  $>$ , and  $=$ .
- I CAN:** add and subtract tens and hundreds in my head and explain how I found my answer.
- I CAN:** add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.
- I CAN:** add and subtract within 1,000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.
- I CAN:** count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.
- I CAN:** measure, estimate and compare the lengths of objects using measuring tools.
- I CAN:** tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month.
- I CAN:** make and use a table to organize data and use it to make a line plot, picture graph and bar graph.
- I CAN:** name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.
- I CAN:** divide circles and rectangles into equal parts, find the area and use fraction words to name the parts.



# THIRD GRADE TOPICS

In third grade, history lessons focus on Local, City and Native Americans.  
In science, third grade students explore Forces and Interactions/Interdependent Relationships/Inheritance and Variance of Traits/Weather and Climate/Engineering Design.

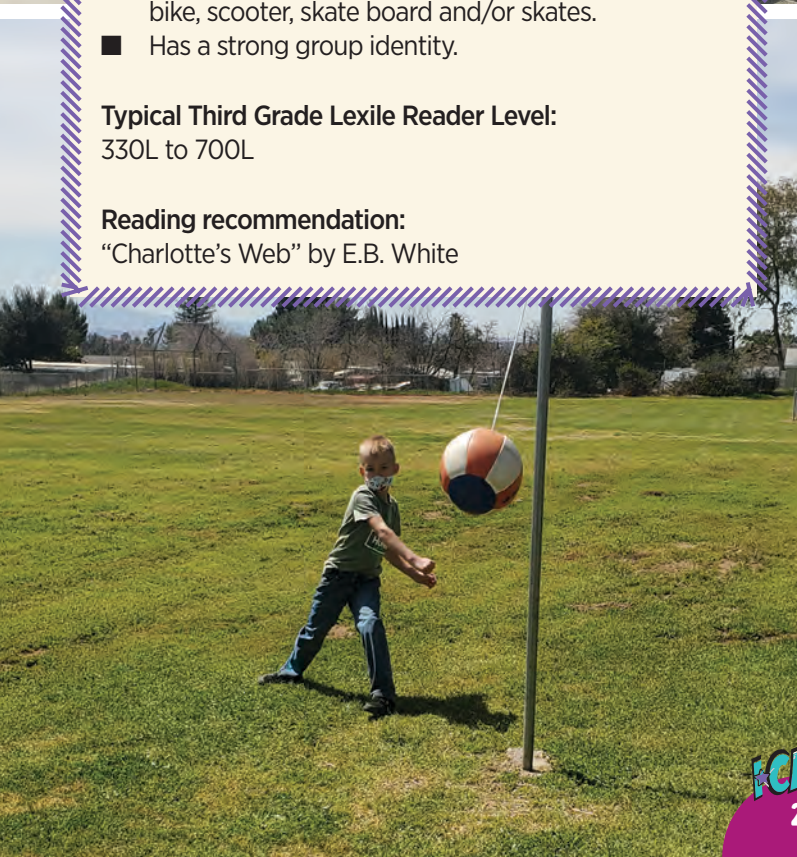


## Stepping Stones - The third grade child:

- Can identify date, time and day as a concept as opposed to just a number.
- Feels the “need” to master skills such as riding a bike, scooter, skate board and/or skates.
- Has a strong group identity.

Typical Third Grade Lexile Reader Level:  
330L to 700L

Reading recommendation:  
“Charlotte’s Web” by E.B. White



## ELA I CANs

- I CAN:** read and retell stories, and find the central message by looking at key details.
- I CAN:** describe how a story or poem builds between the narrator and the characters’ points of view.
- I CAN:** explain how the key details in a science or history text support the main idea.
- I CAN:** use text features and search tools to find information and describe the author’s point of view.
- I CAN:** write for different tasks using details, linking words and providing closure.
- I CAN:** plan, revise, and type out my writing with help.
- I CAN:** research and present on a topic citing evidence.
- I CAN:** discuss and learn information in a group discussion.
- I CAN:** present ideas and experiences clearly and use visual displays.
- I CAN:** look at roots and affixes, context, and print and digital tools to understand a word.
- I CAN:** use appropriate vocabulary and identify literal and nonliteral phrases.
- I CAN:** use phonics to decode words.
- I CAN:** read fluently with expression and self-correct when necessary.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** use proper capitalization, punctuation, and spelling in my writing.



# THIRD GRADE 10 YEARS TO COLLEGE

## MATH I CANs

- I CAN:** use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10.
- I CAN:** understand multiplication and division by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.
- I CAN:** know and apply multiplication properties of operations (associative, distributive and commutative).
- I CAN:** find the answer to a division problem by thinking of the missing factor in a multiplication problem.
- I CAN:** fluently multiply and divide within 100 and, by the end of third grade, know from memory all products of two one-digit numbers.
- I CAN:** use addition, subtraction, multiplication and division to solve two-step word problems, then use mental math to check my answers.
- I CAN:** find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
- I CAN:** show fractions are part of a whole and represent fractions on a number line.
- I CAN:** compare fractions (using  $<$ ,  $=$ ,  $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.

- I CAN:** tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes.
- I CAN:** measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume.
- I CAN:** create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number.
- I CAN:** measure area by using what I know about multiplication and addition and describe it in unit squares.
- I CAN:** recognize, draw, and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.
- I CAN:** find the area and perimeter of shapes applied in real world examples.





# FOURTH GRADE TOPICS

In fourth grade, history lessons focus on Local/State/Early American Discovery/Explorers/Local Government.

In science, fourth grade students explore Energy, Waves and the Earth's Systems.

ACADEMICS



### Stepping Stones - The fourth grade child:

- Can apply math concepts to real world applications.
- Accepts personal responsibility for behavior.
- Shows improved reaction time in reflexes and activities.
- Understands the importance of healthy habits.

### Typical Fourth Grade Lexile Reader Level:

565L to 910L

### Reading recommendation:

"A History of US" by Joy Hakim





# FOURTH GRADE 9 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read and understand fourth grade stories, dramas, and poetry.
- I CAN:** use text features to understand fourth grade literature, including stories, dramas, and poetry.
- I CAN:** read and understand history, science, and other informational texts.
- I CAN:** use text features (table of contents, index, glossary, headings) to understand textbooks, online articles, and reference books.
- I CAN:** write opinion, informative, and narrative pieces.
- I CAN:** use the writing process and technology to publish final drafts.
- I CAN:** work collaboratively with peers on research projects.
- I CAN:** participate in small and large groups to discuss books.
- I CAN:** communicate ideas and experiences through oral and visual presentations.
- I CAN:** use print or technology to determine the meaning of unknown words and phrases in my reading.
- I CAN:** use and identify figurative language, word relationships, and nuances in word meanings.
- I CAN:** apply phonics and morphology (Greek and Latin words) to read and use new words.
- I CAN:** read a variety of genres at my grade level with accuracy and expression.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** correctly use the rules for capitalization, punctuation, and spelling.

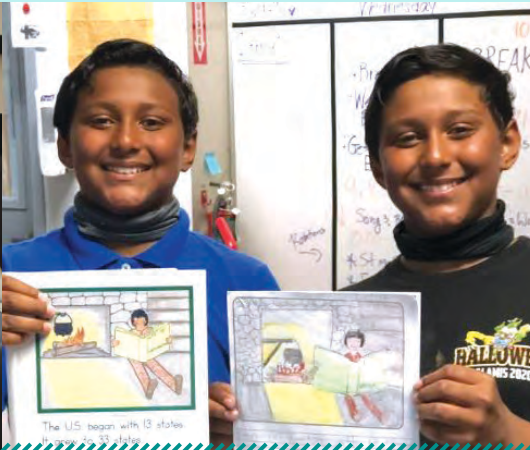
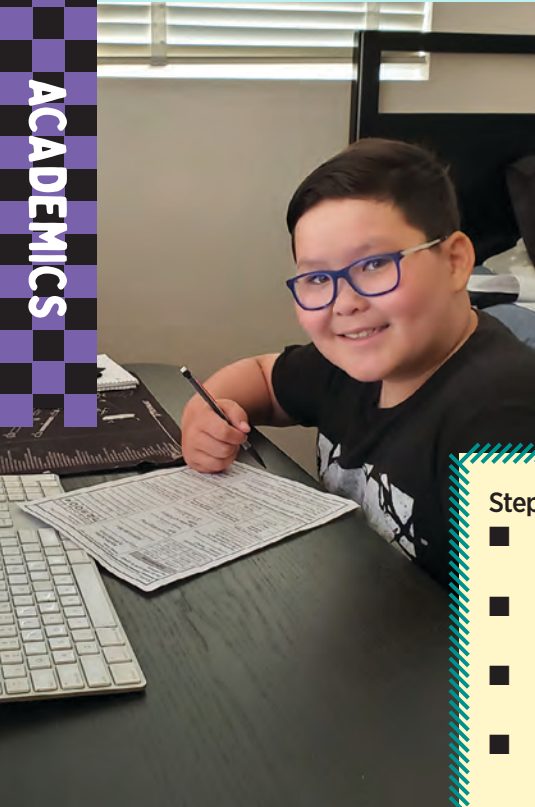
## MATH I CANs

- I CAN:** use my understanding of place value to represent, round, and compare multi-digit whole numbers.
- I CAN:** add and subtract numbers within 1,000,000.
- I CAN:** determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite.
- I CAN:** create and analyze patterns to identify features of the pattern to follow a math rule.
- I CAN:** use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.
- I CAN:** use what I know about the four operations to solve an unknown value represented by a letter.
- I CAN:** use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers.
- I CAN:** compare, order, and understand equivalence of fractions with different numerators and denominators.
- I CAN:** use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators, and model my answer.
- I CAN:** use unit fractions to multiply fractions and model my answer.
- I CAN:** use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.
- I CAN:** draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures.
- I CAN:** understand concepts of angles, draw angles and measure angles using tools.
- I CAN:** represent and interpret data measured in fractions by making a line plot to display the data.
- I CAN:** solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit.

# FIFTH GRADE TOPICS

In fifth grade, history lessons focus on US History/Explorers to Civil War/National Government. In science, fifth grade students explore Structure and Properties of Matter/Matter and Energy in Organisms and Ecosystems/Earth's Systems/Space Systems/Engineering Design.

ACADEMICS



## Stepping Stones - The fifth grade child:

- Begins to use abstract thinking in problem solving.
- Thinks about decisions and is usually happy with outcomes of decisions.
- Serves as a member of the community, begins to see the value in helping others.
- Is good at memorizing facts although doesn't necessarily know how to apply the facts.

## Typical Fifth Grade Lexile Reader Level:

565L to 910L

## Reading recommendation:

"Discovering Mars: The Amazing Story of the Red Planet" by Melvin Berger





# FIFTH GRADE 8 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read and comprehend fifth grade literature, including stories, dramas, and poetry.
- I CAN:** use text features to understand fifth grade literature, including stories, dramas, and poetry.
- I CAN:** read and comprehend fifth grade informational texts, including history, science, and technical texts.
- I CAN:** use text features to read and understand nonfiction text, including text books, online articles, and reference books.
- I CAN:** write for different tasks, purposes, and audiences.
- I CAN:** use the writing process, peer editing, and technology to publish final drafts.
- I CAN:** work with my peers to use our print and digital tools to answer a question we have about the world.
- I CAN:** collaborate effectively by reading material ahead of time, pose and answer questions in a discussion and identify how claims are supported.
- I CAN:** communicate ideas and experiences through oral and visual presentations.
- I CAN:** use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.
- I CAN:** demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- I CAN:** apply phonics and word analysis skills in decoding words.
- I CAN:** read a variety of genres with accuracy and expression.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** correctly use the rules for capitalization, punctuation, and spelling.

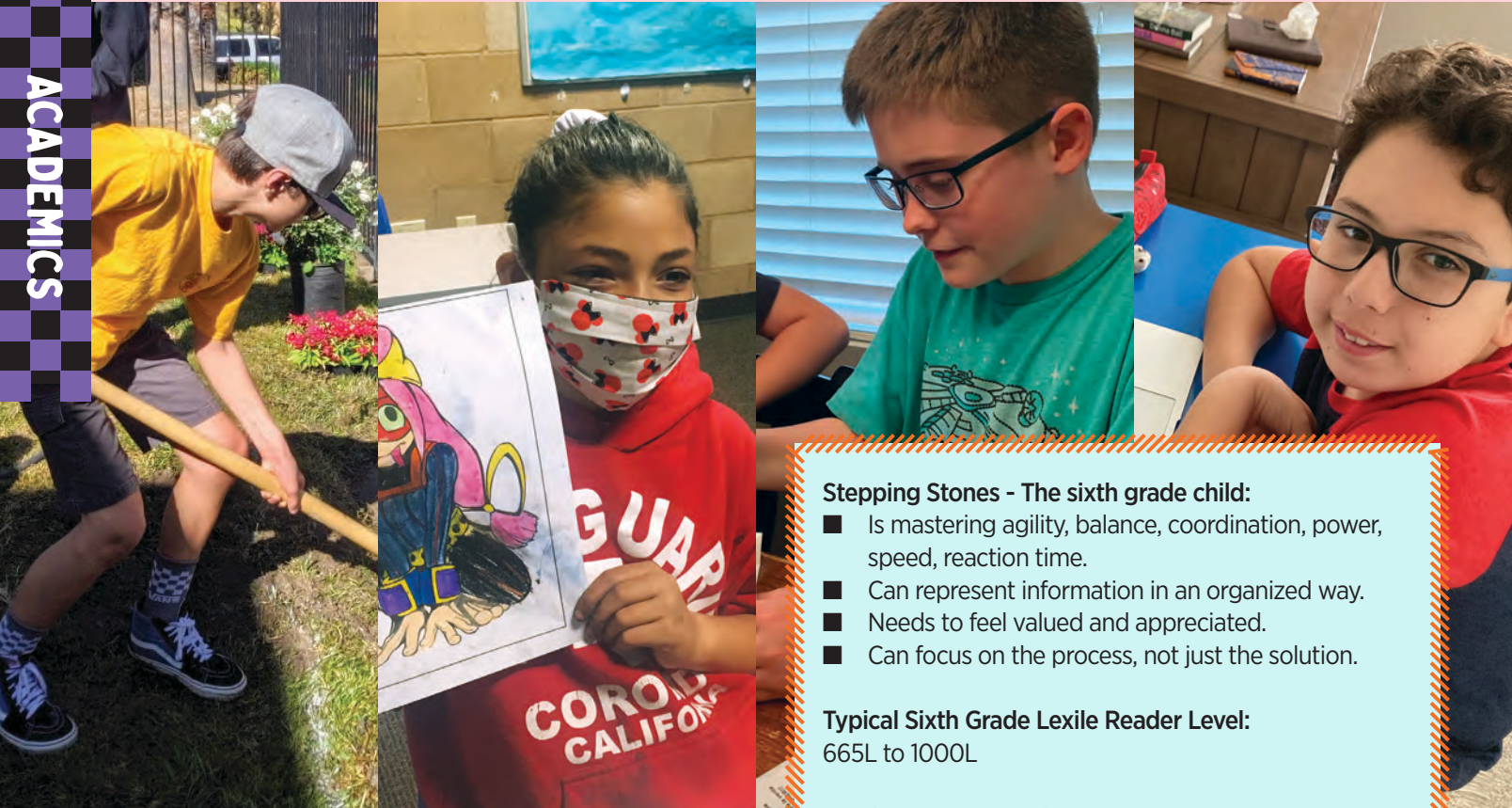
## MATH I CANs

- I CAN:** understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.
- I CAN:** multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.
- I CAN:** add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.
- I CAN:** fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.
- I CAN:** interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.
- I CAN:** use parentheses, brackets and ordering of operations to write expressions and calculate numbers.
- I CAN:** determine the prime factors of all numbers through 50 and show multiples of a factor using exponents.
- I CAN:** convert measurement within the same measuring system.
- I CAN:** make a line plot display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot.
- I CAN:** understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.
- I CAN:** understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.
- I CAN:** classify two-dimensional shapes into categories based on their properties.

# SIXTH GRADE TOPICS

In sixth grade, history lessons focus on Ancient Civilizations.  
In science, sixth grade students explore topics such as Molecules to Organisms, Structures and Processes, Heredity, Inheritance and Variation of Traits and Earth's Systems.

ACADEMICS



#### Stepping Stones - The sixth grade child:

- Is mastering agility, balance, coordination, power, speed, reaction time.
- Can represent information in an organized way.
- Needs to feel valued and appreciated.
- Can focus on the process, not just the solution.

Typical Sixth Grade Lexile Reader Level:  
665L to 1000L

#### Reading recommendations:

In the middle school years, there is much greater attention on the specific category of literary nonfiction. "Woodsong" by Gary Paulsen





# SIXTH GRADE 7 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read and comprehend sixth grade literature including stories, dramas, and poetry.
- I CAN:** use literature text features to understand grade level stories, dramas, and poetry.
- I CAN:** read and comprehend sixth grade informational texts, including history, science, and technical texts.
- I CAN:** use text features to understand nonfiction text, including text books, online articles, and reference books.
- I CAN:** read and comprehend my history/social studies texts independently and proficiently.
- I CAN:** read and comprehend my science and texts independently and proficiently.
- I CAN:** write for different tasks, purposes, and audiences.
- I CAN:** use the writing process to develop my writing.
- I CAN:** conduct short research projects using print and digital sources.
- I CAN:** participate in small and large group conversations about topics and books we are reading.
- I CAN:** present ideas and experiences and use visual displays.
- I CAN:** determine the meaning of words and phrases choosing from a range of strategies.
- I CAN:** demonstrate understanding of figurative, word relationships, and nuances in word meanings.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** correctly use the rules for capitalization, punctuation, and spelling when writing.

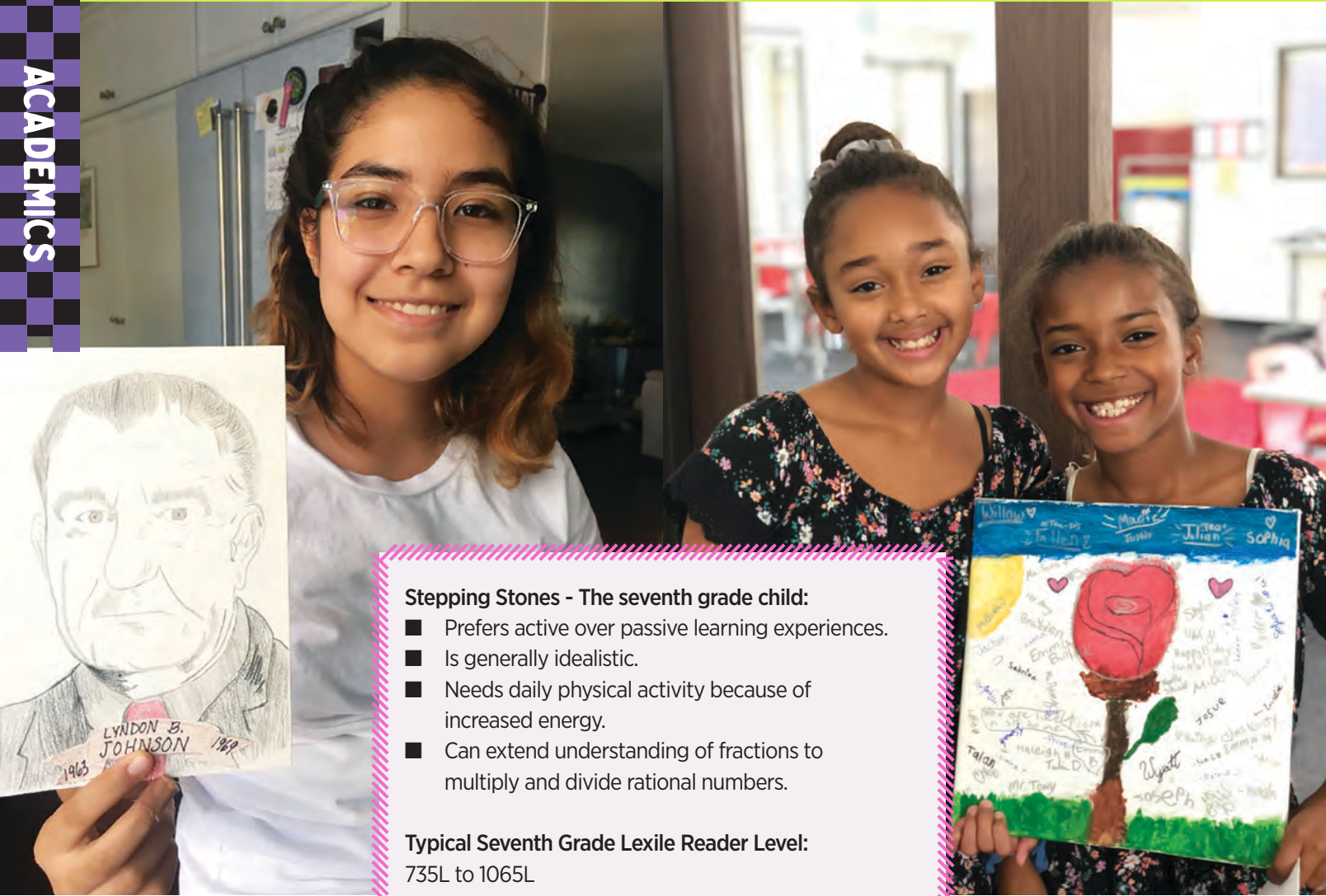
## MATH I CANs

- I CAN:** add, subtract, multiply and divide whole numbers and decimals.
- I CAN:** find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions.
- I CAN:** know and apply the Distributive Property.
- I CAN:** multiply and divide fractions and solve word problems involving fractions using a visual model or drawing.
- I CAN:** understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.
- I CAN:** find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.
- I CAN:** understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.
- I CAN:** find a percent of quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent.
- I CAN:** apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.
- I CAN:** solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.
- I CAN:** use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.
- I CAN:** use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume.
- I CAN:** gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context.

# SEVENTH GRADE TOPICS

In seventh grade, history lessons focus on World History. In science, seventh grade students explore Human Impacts, Engineering Design, the History of the Earth and Chemical Reactions.

ACADEMICS



### Stepping Stones - The seventh grade child:

- Prefers active over passive learning experiences.
- Is generally idealistic.
- Needs daily physical activity because of increased energy.
- Can extend understanding of fractions to multiply and divide rational numbers.

### Typical Seventh Grade Lexile Reader Level:

735L to 1065L

### Reading recommendation:

In the middle school years, there is much greater attention on the specific category of literary nonfiction. "Lincoln Tells a Joke: How Laughter Saved the President (And the Country)" by Kathleen Krull and Paul Brewer



# SEVENTH GRADE 6 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read and comprehend literature, including stories, dramas, and poetry.
- I CAN:** use literature text features to understand grade level literature.
- I CAN:** read and comprehend seventh grade nonfiction text.
- I CAN:** use text features to read nonfiction text, including text books, online articles, websites, and reference books.
- I CAN:** read and comprehend 7th grade history/social studies texts independently and proficiently.
- I CAN:** read and comprehend science and technical texts independently and proficiently.
- I CAN:** write for different tasks, purposes, and audiences.
- I CAN:** use the writing process to develop my writing.
- I CAN:** work with my peers to conduct short research projects.
- I CAN:** participate in small and large group conversations about topics and books we are reading.
- I CAN:** communicate ideas and experiences through oral and visual presentations.
- I CAN:** clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.
- I CAN:** demonstrate understanding of figurative language, word relationships and nuances in word meaning.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** correctly use the rules for capitalization, punctuation, and spelling when writing.

## MATH I CANs

- I CAN:** apply number operations to real world problems.
- I CAN:** use a number line to add and subtract rational numbers and define absolute value as the distance from zero.
- I CAN:** extend my understanding of fractions to multiply and divide rational numbers.
- I CAN:** apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.
- I CAN:** solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.
- I CAN:** use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equation and a graph.
- I CAN:** solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest.
- I CAN:** draw, construct, and describe geometric figures based on what I know about similar shapes, and scale drawing and angles then the relationships between them.
- I CAN:** solve real-life and mathematical problems involving circumference, area, surface area and volume.
- I CAN:** use random sampling to draw inferences about a population.
- I CAN:** compare and analyze data using dot plots and box plots making comparative inferences about two populations.
- I CAN:** investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events.



# EIGHTH GRADE TOPICS

In eighth grade, history lessons focus on American History from WWII to Present. In science, eighth grade students explore Heredity, Inheritance and Variation of Traits, Biological Evolution, Unity and Diversity and Energy.

## Stepping Stones - The eighth grade child:

- Knows the formulas for the volumes of cones, cylinders, and spheres and uses them to solve real-world and mathematical problems.
- Has an increase in career interests.
- Has the capacity for abstract thought.
- Has improved abilities to use speech to express oneself.

**Typical Eighth Grade Lexile Reader Level:**  
805L to 1100L

## Reading recommendation:

In the middle school years, there is much greater attention on the specific category of literary nonfiction. "Narrative of the Life of Frederick Douglass, an American Slave" by Frederick Douglass





# EIGHTH GRADE

# 5 YEARS TO COLLEGE

## ELA I CANs

- I CAN:** read and comprehend grade level literature, including stories, dramas, and poetry.
- I CAN:** use literature text features to read grade level literature, including stories, dramas, and poetry.
- I CAN:** read and comprehend eighth grade nonfiction literature.
- I CAN:** use text features to read and understand nonfiction text, including text books, online articles, and reference books.
- I CAN:** read and comprehend history/social studies texts independently and proficiently.
- I CAN:** read and comprehend science and technical texts independently and proficiently.
- I CAN:** write for different tasks, purposes, and audiences.
- I CAN:** use the writing process to develop my writing.
- I CAN:** conduct short research projects to answer a question drawing on several sources.
- I CAN:** work in small and large group conversations to discuss topics and books we are reading.
- I CAN:** communicate ideas and experiences through oral and visual presentations.
- I CAN:** determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.
- I CAN:** demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- I CAN:** use proper grammar when I write and speak.
- I CAN:** correctly use the rules for capitalization, punctuation, and spelling when writing.

## MATH I CANs

- I CAN:** represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line.
- I CAN:** know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number.
- I CAN:** use scientific notation to express measurement of very small and very large quantities.
- I CAN:** compare proportional values, draw a graph of their relationships and know the unit rate is the slope of the graph.
- I CAN:** derive the equation of a line  $y = mx + b$  where the slope ( $m$ ) can be found using similar triangles and the  $y$ -intercept ( $b$ ) is where the line crosses the vertical axis.
- I CAN:** solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).
- I CAN:** understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.
- I CAN:** construct a function to model the relationship of two quantities and describe the relationship by analyzing a table or sketching a graph.
- I CAN:** use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.
- I CAN:** verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.
- I CAN:** use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles.
- I CAN:** know the formulas for the volumes of cones, and spheres and use them to solve real-world and mathematical problems.
- I CAN:** construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems.

# HIGH SCHOOL

A Message from the Superintendent, Dr. Kathleen Hermsmeyer



I'm amazed and inspired by our high school graduates every year. Unlike many of their peers at other schools, our high school graduates aren't lackluster, apathetic or burned out. That's because all Springs high school students are given the opportunity to pursue their own dreams, while at the same time learning the skills and knowledge they need to be career and college ready.

One of the best things about Springs is that we provide a variety of options so we can meet the needs of almost every learner. That's true with our high school program too! Here's an overview of the high school programs we have available, from the most supportive to the most flexible.



## EXTRACURRICULARS? WE'VE GOT THEM!

**Don't miss out on these high school experiences...**

**Springs Connects Club and Events**

**High School Enrichment Expeditions-Field Trips**

**National Honor Society (and Junior Society)**

**California Scholarship Federation (and Junior Fed)**

**International Thespian Society • CIF Sports on campus**

**Science and Engineering Fair • National History Day**

**Junior/Senior Prom • Grad Night • Cap & Gown Graduation Ceremony  
and more!**

**I CAN!**

**HIGH SCHOOL  
RENAISSANCE  
REAL WORLD  
ACADEMIES**  
(SAN JACINTO,  
RIVERSIDE, TEMECULA)



Do you want a truly different high school experience? Discover a classroom-based high school that emphasizes deeper connections with fewer teachers and ensures that every student is prepared for both college and the world of work through rigorous, supported courses, school-organized internships, and concurrent college enrollment. Students graduate with a resume of experiences and skills, a UC-ready transcript, college units and friends that will last a lifetime.

**KEYS COLLEGE AND  
CAREER PREP**  
(AVAILABLE IN CHERRY  
VALLEY, CORONA, HEMET/  
SAN JACINTO, INDIO, MENIFEE,  
RANCHO CUCAMONGA,  
RIVERSIDE, SANTA ANA, TEMECULA, AND VISTA)



Keys is an independent study program, where students are assigned to an Educational Specialist (ES) who will be responsible for selecting and ordering curriculum, as well as meeting with the parent and student at least once a week to assign school work and review graded assignments. Classes, workshops, tutoring and weekly study zone support hours are available.

**FLABOB AIRPORT  
PREPARATORY  
ACADEMY**  
(RIVERSIDE/JURUPA VALLEY)



Our project-focused, integrated learning model offers a unique school environment where everybody knows every student's name. Our Global Transitions Program (GTP) is designed to provide career and college preparation to students in grades 6-12. Students will be introduced to career paths that connect them directly to the global world. Students will have the opportunity to learn the 21st Century Skills that will prepare them to enter the job force or attend college directly after high school.

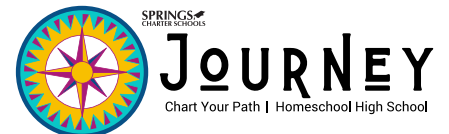
**VENTURE  
ONLINE**



This K-12 program caters to the needs of the 21st century students allowing them to complete their education anytime, anywhere, with the full support of subject credentialed teachers. The goal of Venture Online is to make it possible for students to achieve success while pursuing their dreams. Our teachers support students online, assign and grade work, and personalize learning for your child's success.

**HOMESCHOOL JOURNEY PROGRAM**

Would you like the encouragement and support of credentialed education specialists as you launch your



high school homeschool journey? This program is designed to support a flexible and personalized path to graduation.

**Program Features:**

- Parent-designed course options
- Springs-designed courses
- Classroom experiences
- Field trips, vendor classes, and events.





# 3 ROUTES TO CAREER & COLLEGE READINESS

## Choose One, Two, or all Three



ACADEMICS

HIGH SCHOOL

1	2	3
<b>Four Year College-Ready Transcript</b>	<b>Career Pathway</b>	<b>Post-Secondary Connections</b>
UC/CSU qualified admission transcript  Requires 160 credits of UC a-g approved core courses in English, Math, Science, Social Science, Foreign Language, and Visual/Performing Arts	Career Technical Education (CTE) courses in the same pathway  Requires one Concentrator Course and one Capstone Course within the same pathway	Two or more semesters of college courses  Courses can be taken at a community college, through Springs classroom, or through online course options
<b>Take this route if...</b>	<b>Take this route if...</b>	<b>Take this route if...</b>
You want to be prepared to enter any UC, CSU, or other four year university}	You want to explore career options, be prepared to enter the workforce, technical training, or community college	You want to explore career options prepare to continue a career certification, or complete an Associate's Degree
<b>The Pros</b>	<b>The Pros</b>	<b>The Pros</b>
The most flexible route allowing the post-high school options for graduates  Provides a great foundation for college	Career Internships offered that reinforce the CTE pathways  Work Experience credit  Dual Enrollment college courses articulated and online  Highly-skilled Credentialed CTE teachers	Courses can count for both high school and college credit  Dual Enrollment college courses articulated and online  Concurrent Enrollment courses can be taken at a community college campus or through a free online program





# WE MAKE OUR HIGH SCHOOL POP!



At Springs, CHOICE is a key component of everything we do, so we are proud to introduce **POP (Personalized Options Program)** for high school.

We asked ourselves, how can we provide choices for high school students while still ensuring they meet all high school and college prep requirements?

We created a program that allows students to choose from many different modular options (opts) that make up a full core high school course.

With **POP** curriculum, no two students will have to have the same schedule.

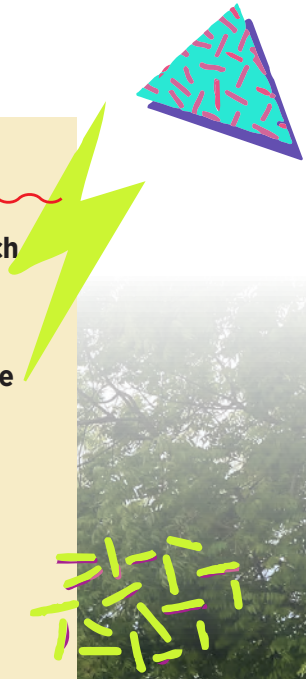
The three year roll-out of **POP** begins in the 2021-2022 school year with 9th and 10th grade students in Individualized Learning Programs (Keys, Venture, Journey) and 9th - 12th grade students at our four Academy locations. The program will continue to include all grade levels in 2022-2023 and maximum choice for all subjects in 2023-2024.



HIGH SCHOOL

## POP Features

- Students choose from a selection of OPTs to make up each high school course
- School schedule is made up of six 26-day sprints
- Students take only 3 OPTs at a time, allowing them to dive deep and focus
- OPTs are interesting and relevant for students. Some examples include:
  - Poetry for the People (English)
  - Shark Tank (English)
  - Who's the Guilty Party? (Chemistry)
  - Motion to Metabolism (Physics)
  - Spies, Space and Competition (World History)
- OPTs include community focused topics and hands-on group learning



## Career Technical Education (CTE) Offerings

We believe every young person, regardless of their post-high school goals, benefits from Career Education. The skills, knowledge and real-world experiences these classes provide can not be found in traditional core courses, and can help to focus post-secondary decisions and career planning.

We encourage all students to complete a pathway in a career area of their choice.

Each pathway requires two courses, and we currently offer the following 13 career paths

1. Biotechnology
2. Design, Visual and Media Arts
3. Education
4. Entrepreneurship/Self-Employment
5. Family and Human Services
6. Food Service and Hospitality
7. Game Design and Integration
8. Hospitality, Tourism and Recreation
9. Networking (IT)
10. Patient Care
11. Public Safety
12. Systems Diagnostics, Service and Repair (Automotive)
13. Web Design



SPRINGS  
CHARTER SCHOOLS

Career Internship Technical Education

I've always been interested in the medical field, so I decided to enroll in the Medical Terminology portion of the Medical Pathway in my freshman year. As a sophomore, I completed Medical Coding and received a certificate at the Springs #getRealCon CITE Student Conference. My future goal is to become a registered nurse.

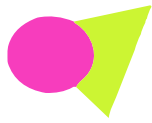


~ Kura Carlos

Springs offers so many CTE Pathways and even gives you internships to experience what you want to pursue in the future. I am proud to have been selected to represent Springs, and California, at the Congress of Future Medical Leaders in Boston last February.







## Why Mastery Learning?

At Springs, we believe in deep quality learning that is demonstrated through mastery of skills and the application of these skills to real-life situations. We know that every student is unique and requires his or her own flexible, personalized learning path. It is for these reasons that mastery learning makes sense for our students.

A large body of research has validated the benefits of mastery learning: When compared with students in traditionally taught classes, students in well-implemented mastery learning classes consistently reach higher levels of achievement and develop greater confidence in their ability to learn and in themselves as learners (Anderson, 1994; Guskey & Pigott, 1988; Kulik, Kulik, & Bangert-Drowns, 1990). So we focus on individualized practice as an important part of the learning process, but we reject the idea of one-size-fits-all “drill and kill” practice. Some students don’t need much practice at all to acquire a new skill. We believe that practice should never be “busy-work”; it should be intentional and designed for specific student needs.

Mastery learning includes improved grading practices that break from the traditional way of grading. Traditional grading is basically a reward for compliance and responsibility, but is often not an indication of true learning. Mastery learning and grading places an emphasis on learning first.

Mastery learning contributes to our belief that we value learning for the sake of learning. Students are more likely to take risks and try new things because they know they won’t fail! They can keep at it until they get it right.

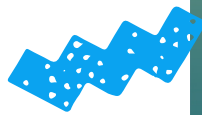
At Springs we have adopted eight non-negotiables of mastery learning. The non-negotiables include the following practices:

### Did You Know?

**Springs students have a unique opportunity to take college courses while earning triple high school units?**

Search “Dual Enrollment” on our website for details.

[www.SpringsCS.org](http://www.SpringsCS.org)



## My Mastery Based Teaching Experience

By Niki Wakelin, High School English Teacher and Specialist

As an English teacher with 16 years of traditional teaching practice, I dove into my first semester of mastery based teaching with both enthusiasm and little skepticism. After many years of traditional teaching, I knew that in order to embrace the philosophy of mastery learning I would need to give up some of the control I was used to having and allow the students to drive their own learning. I was worried that I wouldn’t be able to cover the same amount of content and that my students might lack motivation. Although the shift from a traditional classroom to a mastery based classroom was challenging at first, by the end of the first semester I was completely sold!

Teaching in a mastery based classroom has allowed me the opportunity to conference with students to provide very



**8 Non-Negotiables of Mastery Learning**

- FLEXIBLE PACING**  
1 Year+ Growth  
Multiple Opportunities  
Personalized Learning Paths
- REDOS & RETAKES**  
Multiple Attempts & Measures  
Penalty Free  
"Not Yet" Mindset
- JUST IN TIME FEEDBACK**  
Authentic  
Standards Based  
Formative & Summative
- GOAL SETTING & REFLECTION**  
Learner Driven  
Ongoing Cycle  
Collaborative
- LEVELS OF MASTERY**  
Proficiency Scales  
Exemplars  
Standards Based
- PERFECT PRACTICE**  
Teacher Facilitated  
Personalized  
Never New
- HABITS OF SUCCESS**  
On Report Card  
21st Century Skills  
Connected to GLOs  
Noted on Transcript
- GRADES & REPORTING**  
Zeros Not Permitted  
Evidence Based  
No Extra Credit  
A-C for 9-12

**Springs**  
CHARTER SCHOOLS



specific, individualized, and timely feedback. I am able to have very authentic conversations with students in regard to their strengths and areas that require improvement. I have always given this detailed feedback, but the difference with mastery learning is that the students are now able to take that feedback into consideration, and then revise and resubmit their work. This allows them to understand and ultimately master the concepts at a much deeper level. Not only did my students welcome both positive and constructive feedback, they were actually craving it and so eager to improve. With the understanding that they can take what they learn from our one-on-one discussions and go back and improve their work, my students are more motivated to achieve their personal best than ever before.

The mastery learning process has deepened my personal connections with students and has allowed me to teach more skills and deliver more content than in any previous year. I believe that it will only get better as I continue to improve my teaching practice in the mastery based classroom.

### **Welding anyone?**

Our Renaissance Real World Academy high school girls had the opportunity to visit one of our many community partner companies in conjunction with a local community college to learn about non-traditional career paths as part of our robust Career Technical Education program.

### **Internships: Life Changing Experiences**

Did you know we provide our young people an amazing service by matching them up to internships in areas of possible career interest? We have over 400 business partners in our school communities who volunteer to help our teens get the experience of working in their preferred industry.

One of our internship coordinators will work with you to find an internship in your community that meets your interests. Students will work with their business mentor approximately 4 hours per week. Students will also enroll in an internship course where they will learn about the professional skills needed to be a successful member of the upcoming workforce.

Skills like resume writing, interviewing skills, workplace etiquette and so much more. Internships will give you the experience to know what career you want to pursue in life.

#### **Courses available for Internships:**

**Internship (EWEE) 1 A/B**

**Internship (EWEE) 2 A/B**



### **Work Experience Education**

Did you also know that you can get school credit for working in a paid job? Employed students who are in 11th or 12th grade can enroll in Springs Charter Schools' Work Experience class. This course will help you be successful in your job, teach you money management, workplace etiquette and so much more. Work experience is one of the best way to prepare you for life.

#### **Courses available for Work Experience:**

**Internship/Work Experience Ed (GWEE) 1 A/B**

**Internship/Work Experience Ed (GWEE) 2 A/B**



**Students are encouraged to pursue their interests and are supported academically by weekly subject specialists in an online environment through small group lessons and individual support.**

**Each student is assigned to a dedicated High School Education Specialist. These staff members are all subject specialists and provide live support twice a month! Students, parents, and staff collaborate to create a customized path with flexible pacing and the ability to design their own courses.**

**High School Learning Center support classes are offered at the following locations: Murrieta, Orange County, Riverside, and Rancho Cucamonga.**



Early on I struggled, but eventually with guidance, love, and support from peers and great teachers, I was able to gain the confidence I needed to succeed. What I love best are the opportunities that Springs provided me, including Dual Enrollment through my local community college and an internship with the City of Temecula.

~Alexzandra Nagelvoort



## Work Permits

If your student has a job offer and needs a work permit, download the Work Permit Application (Form B1.1) from the Springs Charter School's website: <https://springscs.org/work-permit>.

Work experience instructors are available to process a student's Work Permit application (CDE Form B1.1) at several Springs Charter Schools locations:

**Pathfinder Student Center**  
4260 Tequesquite Avenue  
Riverside, CA 92501

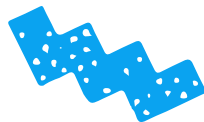
**Hemet Student Center**  
105 North Girard Street  
Hemet, CA 92544

**Magnolia Student Center**  
4020 Jefferson Street  
Riverside, CA 92504

**Renaissance Valley Academy**  
1091 West Esplanade Avenue  
San Jacinto, CA 92582

**Temecula Student Center**  
43040 Margarita Road  
Temecula, CA 92592

**Springs Charter Schools**  
27740 Jefferson Ave, Suite 100  
Temecula, CA 92590



Both parents and students must familiarize themselves with federal and state laws and restrictions that apply to working minors. It is your responsibility to work with the Work Experience Teachers to ensure that all forms are accurate and complete. Your student must complete a Work Permit application (Form B1.1) found in the link above. Once they have completed the work permit application, they can turn it in for processing at Springs Charter Schools Administrative office in Temecula, or one of the high school campuses listed above. Please allow 3-5 working days to process your work permit. To contact the WEE department, call 951-252-8800.

Or you can mail the completed Work Permit application (Form B1.1) to:

**Springs Charter Schools**  
**Attention: Work Permit Coordinator**  
27740 Jefferson Avenue  
Temecula, CA 92590

## Work Permit Hours of Work

Students with work permits are required to follow the "General Summary of Minors' Work Regulations" found on page 2 of the "Statement of Intent to Employ Minor and Request for Work Permit" form B1.1. Springs Charter Schools' WEE Department along with the Counseling Department must approve your student's request for a work permit.

We want to approve work permits for all students who request them, but academic progress must come first. A paying job will have to wait for students who are not yet making adequate academic progress with a minimum GPA of 2.0. Once we approve a work permit for your student, it is up to you as the parent to set appropriate boundaries for your student's academic and work activities. All students, including independent study students, are considered "in session" Monday through Friday. Employed students are limited to the daily maximum hours of work for their specific age group as outlined by state labor laws. We suggest that your child work no more than 24 hours per week so that enough time and energy can be devoted to schoolwork.

## Entertainment Permits

All minors working in the entertainment industry in California must register and obtain a permit. The entertainment work permit must be renewed every six months until a minor reaches 18 years of age. The minor's parent or guardian must register for the permit and submit supporting documents. The parent can send the entertainment permit application to [guidance@springscs.org](mailto:guidance@springscs.org) for the school records portion to be filled out.



Springs internship program gives you the opportunity to go out into the real world and see what it has to offer. You have the opportunity to network with professionals and create friendships that will last a lifetime. Springs will help you find a business that you would love to work for. Show them your passion and eagerness to work and learn. You'd be surprised how many people would love to share what they know with you. Taken seriously, this program will put you years ahead of your competition and give you a head start on your career. Thanks to the Springs internship program, I'm an 18-year-old professional chef working for the newest winery in Temecula, with constant opportunities to grow.

~ Chef Matt Dawson

### The College Connection

Planning for college? Want to take college courses in high school? Not sure how to get started?

Explore the College and Career Hub in CANVAS.



Here are some of the modules to check out:

- Complete your Student Profile and speak to your high school counselor
- Take the My Path-Career Assessment to find out what career matches your interests
- Lookup scholarships that interest you and apply.
- Compare colleges, majors, and certificate programs to get the most education for the price
- Find out how to enroll in Dual enrollment, Concurrent enrollment & Articulated college classes
- Consider testing possibilities (PSAT, SAT, ACT, ASVAB)
- Apply for free college tuition through FAFSA and the Promise Program



### Stay Motivated and Feel Empowered

The teenage years can be a difficult time for both parents and teens. Teens are struggling to be independent, but often need a little help to succeed.

At Springs, we have created a high school system that helps motivate young people to be empowered. We do this by providing teens meaningful, relevant choices.



Here are some of those:

- We just say “no” to busywork. Students do the practice they need to master each skill, which means they won't be wasting time on work that's too easy, nor will they be drowning in work that's too hard.
- We provide teens elective and CTE pathway choices starting in the 9th grade.
- Most of our programs provide high school students choice in when, where and how they complete their work. We encourage students to learn to manage their own time by providing low risk but real-world consequences when they fail to plan properly.
- Micromanaging teenagers is a trap many parents and teachers fall into, but it can have long-lasting repercussions. Our independent learning approach teaches students the necessary skills of time management to prepare them for whatever future endeavors they pursue.

### The TRUTH About AP Classes

and why you won't find them at springs ...

Many parents ask us why we no longer offer Advanced Placement (AP) classes. It was a well thought-out decision, and we believe we have a route that provides the same benefits to your student as AP classes without many of the downsides.

AP courses are designed to teach to the test, the AP Exam to be specific. AP courses cover an exhaustive amount of subject area content in preparation for one exam. Students spend much of their time memorizing and reviewing, practicing AP test taking strategies, and cramming for the highest score possible.



ACADEMICS

HIGH SCHOOL



Not all colleges accept AP credits, even with a score of 3 or better. Colleges justify this by pointing out research that indicates that material learned in AP courses is unlikely to be retained six months after the the course has ended.

What's the Springs solution? We recommend that our students begin taking community college courses during high school. Springs offers college level courses within our own high school programs and taught by our own teachers. Students may receive college course credit provided by a partner college.

Alternatively, Springs students may opt to take classes at an accredited community or four year college. These real college classes are sure to count for college credit towards Career Certification, Associate of Arts, or four year college degrees. Students who complete college courses will earn high school credits at the same time.

We believe this provides our students with a more authentic and interactive college class experience. Since one semester of a college course is equivalent to one year of a high school course, taking college courses can increase students' opportunities for exploration.



### California Scholarship Federation (CSF)

CSF honors outstanding high school students for their academic excellence and is recognized by colleges and universities throughout the country. Students in the second semester of the 10th grade, and in grades eleven and twelve, who meet the requirements, are eligible for semester membership. A point system specified in the CSF State By-Laws establishes membership requirements and the student must earn sufficient points from pre-approved course lists. Life Membership status is achieved by a graduating senior who has earned semester







membership during four of the last five/six semesters of high school, with one semester's membership based on senior grades being obligatory. Life Members are awarded a gold seal on their diploma, an official CSF life membership pin, an honor cord to wear at graduation, and "CSF Life Member" noted on their transcript.

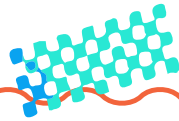


## National Honor Society (NHS)

The National Honor Society was established in 1921 to recognize outstanding high school students. Membership is based on the student's academic performance and demonstrated commitment to the Society's standards of scholarship, leadership, service and character.

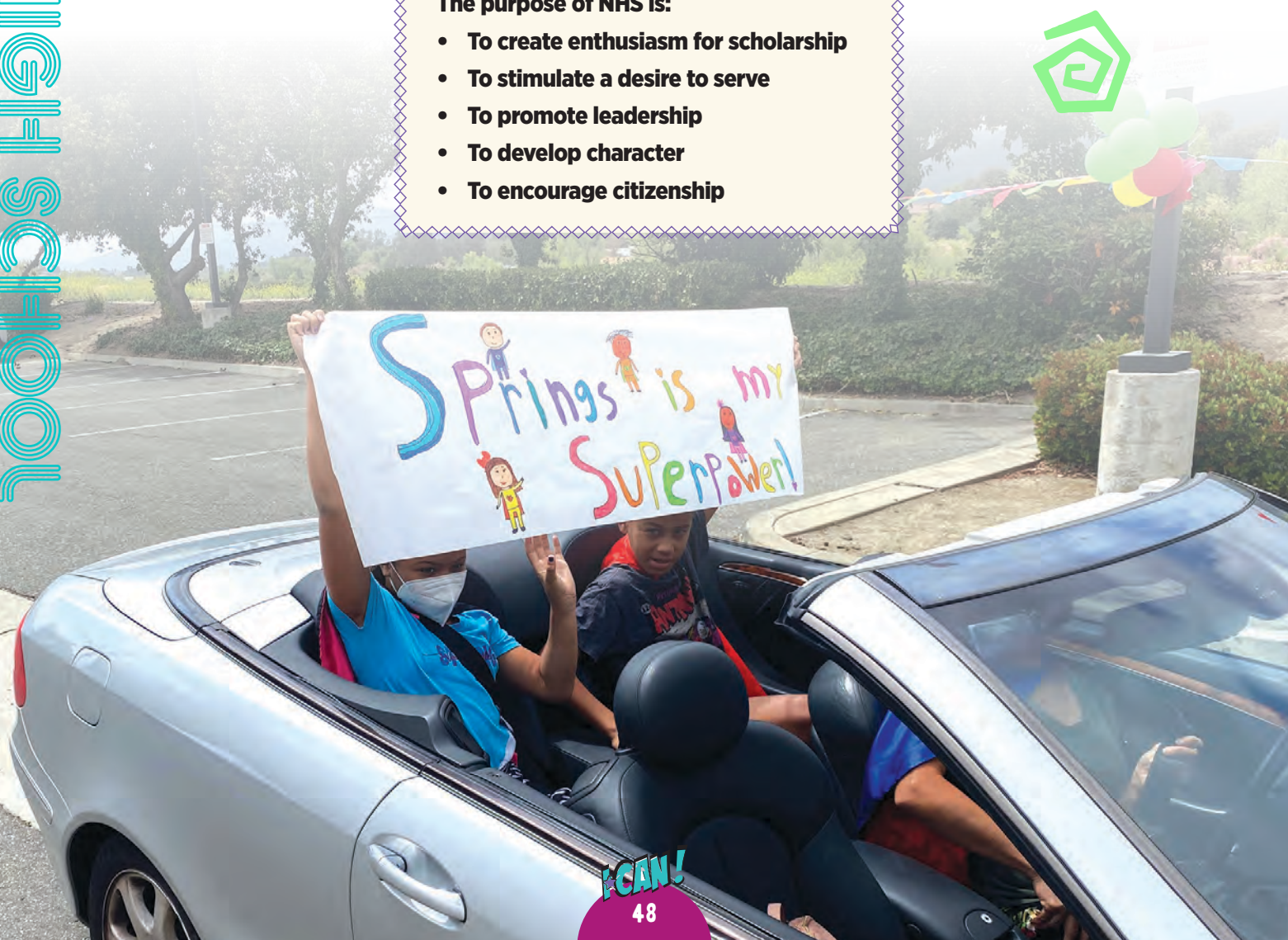
Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. Candidates eligible for election to the chapter shall be in 10th-12th grade and have a GPA of 3.5 or higher. They will also need to submit a copy of their transcript, a candidate application form, a written essay, and a letter of recommendation from a non-family community member or school staff person.

Once a member, students are required to maintain a 3.5 GPA, attend chapter meetings, and participate in a chapter service project and/or an individual service project. Senior members in good standing are awarded an embossed seal on their diploma, a white stole to wear at graduation, and "National Honor Society Member" noted on their transcript.



### The purpose of NHS is:

- To create enthusiasm for scholarship
- To stimulate a desire to serve
- To promote leadership
- To develop character
- To encourage citizenship





# CHOOSE THE HIGH SCHOOL PROGRAM THAT FITS YOU!

	DAYS/WEEK	COURSE CREATION	DAILY GRADING	GRADING	CURRICULUM	DAILY STRUCTURE
 <b>Temecula</b> STUDENT CENTER <b>Renaissance Real World Academy</b> 951.225.7400	3-5 days in class/week Temecula	Teacher created courses	Teacher grades daily assignments	Teacher grades key assignments and finals	Springs provides all curriculum	Primarily Structured School Days
 <b>Renaissance Valley</b> ACADEMY <b>Renaissance Real World Academy</b> 951.225.7175	5 days in class/week San Jacinto	Teacher created courses	Teacher grades daily assignments	Teacher grades key assignments and finals	Springs provides all curriculum	Primarily Structured School Days
 <b>Magnolia</b> STUDENT CENTER <b>Renaissance Real World Academy</b> 951.225.7200	4 days in class/week Riverside	Teacher created courses	Teacher grades daily assignments	Teacher grades key assignments and finals	Springs provides all curriculum	Primarily Structured School Days
 <b>FAPA</b> FLORIDA AIRPORT PREPARATORY ACADEMY <b>Global Transitions Program</b> 951.225.7200	3-5 days in class/week Jurupa	Teacher created courses	Teacher grades daily assignments	Teacher grades key assignments and finals	Springs provides all curriculum	Primarily Structured School Days
 <b>KEYS</b> College & Career Prep 951.225.7653	1-3 days in class/week Multiple Locations	Teacher created courses	Teacher grades daily assignments	Teacher grades key assignments and finals	Springs provides all curriculum	Primarily Unstructured School Days
 <b>VENTURE</b> ONLINE <b>Venture Online</b> 951.225.7729	0-2 classes per week	Teacher created courses	Teacher grades daily assignments	Teacher grades key assignments and finals	Springs provides all curriculum	Primarily Unstructured School Days
 <b>JOURNEY</b> Chart Your Path   Homeschool High School <b>Homeschool Journey Program</b> 951.252.8888	0-2 days in class/week	Teacher created courses or Parent Collaboration	Specialists and Parent grade daily assignments	Teacher grades key assignments and finals	Springs provides or parent selects	Primarily Unstructured School Days

ACADEMICS  
HIGH SCHOOL



Enrollment Team  
(951) 252-8888  
enrollment@springcs.org

I CAN!





XXXXX  
**KIDS CLASSES**  
**INCLUDING: MMA**  
**JIU JITSU**  
**WRESTLING**  
 WITH WORLD CLASS INSTRUCTORS



**DHATHLETICFITCENTER.COM**  
 27901 JEFFERSON AVE. TEMECULA, CA 92590 | 951.506.7776



**PONY HAYVIN RANCH**  
 lynette@ponyhayvinranch.com  
 951-273-0300 x 115 – (offsite office)  
 714-325-2616 (cell)

**COME JOIN US...DROP OFF PROGRAM**



Being happy also plays a big role in learning. Horse riding or "barn time" can become a great activity for kids who do not have many friends, socially withdrawn, or are quiet. Horses are non-judgmental, and intuitive. A horse can become a kids friend, even though they can't say a word. I personally have seen and experienced with my own child and many other students the joy and happiness they have when able to be around these wonderful animals.



Great exercise and improves digestion... the gut-brain connection is a big part in everyday life. An hour of riding a horse will burn a lot of calories and make your stomach proceed to consume food faster giving kids more energy to do homework or prepare for a test.



A recent study has proven that horse riding improves cognitive ability. Horses also have a positive effect on emotional conditions.

A Scientist from Tokyo University of Agriculture have found that horse riding can improve intelligence. Horses produce vibration that activate the human brain... such results prove that the activity improves memory, focus, and problem-solving if you get to ride a few times a week.



**I CAN!**

# COMMUNITY AS A CLASSROOM



COMMUNITY AS  
A CLASSROOM



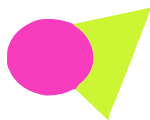
# COMMUNITY AS A CLASSROOM



## Centurion Recreational Club

We believe that a healthy body can contribute to the healthy development of the mind. The Centurion Recreational Club (CRC) is a schoolwide organization that promotes an active and healthy lifestyle by committing to your favorite active pastime. Log your progress as you work towards the goal of an Active Centurion. By committing to the challenge, students will reach a goal that we hope will be the start of a lifelong adventure in a healthy activity. When your child signs up with CRC, we will send you a pedometer to track your steps.

After logging 25 miles (or equivalent), participants will be eligible to purchase a Centurion Recreational Club tee shirt. When your child completes 100 miles, they will receive a certificate and a special medal.



## CIF Sports

River Springs Charter School is proud to have California Interscholastic Federation (CIF) sports for 9th-12th grades at the following locations: Magnolia Student Center, Renaissance Valley Academy, and Temecula Student Center. If a student is enrolled at these campuses, they may participate in CIF athletics.

CIF challenges student athletes physically and mentally through their interaction with coaches, teammates, teachers, parents, and other competitors. They are exposed to real-life soft skills focused on balancing the requirement to be successful in the classroom while striving to excel in their chosen sport. Through the athletic program, our students receive a variety of meaningful experiences to help them understand and develop the values needed to succeed in life.

**COMMITMENT**  
**DEPENDABILITY**  
**LOYALTY**  
**TEAMWORK**  
**INTEGRITY**



The following sports will tentatively be offered at the Magnolia, Renaissance, and Temecula locations:

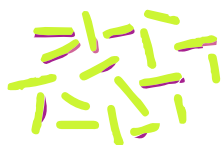
**Fall Season:** Girls Volleyball, Boys and Girls Cross Country

**Winter Season:** Boys and Girls Basketball

**Spring Season:** Boys and Girls Track and Field, Swimming at Magnolia, Softball at Magnolia and Temecula. If you would like more information about CIF sports, please call 951-252-8800 and ask for the Athletics Coordinator.

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## Intramural Sports

Intramural is a recreational sports program for elementary and middle school students at most sites. The four traditional sports offered are flag football, volleyball, basketball, and soccer. Each site is managed and run by a staff member and volunteers from the site who are in charge of practices, scheduling, and participant development. There is a culminating tournament at the end of each sport season. Depending on the site, they may have multiple teams. This is a great way for students to build character, get physical exercise, learn sportsmanship, and increase school pride. The winning tournament team receives a trophy that they get to keep for a year at their site.



## SkillsUSA

Every CTE student becomes a registered member of SkillsUSA, a national career and technical student organization. With SkillsUSA, students, teachers, and industry professionals work together to ensure America has a skilled workforce. SkillsUSA programs include local, regional, state and national competitions that feature industry skills and leadership, and support Career Technical Education in the classroom.

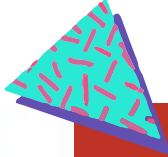
## College Courses

Springs students may obtain both high school and college credit for specific courses taken at the community college or 4-year level provided certain guidelines are followed. A student who is enrolled full time with the school may take up to two college courses, level 100 or higher, and receive both high school and college credit for the courses. Dual enrollment and articulated college courses are provided by Springs and information is available on the school website and through email communication.

Students who take college courses through the concurrent enrollment process must meet all of the community colleges' requirements. Typically these students have a history of strong academic performance in high school coursework. Most community colleges require approval from the student's high school counselor. School counselors will review the student's academic history and approve concurrent enrollment for all community college courses.







COMMUNITY AS  
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## Sports Offered

-  **Flag Football**
-  **Basketball**
-  **Soccer**
-  **Baseball**
-  **Lacrosse**
-  **Cheer**
-  **Volleyball**

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## Internship / Exploratory Work Experience Education / General Work Experience Education

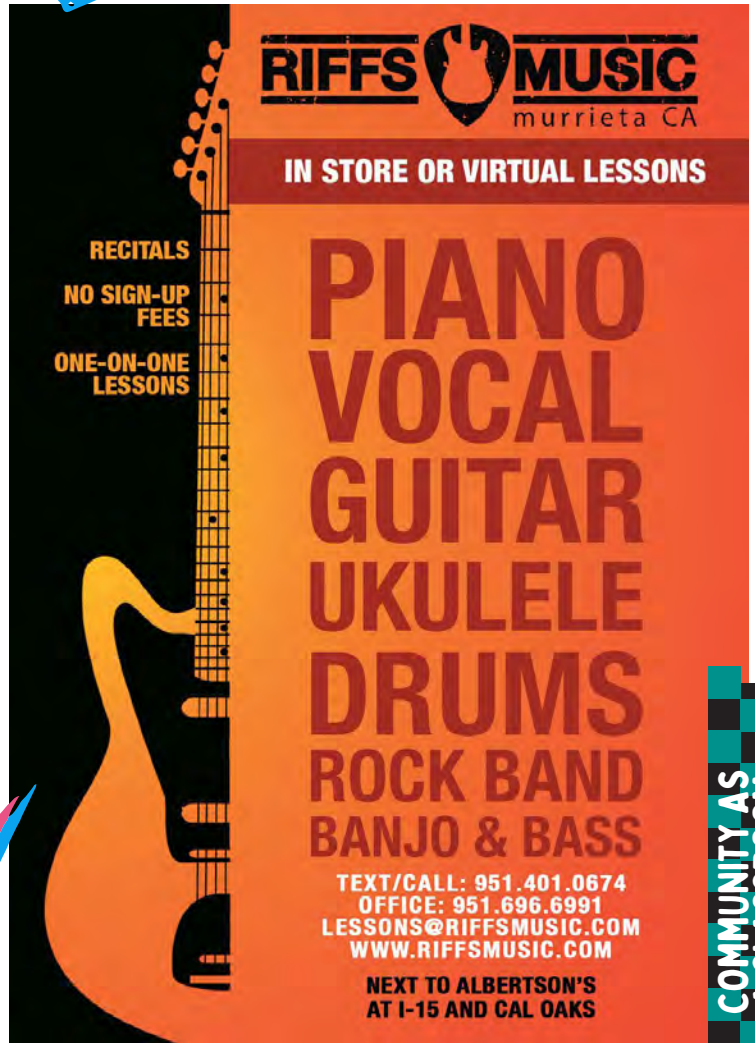
Springs Charter Schools believe in using the community as the classroom to gain real-world experience. Internships will give students the opportunity to explore possible career options and practice the skills they are developing in CTE Pathways. Students with part-time jobs can also gain school credit while they are working through our work experience courses. We have two distinct areas of focus for Internships/Work Experience Education (WEE):

### Internships / Exploratory Work Experience Education

Internship (EWEE) 1A/B takes 11th and 12th grade students to the next level of career exploration. Internships are non-paid jobs in which students learn the basic skills they need to begin an entry level career. The focus is on skills development and career exploration. An Internship/ Work Experience teacher will help students find an internship and guide them through the process of working for the first time.

### Internships / General Work Experience Education

Internship/Work Experience Education (GWEE) 1 A/B is the opportunity for high school students to earn school credit while they are working. Students learn real-world skills while earning an income and gaining valuable experience. A valid work permit is required for enrollment in GWEE for students younger than 18. For more information on Work Permits go to: <https://springscs.org/work-permit>.



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# FIELD TRIPS

**Field Trips will be offered in accordance with state and local health department guidelines to ensure student safety during the coronavirus pandemic. Ask your Education Specialist or teacher about field trip options.**

At Springs Charter Schools, our core mission is centered on parent involvement and personalized learning for each student. Educational field trips are a great, fun way for students and parents to get involved and incorporate the community into their personalized learning plan. With over 75 options, covering multiple subjects, being offered each school year, students can transform into History Explorers, Science Detectives, Performing Arts Enthusiasts, or Avid Adventurers. Some of the field trip opportunities for this year will be: The Museum of Tolerance, La Brea Tar Pits, Aquarium of the Pacific, iFly Indoor Skydiving, Discovery Science Center, Riley's Farm, SeaWorld, LA County Fair, Living Desert, Renaissance Fair, Children's Discovery Museum of the Desert, LEGOLAND, Sea Star Classroom, and San Diego Zoo just to mention a few. Each year Springs Charter Schools offers at least four free field trips to our Homeschool community.



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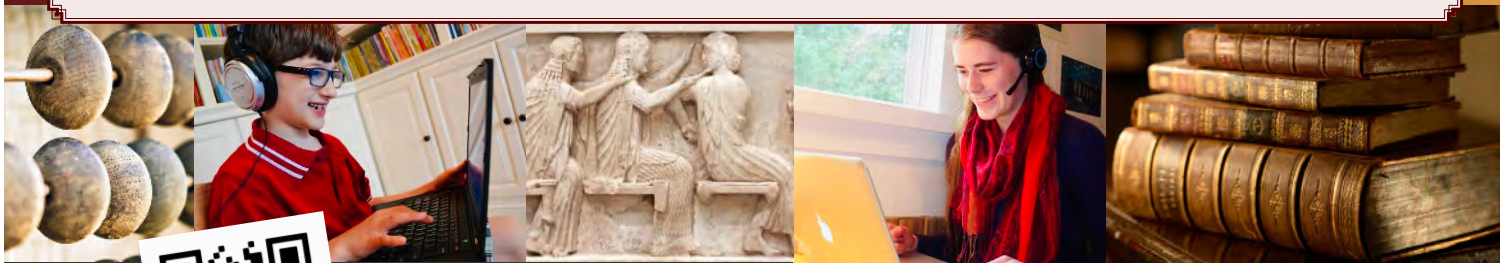


Our online classrooms facilitate real time, live interaction between instructors and students. Most classes meet online 1½ to 2 hours per week. **ALL CLASS SESSIONS ARE RECORDED.** Students can review classes or listen to missed ones at any time.

Our online Learning Management System provides 24/7 access to detailed homework assignments and resources, student/teacher communications, and grades. Grade reports and transcripts are available.

We are an online resource for parents as they direct their children's education. Build your student's entire curriculum around our course offerings, or use one or two of our classes to supplement your work at home or in your homeschool co-op. In addition to homeschooling families, we also serve charter schools and small private schools.

**COURSES INCLUDE:** Literature & Composition, Math, Classical Latin, Classical Greek, Economics, Great Books, History, Logic, Science, Modern Languages (Arabic, French, German, Greek, Japanese, Russian, Spanish), Mythology, Fine Arts & Design, Web Design, and more!



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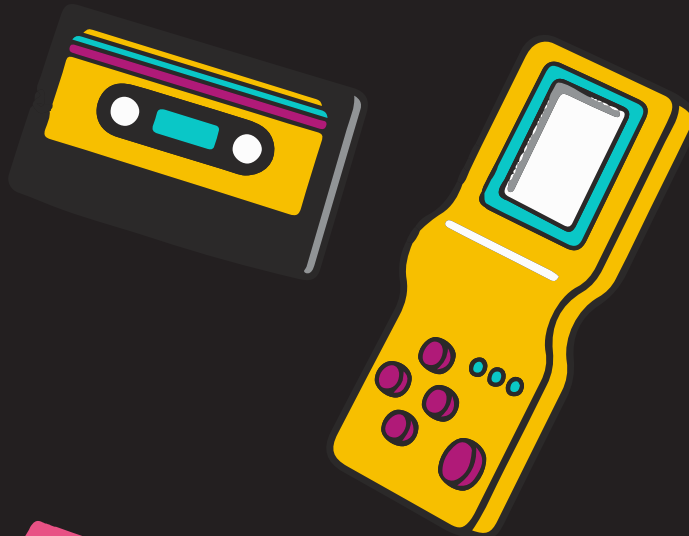


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COMMUNITY AS  
A CLASSROOM

# STUDENT EXPECTATIONS



STUDENT  
EXPECTATIONS

# STUDENT EXPECTATIONS



## Cell Phone Policy

Springs Charter Schools allow students to possess wireless communication/telecommunication devices during the instructional day or while attending school sponsored or school-related activities during school hours, on or off school property, including school transportation, as long as the devices are concealed and turned off. Personal technology, such as camera phones/cell phones shall not be displayed or used at any time on school grounds or during any school-sponsored program or activity, including school transportation during school hours. Students who violate this policy will be subject to established disciplinary measures.

School employees may confiscate any wireless communication devices that are not concealed, or that emit an auditory alert at school-sponsored or school-related activities, on or off school property, during the instructional day. Parents/guardians shall be notified regarding each occurrence after a device is confiscated and will be required to pick up the student devices.

Using any device that permits recording the voice or image of another in any way that either disrupts the education environment, invades the privacy of others, or is made without the prior written consent of the individuals being recorded is prohibited, and students are subject to disciplinary consequences.

Placing offensive photos, obscene materials, derogatory statements, threatening or other similar content on an internet site that disrupts the school environment, and/or invades the privacy of others, is prohibited; students involved in this type of activity are subject to disciplinary consequences.

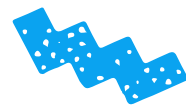
A student's cell phone and other electronic devices are subject to search in the event a school administrator believes reasonable suspicion exists that a student has violated or is violating the law or school rules, policies, or procedures.

## Dress Code Policy

We require our students and staff to wear appropriate clothing so that we may maintain an academic focus on campus and to provide a safe and orderly learning environment. We want our students and everyone else on campus to be well-groomed and neat, to wear clothing that fits properly, and to practice good hygiene. Inappropriate clothing and appearance are prohibited.

The following is a partial list of clothing which is inappropriate for school:

- Clothing that distracts or poses a safety hazard
- Clothing with holes, rips or tears that reveal private body areas.
- Tight-fitting or revealing clothing



### Safety

- Clothing that can pose a potential health or safety problem
- Gloves worn inside the building or a single glove worn at any time
- Jewelry or chains that can cause injuries
- Hanging chains
- Spiked or studded accessories

### Tops/Skirts/Dresses

- Tops that do not cover the upper and middle torso at all times
- Skirts that do not cover the lower torso, with skin showing between top and skirt
- Skirts and dresses that are not at least mid-thigh in length, or mini-skirts
- Exposed undergarments
- Halter, tank, or tube tops; transparent, half or muscle shirts
- Low cut necklines, exposed cleavage or spaghetti straps
- Pajamas, lounge wear, or bathrobes
- Inappropriate tops covered with sheer shirts, sweatshirts, or jackets





### Pants/Shorts

- Pants or shorts which do not cover the lower torso with skin showing between top and pants/shorts
- Exposed undergarments
- Sagging pants or shorts
- A single, rolled up pant leg
- Exposed buttocks
- Inappropriate belt buckle monograms
- Hanging or extended belt lengths
- Unfastened overalls
- Mini-shorts or spandex shorts



### Head Coverings/Hair/Face/Ears

- Head coverings/hats or sunglasses worn in the building during school hours (we make exceptions for religious or medical reasons)
- Bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps, or hair picks at any time on campus or at any school-sponsored event (we may make exceptions on specific spirit days)
- Hats worn backward or sideways

### Footwear

- Bare feet
- House slippers or flip-flops



### Language/Illustrations on Clothing

- Obscene, vulgar, profane or derogatory language or illustrations on clothing
- Sexual overtones or anything that promotes alcohol, drugs, tobacco, gang membership, or violence
- Anything that may be deemed a safety issue

### Gang Attire

Students may not wear items that have been identified as gang-related by local law enforcement agencies.

We will contact the parents/guardians of students violating the dress code. Students will be given the opportunity to change into something provided by the school (if possible) or allowed to call for a change of clothes. Repeated offenses will result in disciplinary action.

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**STUDENT EXPECTATIONS**



## Internet Use Policy

Springs Charter Schools provide access to various computer resources and the internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality learning outcomes for our students. The school employs technological protections that filter or block all internet traffic that contains certain visual depictions deemed obscene, pornographic or harmful to minors in compliance with the Children's Internet Protection Act (CIPA). The school expects students to become familiar with these guidelines for use of the computers.



For the benefit of all users, students are expected to observe the following:

### Students may not:

- Use the computer and internet for anything other than educational purposes
- Enter a computer room unless a teacher is present
- Play games, use the internet for entertainment, personal email, or engage in activities other than those which are school related
- Tamper with the computer system; it is forbidden to seek access to restricted areas of the computer network
- Swap computer equipment around unless expressly directed by a teacher (i.e. no changing of keyboards, mice or other equipment from one computer to another)
- Attempt to change or tamper with the computer in any way; this includes changing screen savers, desktop pictures, internet home pages, etc.
- Attempt to view blocked internet pages or bypass security in any way
- Reveal any private information such as one's own or another person's address, phone number, etc.
- Attempt to retrieve, view or distribute any obscene, offensive, pornographic or illegal material
- Threaten, abuse, or harass any other user
- Bring the school into disrespect in any way whatsoever
- Download or print information without permission from the teacher
- Access personal email accounts



### NOTE:

**Failure to comply with the policy will result in loss of computer privileges.**

## Public Displays of Affection

At Springs Charter Schools, Public Display of Affection (PDA) are acts of physical intimacy in the view of others. Acts of PDA include, but are not limited to, hand holding, kissing, and other forms of physical intimacy. Inappropriate PDA will be reported immediately to the campus administrators for handling.

## Social Media Guidelines for Students

Social media is any form of online publication or presence that allows for interactive communication. Students are encouraged to be thoughtful about the reputation that they wish to make online. Known as a "digital image," students create a permanent record with every online post and click. As you share online, consider how your interactions will appear to family, friends, the community, colleges, and future employers. Using social media to create a positive digital footprint of who you are will benefit you now and in building your future.

When social media is used for academic purposes, consider it an extension of the classroom. The same rules apply online as they do at school. For school related social media, be positive and respectful to others and do not post videos or pictures without your teacher's permission. Because online posts can never be completely removed, it is important to make sure that each post is something you want to live with. For the most part, personal social media use is the responsibility of the student and his/her guardians. Sometimes, personal social media use may result in disruption at school and the school may need to get involved.

To be safe, be in control of what you do online, even if it is during personal time. It is important that students protect themselves by remembering not to post too many identifying details or sharing passwords with friends. Always log off when you have finished using a site. Most sites have privacy settings that govern who can see your posts.

## Cyberbullying

Cyberbullying is the use of electronic technology to hurt or harm other people. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior to a parent, adult family member, or school staff. If there is a real belief that you or someone else may be in danger, call 911.



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STUDENT EXPECTATIONS





It is important not to respond to, retaliate to, or forward any harassment, intimidation, or bullying content. Un-friend, block, or remove the person who is sending inappropriate content. Print out the messages and talk to an adult. Please note that there is no right to privacy when using school related technology and social media sites.

## Student Code of Conduct: Academic Honesty

Honesty and integrity are important values for our Springs Charter Schools families. Students engaged in academic dishonesty—cheating, copying the work of another student, plagiarism, or giving answers to other students during examinations—will be subject to grade penalties on assignments or tests and other disciplinary action as outlined in our Student Code of Conduct.

Violations of the Code of Academic Honesty may take several forms. Any of the following, without giving credit to the original source, counts as plagiarism:

1. Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, website, or another student's assignment
2. Duplication in any manner of another's work during an exam
3. Paraphrasing of another's work, with minor changes but with the essential meaning, form and/or progression of ideas maintained, and without giving proper credit
4. Piecing together sections of the work of others into a new whole
5. Submitting one's own work which has already been submitted for assessment purposes in another subject
6. Producing assignments in conjunction with other people (e.g. another student, a tutor) which should be your own independent work
7. Submitting as one's own original work material produced through unacknowledged collaboration with others, unless such collaboration is permitted by the instructor
8. Submitting as one's own original work any material, including data, tables, graphs, charts, or other visual material obtained from any source, without acknowledgement and citation of the source. The following websites give examples of plagiarism and how to avoid it: [www.oregonstate.edu/admin/stucon/plag.htm](http://www.oregonstate.edu/admin/stucon/plag.htm) and [www.libraries.rutgers.edu/rul/lib/robson\\_lib/flash\\_presents/text\\_plag.html](http://www.libraries.rutgers.edu/rul/lib/robson_lib/flash_presents/text_plag.html).

Consequences: If an incident occurs, the teacher will make, and keep on file, copies of student work that includes evidence of the violation of the Academic Honesty Policy (see above) and copies of source material.



### First Offense:

1. Students are required to redo and resubmit the assignment/project.
2. The teacher/Education Specialist contacts the parent in writing explaining the offense and will provide the parent and student with a copy of the Code of Academic Honesty policy.

### Second Offense:

1. Students are required to redo and resubmit the assignment/project.
2. A meeting will be scheduled with the student, parent, teacher/Education Specialist, and administrator to discuss the offenses and to determine additional actions to be taken to ensure that the student is adhering to the policy.
3. Documentation of the offense will be noted in the student's school records.

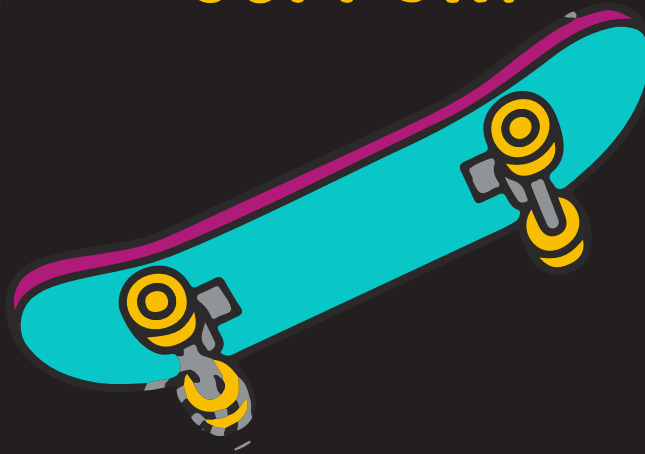
### Subsequent Offenses:

1. Students are required to redo and resubmit the assignment project.
2. A meeting will be scheduled with the student, parent, teacher/Education Specialist, and administrator to discuss the offenses and to determine additional actions to be taken to ensure that the student is adhering to the policy. Actions may include, but are not limited to, increased supervision of home-study work, additional assignment/research paper on the topic of plagiarism, or other means of correction.
3. Documentation of the offense will be noted in the student's school records.

Our certificated and administrative staff members will determine if a student has been involved in academic dishonesty based on their own observations, objective information, or findings through our investigative procedures. If, after careful investigation, it is found that a student is intentionally cheating on their school work, this may fall under our progressive disciplinary process.



# STUDENT SUPPORT



# STUDENT SUPPORT



## Counseling Staff and Services

At Springs, our counselors are here to help you. Our Guidance Department offers a school counseling program that helps both students and parents with a wide range of academic, social, emotional and developmental support services. Each student is assigned a counselor. If you don't know who your counselor is, call the Guidance Department at **951-252-8833**.

**Kristin Turner**  
Director of Guidance Services

**Shaina Sullivan**  
Lead School Counselor

**Gina Ferrari**  
School Counselor

**Madeline Holkeboer**  
School Counselor

**Stephanie Linderoth**  
School Counselor

**Amber Love**  
School Counselor

**Marquita Mohammed Ali**  
School Counselor

**Shakya Rajapaksa**  
School Counselor

**Evelyn Truong**  
School Counselor

**David Venegas-Perez**  
School Counselor

**Leanne Windmiller**  
School Counselor

**Victor Yoshida**  
School Counselor

## Appointments with School Counselors

Our school counselors are available to provide your student with academic support. Sometimes, academic support requires social, emotional or developmental counseling. If your student is in the Homeschool, Keys or Venture program, a school counselor has been assigned to work with him/her. If your child is part of our academy program, a school counselor is available onsite with regularly scheduled office hours.

We encourage all of our high school students to meet with their school counselors to develop a four-year schedule that will prepare them for their lives after graduation. Call the Guidance Department at 951-252-8833 if you wish to contact a school counselor.

## Student Confidentiality

We believe that it is important to protect the privacy rights of our students. We are diligent in observing all laws regarding student confidentiality, including those related to student demographic information and records (FERPA), student health and medical information (HIPAA and CMIA), California Child Mandated Reporting and information pertaining to special education (IDEA), and other student and staff protections (504 and OCR). If you have any questions or concerns regarding confidentiality issues, please contact our Guidance Department or speak to any member of our staff.

## Special Education

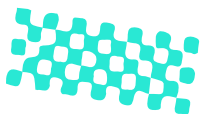
Springs Charter Schools is a network of personalized learning, independent study charter schools. Springs is committed to meeting the needs of our students with exceptional needs, their parents, and the staff members who work with the students.

Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education programs receive a free, appropriate public education (FAPE) in



the least restrictive environment (LRE). All special education and related services are provided at a Springs facility, a contracted facility, or via an online platform when appropriate.

The mission of the Special Education Department is to work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program (IEP) within the Personalized Learning Plan of each student.



## Referral Process

Springs provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional programs (EC § 56302). All requests for assessment should be submitted to the Director of Special Education or Designee via email to [special.education@springscs.org](mailto:special.education@springscs.org).

## Eligibility Criteria

A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the student's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision

as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 § 3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5) Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

## Individualized Education Program (IEP) Meeting

IEP team meetings are designed to be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. Springs shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC § 56340)



## High School Transcripts

High School transcripts are maintained by the Guidance Department and can be requested at any time on the school website:

<https://springscs.org/current-students-parents/counseling-support/high-school-guidance/transcripts>





## College Transcript Submission

Springs' policy allows for college-level courses to be posted on the high school transcript once the transcript technician has received the Official Transcript from the college. College courses are posted at the request of the student/parent, and it is not required that all college courses be posted on the student's high school transcript. It is the student's responsibility to request the Official Transcript to be sent to the Springs Transcript Technician as well as to communicate in writing which courses should be posted on the student's SCS transcript. Communication may be done through the ES or academy site staff but must be initiated by the student.

## High School Class Add / Drop Requests

In the Spring (March-April) counselors will review every high school student's transcript and advise the following year's course selection based on graduation requirements and the student's post-graduation goals. Students can request course changes through their assigned counselor or the ES. All schedule change requests must be submitted within the first two weeks of the school year.

## Honors Classes, Advanced Placement, College Classes and Dual Enrollment

Springs Charter Schools have a variety of services, resources and opportunities for our high-achieving students. We help our students take AP exams. We allow our high school students to take college courses through concurrent enrollment course options offered through the community college system; qualifying students may enroll through our dual enrollment program. To discuss your options, please make an appointment with your school counselor.



## International Thespian Society

Springs Thespian Society is an international honor society that brings actors of all ages together through conferences, training, and events. Student officers run meetings and make decisions for the group. Induction in high school brings such benefits as graduation honors and chords to wear, a subscription to the acting magazine Dramatics, scholarship opportunities, access to conferences and lifetime membership after school.

Society members meet at Temecula Student Center, but participation is open to all students regardless of where they live. If a student cannot make the drive, he/she is welcome to join online. More info at: <https://springscs.org/event/theatre-honor-society>.



STUDENT SUPPORT



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Where the DIFFERENCE is DRAMATIC!

[DramaKids.com/ca8](http://DramaKids.com/ca8)

[DramaKidsTemeculaValley@gmail.com](mailto:DramaKidsTemeculaValley@gmail.com)

Charter Funds Accepted - Multiple Class Discount



Call or Text  
951-821-6418



Pre K-Kindergarten



1st-5th Grade



6th- 12th Grade



2nd -12th Grade

I CAN!



# How We Support Student Success

Our goal at Springs Charter Schools is to help our students do well in school and enjoy their studies. We pride ourselves on our outstanding teachers who are credentialed and highly qualified. They constantly strive to improve their own skills, attending ten staff development days annually and collaborating with their fellow teachers. They are dedicated to providing your student with a personalized learning experience. We also provide the following support to help your student succeed:

## Acceleration Opportunities

Acceleration through Personalized Learning: We want our students to move through the curriculum at their own pace. Students moving more quickly through the material than average are encouraged to move on to the next grade level's work at any time during the school year.

## Math Path

Math Path is a program designed for all students with the intent to build strong mathematical skills. The curriculum for this program includes daily lesson plans and support materials to guide the parent and student through the curriculum. Personalization is a key component to this program. Students who have struggled with math concepts and may need some reteaching or review will be provided with a plan to help them reach their grade level goals.

## Concurrent and Dual Enrollment

High school juniors or seniors who are able to participate in Concurrent or Dual Enrollment at the local community college may speak to their counselor for more information.

## Articulation

Students taking high school articulated courses will be introduced to college level content by their high school teachers and will be awarded units by the participating college pending a passing score on the final exam.

## Multi-Tiered System of Support (MTSS) Process

The MTSS process helps students struggling in school. We can use test results and other assessments to determine if they are having difficulty. The process brings together teachers, parents and instructional support staff into regularly scheduled meetings to come up with effective ways to help struggling students, and to monitor their progress. Should the child continue to struggle, we can hold Tier 2 meetings to further explore ways to help him or her. Tier 2 meetings also involve teachers, parents and support staff, as well as program directors and the students themselves, if appropriate.



# Springs

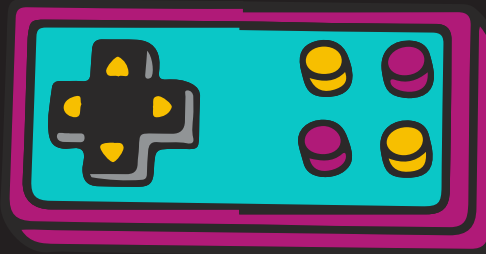
CHARTER SCHOOLS



Map is not to scale



# OUR PROGRAMS





OUR PROGRAMS







At Bear River Student Center Da Vinci Academy, we prepare our students to Be Fearless as they progress through school, preparing them for life. Beyond learning their state standards, our students are equipped to be critical thinkers and innovators. We persevere

to not stop after teaching the “how” and “why”, but, instead, we want our students to think with a “what next” philosophy, just like Leonardo da Vinci. AND, our abundant extra-curricular clubs and sports enrich student learning on their personalized learning journeys. Come see what all the excitement is about!

~ Shane Wickwire, Principal



SPRINGS  
CHARTER SCHOOLS

**BEAR RIVER**  
STUDENT CENTER

26800 Newport Road  
Menifee, CA 92584  
951-225-7650



**Grade:** TK-8

**Program:** Da Vinci Academy

**Classroom Days:** M, T, W, Th, F

**Grade:** 9-12

**Program:** Keys Study Zone

**Classroom Days:** T, W, Th;  
other meetings by appointment









Cherry Valley is SPECIAL because we treat all students, staff, and families with LOVE. We Spread Kindness Like Confetti and are a community of lifelong learners, responsible R.E.A.C.H global citizens and champions of our own successes.

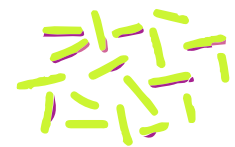


10257 Beaumont Avenue  
Cherry Valley, CA 92223  
951-225-7450

**Grade:** TK-8  
**Program:** Cherry Valley Academy  
**Classroom Days:** T, W, Th

**Grade:** TK-8  
**Program:** Homeschool Learning Center  
**Classroom Days:** M, F

**Grade:** 9-12  
**Program:** Keys Studey Zone  
**Classroom Days:** T, W, Th



Our Co-Op embraces a blended learning model. Our students attend live virtual sessions with educators on Mondays, attend on campus classes 3 days a week (Tues-Thurs), and are encouraged to REACH for their own learning on Fridays.

~Tammy Slaten, Principal









'Come for the Academics, stay for the Community'



Our culture and the value of our families is what makes the Corona Student Center very special. We take the philosophy of our Mosaic program to heart as we work very closely with our students and families. Everyone here at the Corona Student Center has

an open door policy for students and parents, and this makes our families feel valued.



~ EJ Whitehead, Principal



510 West Second Street  
Corona, CA 92882  
951-225-7550

**Grade:** TK-8  
**Program:** Mosaic Academy  
**Classroom Days:** M, T, W, Th  
**Home Study Elective Days:** F

**Grade:** TK-8  
**Program:** Homeschool Learning Center  
**Classroom Days:** T, F







Be a Safety Hero

- Stay in your own personal space.
- Use your supplies.
- Only eat your own food.
- Stay at a safe distance.
- Wear a mask if feasible.
- Wash or sanitize hands often.
- Raise hand to leave your seat.
- Clean and sneeze into elbow.







At Del Rio Student Center, our students are family. Our smaller environment allows for every student to be truly known by every staff member. This has created an environment where students want to come to school and

love our campus. Our staff presents lessons in a fun, unique way where students are not only challenged but want to learn. Students are challenged to grow both academically and socially through the care of our teaching staff.



~ Shawna Lewis, Principal

SPRINGS  
CHARTER SCHOOLS

# DEL RIO

STUDENT CENTER



745 North Perris Blvd.  
Perris, CA 92571  
951-225-7520

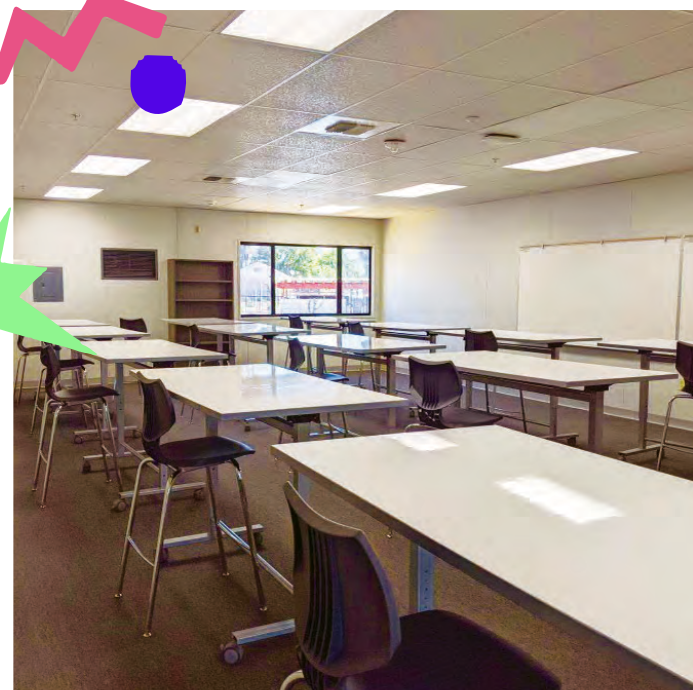
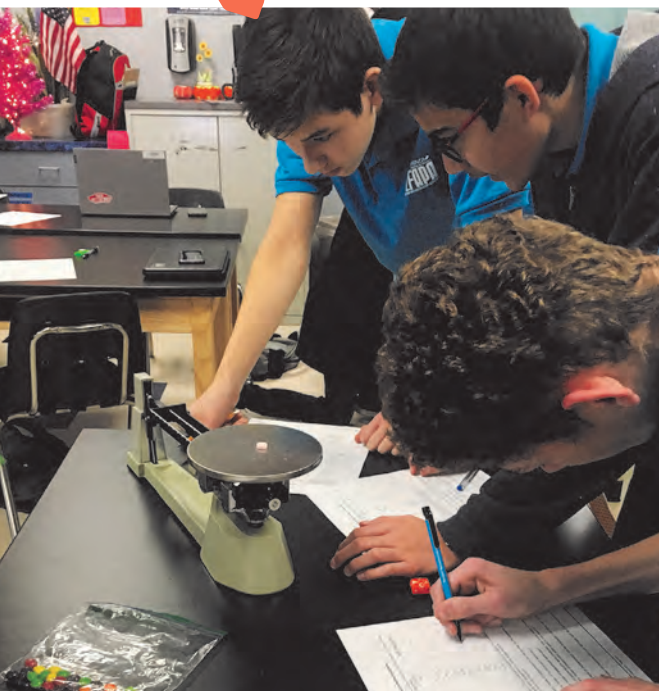
**Grade:** TK-8  
**Program:** Mosaic Academy  
**Classroom Days:** T, W, Th

**Grade:** TK-8  
**Program:** Homeschool Learning Center  
**Classroom Days:** W, F





OUR PROGRAMS



I CAN!





If you want to learn "hands-on" STEAM (Science, Technology, Engineering, Art and Math) at a working airport, then FAPA is the place to be! We are thrilled that our students will grace the classrooms of our brand-new building located on Flabob Airport.

Established in 1925 by Flavio Madariaga

and Bob Bogan, Flabob is the seventh oldest surviving airport in California. This historical airfield is now OUR HOME and we couldn't be more excited! We are ready to get down and dirty in our new digs! Our return to the airport is one way we are 'getting back to the beginning!' Welcome home FAPA Thunderbirds!



5580 42nd Street  
Jurupa Valley, CA 92509  
951-225-7100

**Grade:** 6-8  
**Program:** Glocal Transitions Program  
**Classroom Days:** M, T, W, Th, F

**Grade:** 9-12  
**Program:** Glocal Transitions Program  
**Classroom Days:** T, W, Th, F  
**Home Study Elective Days:** M

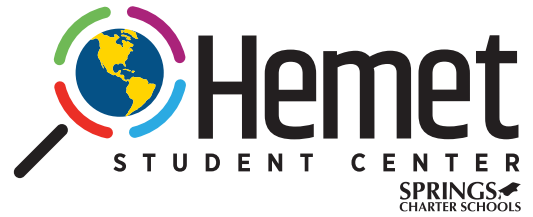




OUR PROGRAMS







Hemet Quest a place where you come to work, play, and learn.

Hemet Quest a place to make friends and become family.

Hemet Quest a place where everyone belongs.

Come join the best-- enroll at Hemet Quest.

~ Eric Ballard, Principal

790 West Acacia Avenue  
Hemet, CA 92543  
951-225-7600 TK-2  
951-225-7624 3-5

Grade: TK-5  
Program: Quest Academy  
Classroom Days: M, T, W, Th, F





OUR PROGRAMS







Springs' homeschool program will far exceed your expectations. We have developed all the components of a well rounded education experience for our families. We support our families in a variety of ways including Learning Centers, field trips, high-interest curriculum options, and

numerous special events including a spelling bee, science fairs, math extravaganza, and more. With the guidance of our experienced, credentialed Education Specialists, we are certain that you'll maximize all that homeschooling has to offer.

~ Tammy Jackson, Senior Director of ILP Programs

SPRINGS  
CHARTER SCHOOLS



Available throughout  
Southern California  
951-252-8800

Grade: TK-12  
Program: Independent Study











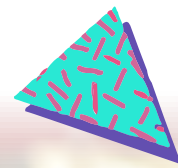
At iShine, the foundation of our school is kindness. By caring for people, treating them as individuals and teaching them in the way they should be taught, we allow students to reach their full potential.

~Ben Fitts, Principal



42145 Lyndie Lane  
Temecula, CA 92591  
951-225-7500

**Grade:** TK-8  
**Program:** iShine Academy  
**Classroom Days:** M, T, W, Th  
**Home Study Elective Days:** F







I CAN!







If your student is ready for a drama-free high school experience, Keys Career and College Prep is the right program! We provide guidance in goal-setting, motivating and well-designed academic plans, academic coaching, mentoring to help meet deadlines, and cheerleading when things get tough.

SPRINGS  
CHARTER SCHOOLS

# KEYS

College & Career Prep

Available in Cherry Valley, Corona, Hemet/San Jacinto, Indio, Menifee, Rancho Cucamonga, Riverside, Santa Ana, Temecula and Vista  
951-225-7661

Understanding the whole student, the student and Educational Specialist (ES) meet weekly. They set long-term and weekly goals tailored to fit their interests and needs. Support from the ES, tutors, aides and specialists are available during the week. Based upon each student's needs, students may attend the site from one to three days per week.

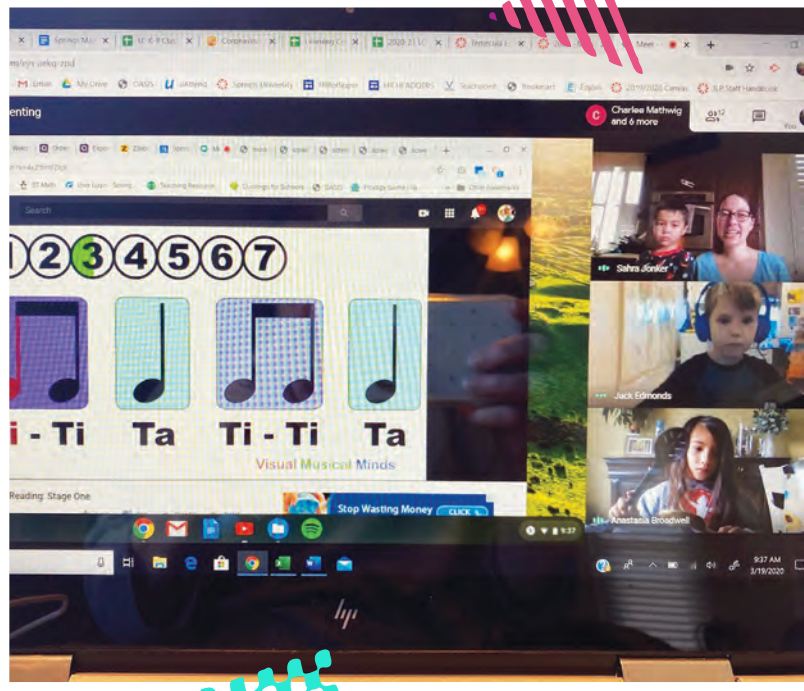
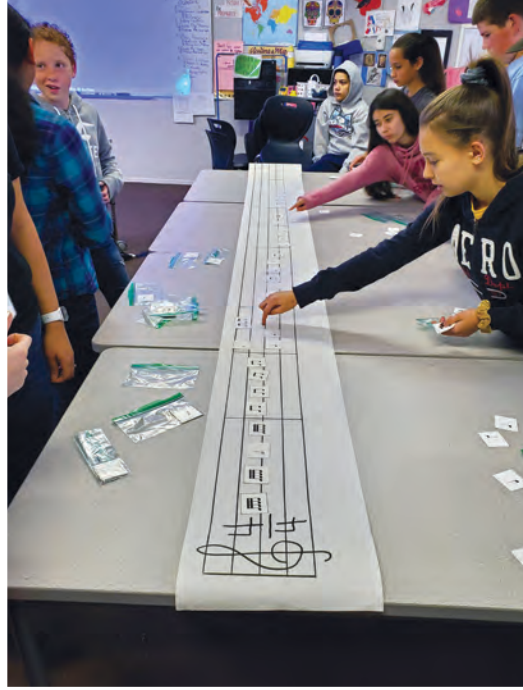
**Grade:** 9-12  
**Program:** Keys College and Career Path  
**Classroom Days:** T, W, Th (others by pre-arrangement)  
**Home Study elective Days:** M, F

~ Jennifer Martin, Principal





OUR PROGRAMS







The Springs Learning Centers are available to all TK-12 students in the Individualized Learning Program. A variety of classes are offered where students can receive academic support in math, science and writing, as well as take fun classes such as Musical

Theater and Art - the choice is theirs! Every year our kids look forward to new, unique classes such as Imagineering-Discovering Disney and Space Exploration. Our Learning Centers are small, safe and nurturing environments where friendships are built and memories are made.

~ Marla Martindale, Director



Available in Cherry Valley, Chula Vista, Corona, Hemet, Perris, Rancho Cucamonga, Riverside, Santa Ana, Temecula, and Vista  
951- 225-7754

**Grade:** TK-12

**Program:** Homeschool classes

**Classroom Days:** Varies by location and class





OUR PROGRAMS





Our TK-8th grade program is special because we partner with our parents to provide a personalized educational experience. We value educating well-rounded citizens and providing experiences in the arts, physical education and our community, along with our core subjects. We have a variety of activities outside of the classroom,



like Family Nights, performances, and intramural sports (4th-8th). Our students learn on campus four (4) days a week, while one day at home is for home study work.

Renaissance Real World Academy at Magnolia Student Center - Our high school students enjoy learning

where choice is valued and students are empowered to direct their educational journey. Students choose the curriculum for their core courses (called Personalized Options Program). Additionally, our students enjoy internships (paid and non-paid), electives, career technical classes, college coursework, CIF sports, and school activities such as field trips, college visits, dances and movie nights. Our students are on campus three (3) days a week, while at home completing schoolwork for two (2) days.

~ Beverly Voechting, Principal



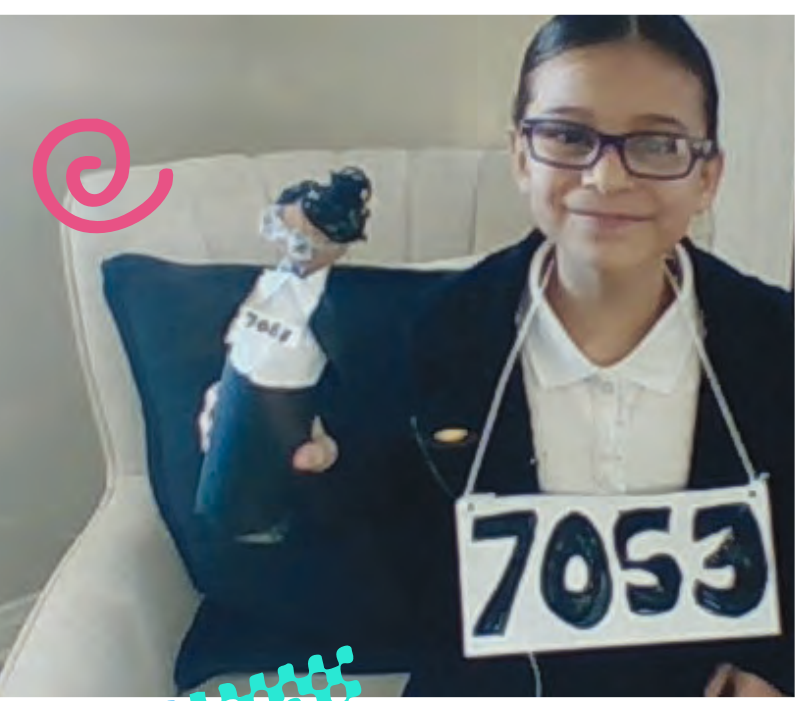
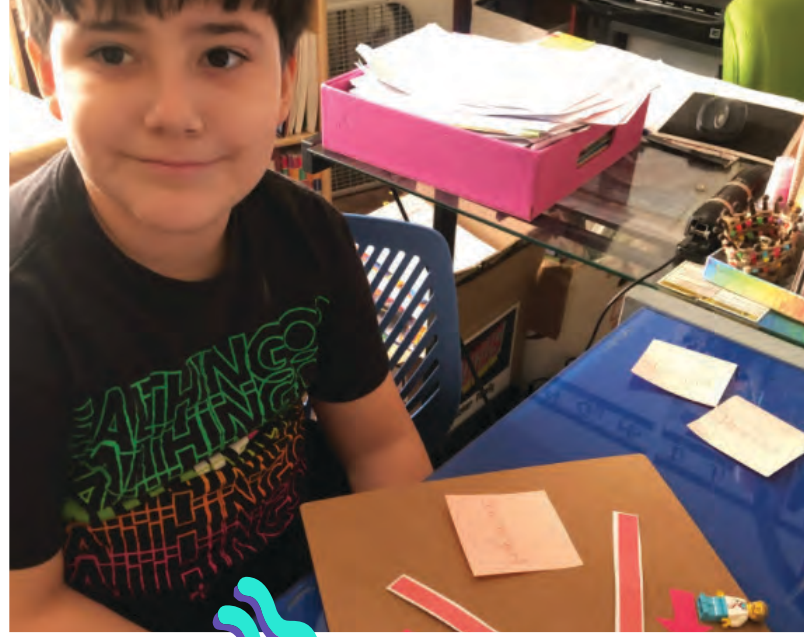
4020 Jefferson Street  
Riverside, CA 92504  
951-225-7200

**Grade:** TK-8  
**Program:** Magnolia Academy  
**Classroom Days:** T, W, Th, F  
**Home Study Elective Days:** M

**Grade:** 9-12  
**Program:** Renaissance Real World Academy  
**Classroom Days:** M, T, W, F  
**Home Study Elective Days:** Th











Discover why Montessori education has stood the test of time and produced some of our most amazing and successful adults. Montessori Voyage provides a home-based Montessori experience for students in grades K-8.

With experienced Montessori-trained staff, our students are supported in hands-on curriculum and daily online instruction, and parents get trained on how to best support Montessori theory and practice for their kids.

~ Tammy Jackson, Senior Director of ILP Programs



SPRINGS CHARTER SCHOOLS



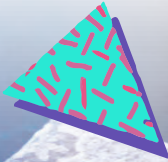
MONTESSORI VOYAGE HOMESCHOOL

951-252-8800

Grade: TK-6

Program: Montessori

Classroom Days: Independent study only - available throughout Southern California



I CAN!









The Murrieta Student Center is a unique place to be. We offer four amazing programs, each with its own distinct educational philosophy that caters to the needs of all our students. All programs include our personalized learning model that centers on teaching

to the whole child. Additionally, we pride ourselves on being fun and flexible, providing an environment where students will love coming to school every day. We even have a peaceful playground. Come check us out!

~ Julia Krisel, Principal



SPRINGS CHARTER SCHOOLS

41866 Kalmia Street  
Murrieta, CA 92562  
951-225-7250

**Grade:** TK-6  
**Program:** Casa Montessori  
**Classroom Days:** W, Th, F  
**Home Study Elective Days:** M, T

**Grade:** 7-8  
**Program:** Montessori Middle  
**Classroom Days:** W, T, W, Th, F

**Grade:** TK-6  
**Program:** Da Vinci Academy  
**Classroom Days:** W, T, W, Th, F

**Grade:** TK-8  
**Program:** Classical Homeschool Academy  
**Classroom Days:** M, T









# OTAY RANCH ACADEMY FOR THE ARTS

1615 Mater Dei Drive  
Chula Vista, Ca 91913  
951-225-7690

**Grade:** TK-8  
**Program:** Otay Ranch Academy for the Arts  
**Classroom Days:** T, W, Th, F  
**Home Study Elective Days:** M

**Grade:** TK-8  
**Program:** Homeschool Learning Center  
**Classroom Days:** M



Otay Ranch Academy for the Arts is an arts-integrated program where the focus is on fostering creativity through the arts while encouraging innovators of the future. On our campus, you will hear singing as you walk through our halls, observe

students as they learn through movement and project based learning, and see beautiful works of art on display. Students learn through a personalized approach as staff cultivate relationships and curate their own unique learning experience.



~ Alyssa Branchaud-Warren, Principal





OUR PROGRAMS







Palm Academy provides a unique arts-integrated program for TK-8th grade students. Our personalized model challenges students at their own unique academic levels and provides tools for students to use to succeed both academically and socially. Our small school environment allows each student

to be part of our larger family and to truly be known and cared for by every staff member. We believe that once you become a Desert Fox, you are always a Desert Fox.



~ Shawna Lewis, Interim Principal



81840 Avenue 46  
Indio, CA 92201  
951-225-7326



**Grade:** TK-8  
**Program:** Palm Academy  
**Classroom Days:** M, T, W, Th, F

**Grade:** 9-12  
**Program:** Keys Study Zone  
**Classroom Days:** T, W, Th  
Individual appointments available







Our Community

Our School

Rancho Cucamonga @1716

I CAN!





Upon entering the Rancho Cucamonga Personalized Learning Center, each person feels the pulse of our school community through every positive exchange that they are sure to have with students or staff members. We thrive in an environment of support for our students that is both traditional

in values and innovative in methods, all with the aim of supporting children to become curious, enthusiastic, lifelong learners. Our students are resilient, genuinely empathetic, and are continually learning to critically navigate the world of knowledge at their own pace. We are privileged to cultivate the brilliant young minds of our community!

~ Colette Bozek, Principal



8968 Archibald Avenue  
Rancho Cucamonga, CA 91730  
951-225-7760

**Grade:** K-8  
**Program:** Discovery Col-LAB-orative  
**Classroom:** T, W, Th  
**Home Study elective Days:** M, F

**Grade:** TK-12  
**Program:** Homeschool Learning Center  
**Classroom Days:** M, F

**Grade:** 9-12  
**Program:** Keys Study Zone  
**Classroom Days:** Individual appointments available





# Springs CHARTER SCHOOLS

## Renaissance Valley ACADEMY

1091 ESPLANADE AVENUE







At Renaissance Valley Academy, we believe that learning does not solely take place in the classroom. From CTE pathways, internships, CIF Sports, ASB, and Robotics to unique field trips and college-articulated courses with local colleges and universities, our students have a plethora of opportunities to expand their educational



experiences beyond the four walls of our classrooms. Our school community strives to provide a unique educational experience while ensuring every member of our community feels like family in their home away from home. We have an exceptional, highly-qualified teaching staff and an outstanding

support staff who believe that every child can, and WILL, persevere and achieve when they are provided an educational environment that can meet both their academic and social-emotional needs.

~ Nikia Hovey, Principal

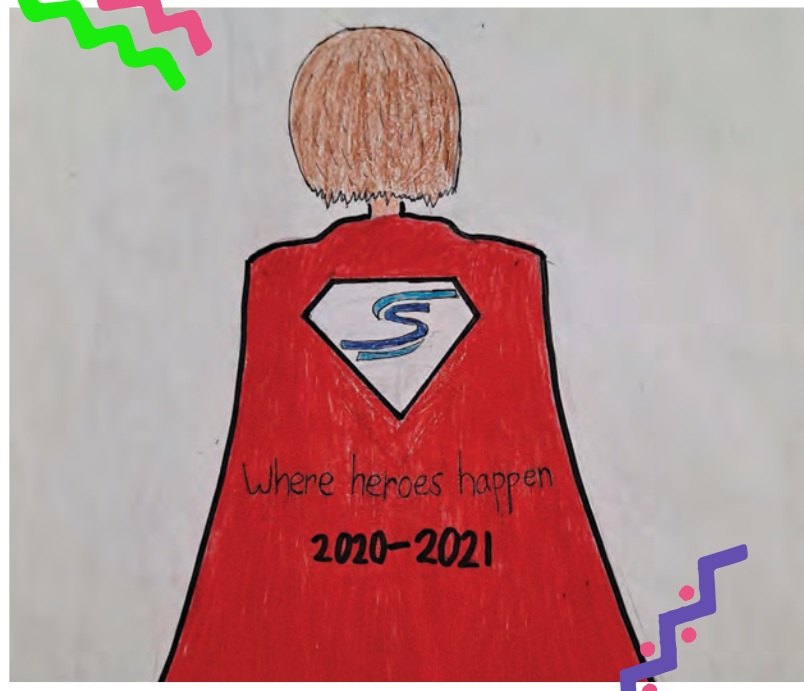
1091 West Esplanade Avenue  
San Jacinto, CA 92582  
951-225-7175

**Grade:** 6-12  
**Program:** Renaissance Real World Academy  
**Classroom Days:** M, T, W, Th, F





OUR PROGRAMS







The Riverside Student Center provides the best of both worlds, blending classroom learning with guided, personalized home study. We unite our highly qualified teachers and families to create the optimal learning team for our students. Effective collaboration

between the home and school combined with a personalized learning approach gives each of our students the opportunity to grow and be successful. Students spend at least three days per week with their teacher in the classroom, while the other school days are spent in fully supported personalized studies at home. At Riverside Student Center, teamwork, engaging hands-on learning, using the community as our classroom, and a supportive and positive culture is only the beginning!

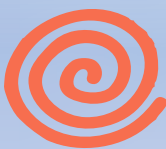
~ Kim Ballantyne, Principal



3050 Chicago Avenue  
Riverside, CA 92509  
951-225-7350

**Grade:** TK-8  
**Program:** Mosaic Academy  
**Classroom Days:** M, W, F  
**Home Study Elective Days:** T, Th

**Grade:** TK-8  
**Program:** Homeschool Learning Center  
**Classroom Days:** T, Th





OUR PROGRAMS







At Santa Ana Student Center, our instructional model provides students an empowering curriculum that emphasizes project-based learning and focuses on the whole child. We pride ourselves in providing a personalized learning environment that is tailored to the learning needs and interests

of each student. Not only that, we provide multiple avenues for parent involvement in each student's education. Essential to our model is providing a safe and welcoming school culture with high expectations while fostering student autonomy. At SASC, there is always something amazing happening. Whether it is in the classroom, around campus, or within our community, SASC Knights always show PRIDE!

~ Monica Lopez, Principal



SPRINGS CHARTER SCHOOLS

2121 North Grand Avenue  
Santa Ana, CA 92705  
951-225-7125

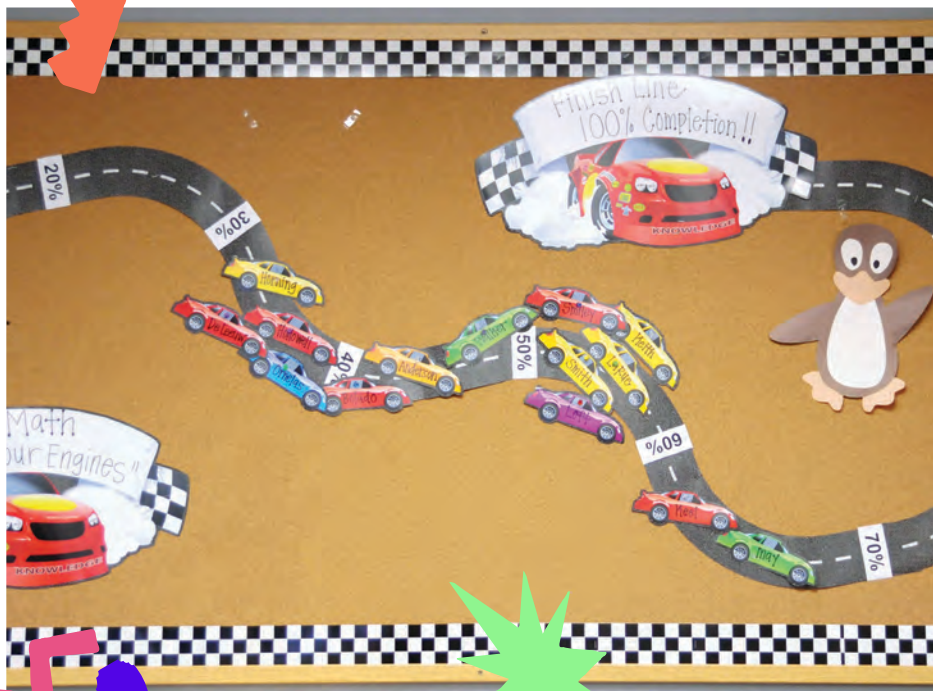
**Grade:** TK-8  
**Program:** Quest Academy  
**Classroom Days:** M, T, W, Th, F

**Grade:** TK-12  
**Program:** Homeschool Learning Center  
**Classroom Days:** T, Th

**Grade:** 9-12  
**Program:** Keys Study Zone  
**Classroom Days:** W, F











Temecula Student Center personalizes education for each student and challenges them with a rigorous course of study, art-based instruction, and learning with the whole child in mind. We focus on the academic and soft skills students will need in the real world. And, with many ways to get involved, including a robust PTSA, our families are partners in this journey.

- \* Some highlights of our K-12 programs:
- \* Hands on, integrated core instruction
- \* 5 days a week K-5th grade
- \* Unique small-school caring environment
- \* Middle school-4 days of core classes and 1 day of electives
- \* CIF sports
- \* Internships

~ Valerie Walker, Assistant Principal

SPRINGS  
CHARTER SCHOOLS



Temecula  
STUDENT CENTER

43040 Margarita Road  
Temecula, CA 92592  
951-225-7400

**Grade:** K-8

**Program:** Da Vinci Academy

**Classroom Days:** M, T, W, Th, F

**Grade:** 9-12

**Program:** Renaissance Real World Academy

**Classroom Days:** M, T, Th, F

**Home Study Elective Days:** W



I CAN!









Venture Online is an independent study program that offers students full teacher support in a virtual personalized learning environment. Our experienced, credentialed teachers share the belief that all students can be successful with the necessary tools. Consistent active participation

is required to fully engage in the curriculum through live sessions, small group tutoring and weekly homeroom meetings. In addition, students have the ability to attend Learning Center classes and field trips as well as partner with approved vendors for tutoring and lessons of their choice. Our team is excited to play a role in your student's success.

~ Jackie Dee, Principal



Available throughout Southern California 951-252-8800

Grade: K-12 Program: Online Classroom Days: Distance learning only





OUR PROGRAMS





Welcome to Vista Springs, where you can feel the happy, close community vibe! Our staff and families actively create a diverse, inclusive educational experience that offers options for students



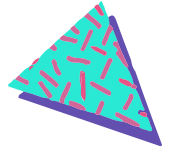
to thrive in whatever way serves students best, whether it's in our 5-day dual-language Spanish immersion program, our hybrid 3 day a week program, our 2 day learning center or full homeschool. We even have a 3 day a week, independent study high school. Regardless of the path, students

are met where they are and engage in a personalized, creative, student-centered education where growth is celebrated and full potential is realized!

~ Sarah Adams, Principal



700 East Bobier Avenue  
Vista, CA 92084  
951-225-7675



**Grade:** TK-8  
**Program:** La Fuente Dual Immersion  
**Classroom Days:** M, T, W, Th, F

**Grade:** TK-8  
**Program:** Mosaic Academy  
**Classroom Days:** T, W, Th  
**Home Study elective Days:** M, F





# TUTORING Classes and more



*My* **Learning**  
**Studio**<sup>®</sup>   
Learning for Everyone

17086 Van Buren Blvd, Riverside  
Stater Bros. Woodcrest Plaza  
Info@MyLearningStudio.com

(951) 789-5402

www.MyLearningStudio.com

## Approved Vendor

### Private Tutoring

In-person or virtual  
7 days a week  
9:00 - 9:00 pm  
All subjects, grades, ages

My Learning Studio has been awarded **BEST TUTORING SERVICE** every year for the past 15 years, since 2006. This is quite impressive when up against franchises with multiple locations.

Our private 1-1 tutoring is unsurpassed, focusing on individuals' needs by subject, level, and learning styles or disabilities. We specialize in reading comprehension, all levels of math, language arts, and sciences.

Reading comprehension, fluency, sight words, vocabulary development, spelling, good reader skills, phonics, and more. All individualized.

All levels of mathematics, including integrated math, AP, IB, honors, and college courses.

Sciences such as biology, chemistry, physics, high school and college level.

### Enrichment Classes

Individual or Full-Day

We offer a wide variety of classes for children and adults such as;

- STEM science, creative arts, painting, Spanish, history, life skills, and more.
- In-studio, online, or virtual is available.
- Private or small groups, or create your own for all subjects, grades, or ages.

# HEALTH SERVICES



# HEALTH SERVICES

## Wellness Policy

It is a requirement for participation in the federal school meal programs that schools must institute a Local School Wellness Policy, and this policy outlines the school's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at sites have access to healthy foods throughout the day - both through reimbursable school meals and other foods available throughout the school site - in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors
- Students have opportunities to be physically active before, during and after school
- Programs engage in nutrition and physical activity promotion and other activities that encourage student wellness
- All staff are urged to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged in supporting the work of the school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- The school establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives

A copy of our wellness policy is available at <https://springscs.org/about-us/nutrition-services>.

## Injury Reporting

All injuries are to be reported to the campus administrator or front desk staff immediately. At that time an Injury Form must be completed. It is understood that all school volunteers are responsible to maintain their own medical insurance policies in the case of an injury while at the school.

## Fever and Sick Policy

Should your child exhibit signs and symptoms of illness that include any of the following: fever (>100.4), vomiting, diarrhea, unexplained skin rash or general malaise, please do not bring your child to school. If your child exhibits any of these symptoms at school, we will attempt to contact you to have the child picked up. They will not be permitted to return until they are free of fever, diarrhea, and/or vomiting for 24 hours without the need to use fever-reducing medicine.

In the event of an emergency, or if we are unable to make contact with the student's parents/guardians or other emergency contacts, school staff will call 911. Please make sure that your emergency contacts are kept up-to-date. If you need to update emergency contact information, please contact [student.records@springscs.org](mailto:student.records@springscs.org).





## Medications on Campus

The State of California has strict laws regarding the way medication can be dispensed at school.

1. Medication must be given to the school office by the parent/guardian. Students are not allowed to transport medication to and from school.
2. Prescription medication which needs to be taken at school must be accompanied by a completed Medical Authorization Record.
3. Non-prescriptive medication such as essential oils or Tylenol must also have a completed Medical Authorization Record on file.
4. All medicine must be in the container in which it was purchased.
5. All medicine must be kept in the school office and will be dispensed by school staff. Only the amount to be given at school should be sent. All other doses should remain at home.
6. If there is a change in the prescription, a new Medical Authorization Record must be completed.
7. Parents are responsible to ensure that all student medications onsite are kept current and up-to-date. Expired medication will be disposed of by the school nurse or other trained staff.

## Student Medical Needs



To ensure that your child's medical needs are addressed, please provide all pertinent health information for your child during the online registration and enrollment process. If a new medical need arises after enrollment, please bring it to the attention of the Site Facilitator and s/he will help you update the information properly to ensure the appropriate steps are taken to accommodate your child's health needs. We do have CPR/First Aid/AED and Epi-pen trained staff available at the sites, but in the event of an emergency 911 will be called.

## California Healthy Youth Act

As a California public charter school, Springs complies with the California Department of Education Healthy Youth Act by providing mandated instruction regarding human development and sexuality.

Springs Charter Schools provide comprehensive sexual health education *one time in middle school and one time in high school*. Our curriculum meets California Department of Education standards for non-classroom-based instruction. Healthy sexual education includes education on pregnancy, contraception, human trafficking, and sexually transmitted infections. For more information about the California Healthy Youth Act, contact your Education Specialist or program administrator.



## Contagious Diseases

Springs staff makes every effort to ensure a safe school environment. In the case of a suspected or confirmed case of contagious disease, Principals and the school nurse will work closely to monitor any outbreaks, notify parents as required by law, and work with county Health and Human Services to contain the outbreak and ensure the wellbeing of staff and students. Parents are encouraged to notify their site Principal in the event that their child may have been exposed to a contagious disease. All information remains confidential.

## Lice

In the event of an outbreak of lice at one of our campuses, school staff will follow the guidelines as outlined by the Center for Disease Control and Prevention. Principals will work with the school nurse to ensure proper procedures are in place. Please contact your principal if you have any questions about lice.

## Vision and Hearing Screenings

Our Springs staff includes a Licensed Credentialed School Nurse who is certificated to conduct vision and hearing screenings. The nurse is scheduled in each of our regions throughout the school year to provide these services. If you would like your child to receive a vision and or hearing screen, please contact the school site staff or schedule an appointment with our Pupil Services Department (conducted at our Temecula Administrative Office).



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120

# CAMPUS SAFETY



CAMPUS SAFETY



# CAMPUS SAFETY

## School Safety / General Safety

Safety is a top priority at Springs Charter Schools. Our staff members work together and are committed to ensuring a safe learning environment for students. If you witness an unsafe behavior or condition, please report it immediately. Options for reporting are:

- **Report directly to site staff.**
- **Call the Office of Safety and Risk Management in the Business Services Department at 951-225-SAFE.**

## Disaster Preparedness

Should a major disaster occur during school hours, all students will be kept at school under staff supervision. All Springs employees are mandated by law (Government Code 3100) to be Disaster Service Workers and assist the schools, as needed, until relieved of duty. Students will only be released to authorized emergency contacts on file with the school. Photo ID's will be required to pick up students. Parents will be contacted in the event of a campus/school emergency through our mass communication notification system, email, text, or phone.

Our staff is provided training on a wide variety of emergency response systems, including CPR/First Aid/AED, mental health first aid, and emergency procedures in the event of an intruder on campus. Each campus is equipped with emergency supplies including food, water, and medical supplies. There are AED machines placed at each of our academies, learning centers, and our administrative office. School medical supplies, such as Epi-pens and Bleeding Control Kits are secured and accessible on all campuses.

## Student Injuries at School

Every effort is made to keep our students safe while on our campuses. However, a student can still be injured during school activities. All student injuries must be reported to school staff as soon as possible for first aid and documentation purposes. Please

talk to your students about the importance of reporting all injuries to the school staff. In the event of a medical emergency at school, staff will call 911. Every effort will be made to contact the student's parent/guardian and emergency contacts provided to the school. Please ensure that all parent/guardian and emergency contact information is current by providing updates.

Student Accident Insurance is provided for all Springs students. You may inquire at the front desk of your school site for the Student Accident Insurance form. This will be useful in the event your student is injured and needs further medical treatment.

## Safety Meetings and Plans

Student and campus safety is everyone's responsibility. Campus administrators and staff are continually trained and supported by the Office of Safety and Risk Management. Parent and community members are valued participants in maintaining safe and secure communities for all students. Please talk to your site staff or Education Specialist about any safety concerns or ideas that you may have.

## Standard Response Protocols

Springs Charter Schools ensure that all campuses and learning centers maintain comprehensive safety plans. Standard Response Protocols (SRP) have been adopted and integrated as a critical measure for emergency response in the event of an earthquake, fire, accident, or other threats to student safety.

## Reunification of Students

No school is immune to emergencies like fires, floods, earthquakes, power outages, or threats. In the event of an emergency, every academy and learning center location has a reunification plan with onsite and offsite reunification protocols.



## Local Police and Fire Relationships

Each site works with their local police and fire departments to build relationships with our staff and students.

**For more information on Campus Safety, please contact the site staff at your student's campus or learning center.**

## Safe and Secure Campus

All individuals are expected to participate and assist in maintaining a safe and secure school environment by behaving in an orderly manner, modeling civility at all times, and treating students, parents, community members, and staff with dignity and respect. In the interest of presenting positive role models to students, the school encourages positive communication, discourages behavior that may appear rude, uncaring, unduly harsh or

insensitive, discriminatory, or any type of hostile or aggressive actions. Individuals that may have concerns about the school, the program, the staff, or other individuals may file a complaint through the school's complaint process.

## Integrated Pest Management – Annual Notification

The Healthy Schools Act requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. Warning signs will be posted at all entrances to school property 24 hours prior to regular pesticide application and will remain posted for 72 hours after the application.

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at [www.cdpr.ca.gov](http://www.cdpr.ca.gov). If you have any questions about the pesticides expected to be used at your school this year, please contact Zach Smith, Project Manager/IPM Coordinator at [zach.smith@springscs.org](mailto:zach.smith@springscs.org).

**CAMPUS SAFETY**

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# PARENT INVOLVEMENT

## Parents as Partners

We are proud to include parents as our partners in education. Our school is built upon our parents taking primary responsibility for their children's learning. We know this is a big job. Therefore, we provide opportunities for parents to support their children in a variety of ways including, but not limited to: open houses, field trips, parent certification training, conferences, PTSO, parent/guardian volunteers, S.P.R.E.E. events, and collaborative creation of personalized learning plans. If you wish to volunteer, please ask for a volunteer form and return it to the school office or your child's teacher. When parents/guardians come to school to participate in various volunteer capacities, they must sign in at the office.

## Parent Concerns Process

At Springs Charter Schools we take your concerns seriously. In order for us to address concerns in a timely fashion, we request you follow our school process. Informal concerns should be expressed within a timely manner in order for corrective actions to take place. Concerns regarding academics and campus situations should be directed to the student's teacher, Education Specialist, the academy Principal, or Homeschool Director. Parents may also contact the charter school's Education Department at 951-252-8800 or file a written complaint on the school's Incident/Complaint form located at the office on each of our campuses.

Complaints regarding school personnel (teachers, staff, students, parents, programs) may be directed to the academy Principal or Homeschool Director. Concerns regarding school administrators or administrative programs may be directed to the appropriate department at the Temecula Administrative office (Education Department, Human Resources, Pupil Services, Student Records, Executive). Title IX and Gender Equality complaints can be filed

using the school's Uniform Complaint process. More information is available on our website or by contacting the Human Resources Department at 951-252-8877.

## Classroom Observation Guidelines

To ensure minimum interruption to the instructional program, guests who wish to visit the campus for observational purposes must make arrangements 24 hours prior to the requested visit. Parents or guardians, at the discretion of the campus administrator, may be limited to one class and visit for a reasonable length of time and may be accompanied by a staff or administrator. Campus visitors and guests shall not interfere with or interrupt the teacher during instructional time and shall not be allowed to visit classrooms other than those of their children.

## Visitor and Guest Defined

Visitors to our Springs' campuses and administrative offices are always welcome. Visitors attend student performances, special events, sport events, and other school sponsored activities. Guests include individuals who assist students, schools, and teachers on a non-regular basis or who may, on occasion, observe a classroom or activity. In order to limit interruptions to instructional time, parents and guardians who wish to drop off lunches, clothing, or other articles for their children may do so at the school office.

## Volunteering

At Springs Charter Schools we appreciate our volunteers. Our sites offer a variety of activities from which to choose when volunteering your time. The first step in the process is to complete and submit a Volunteer Application, which will require you to submit a



completed TB Risk Assessment and/or Examination. You are also required to have a Live Scan Fingerprint DOJ background check completed prior to approval (this does not need to be completed prior to submitting the online application). These documents can be found on our Volunteer Application page under the Current Parents + Students tab on the Springs Charter Schools website. Principals have final approval for prospective volunteers.

Approved volunteers will be required to meet with the site's Volunteer Coordinator to schedule a New Volunteer Orientation. Volunteers will be required to check in at the site front desk and wear a volunteer badge at all times while on campus. It will be the expectation that volunteers will adhere to the Volunteer Code of Conduct found on the Springs' website. If you have any questions or concerns, contact your site's Volunteer Coordinator or our Human Resources Department at 951-252-8877.

## Homeschool Parent Events

We are very proud of our continuing efforts to support parents as educators. We offer our Homeschool parents additional support through our Parent Prep support plan. We also offer a dynamic Parent Certification Course where parents have the opportunity to network with other Homeschool parents and learn about best practices for a successful homeschooling experience. We provide year-round interactive workshops and networking opportunities, starting with our annual Ignite! Conference. Ignite! is a free, one-day summer conference for Springs' parents. In addition, we hold S.P.R.E.E. days for parents and students to train and support our parent community. You may find more details on our website by scrolling over the "Get Involved - For Parents" section.





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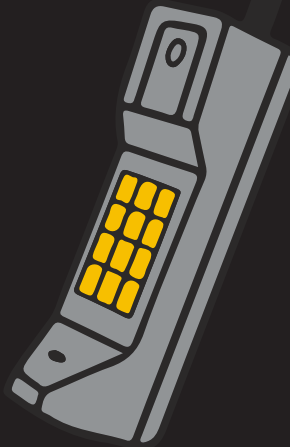
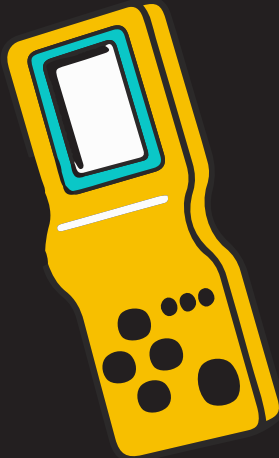
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# STUDENT DISCIPLINE



STUDENT  
DISCIPLINE

# STUDENT DISCIPLINE

At Springs Charter Schools, we believe that students have unique needs and that expectations should be positive and must be taught. Just as academic skills are taught on an individual basis, we believe that students must be taught how to be successful. Within the Springs' community, all members are expected to teach, model, and display mastery of respectful, responsible, and safe behaviors.

**Our focus for all students is I CAN! be Respectful, I CAN! Be Responsible, and I CAN! be Safe.**

Student expectations are clearly communicated to all students and apply to the following settings 1) within the classroom, 2) while on school grounds, 3) during home-study days, at school sponsored enrichment activities, and lunch periods, whether the student is on or off the school campus, and 4) during, going to, or coming from a school sponsored activity.

## Classroom Expectations



Springs classrooms are designed to support our personalized learning instructional model. Each teacher designs a classroom environment that is unique to the educational needs of the students. Teachers set student expectations for their classroom that ensure a safe and orderly environment that supports teaching and reinforces positive student interactions and behavior. Students that do not positively respond to classroom expectations through a variety of intervention strategies, or whose behavior is disruptive to the learning environment, may be removed from the classroom with a referral to the office.

## Office Referrals / Home Contacts

In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to the office, the teacher is seeking additional resources to assist in the correction of the behavior. At this point parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

## Incident / Complaint Process

Springs Charter Schools rely on all members of the community to work together to ensure a safe school setting for all students and adults. School administration and staff take all student and parent concerns seriously. Parents who would like to report an incident that occurred on campus or during school hours, or would like to file a complaint may fill out the Incident Complaint Form. Forms may be picked up at the front office on any campus. Administrative staff will address the complaint through the appropriate Springs process and notify each student's parent/guardian of the outcome of their findings.

Due to federal and state confidentiality laws, unless otherwise determined by law, staff may only report specific information to the parent/guardian in regards to their own student.



## Appeal Process

Parents/guardians who do not agree with the findings of the administrative staff may appeal the decision to either the campus principal or Temecula office administration.

## Harassment, Bullying, Cyberbullying, and Sexual Misconduct

In order to ensure the safety and well-being of all students and persons within the Springs' community, administrative staff take all allegations seriously. Investigative proceedings are conducted in compliance with state and federal law and school policy. Students that are found to have engaged in any form of misconduct will be subject to the school's discipline policy.



## Harassment

Students are occasionally the victim of harassing behaviors. While common in any school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community. Harassment is defined as the act of annoying or bothering others in a constant or repeated manner.





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## Bullying

At Springs Charter Schools, we want each of our students to be safe, respected, and enjoy a positive environment at school. We are proactive in preventing unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved, and initiating appropriate school investigative and disciplinary actions as state law directs. We define bullying as any severe or pervasive physical or verbal act or conduct that is directed toward one or more pupils and causes a reasonable pupil to fear harm for themselves or their property, to have a substantially detrimental effect on his or her physical or mental health, or to cause substantial interference with their academic performance.

## Cyberbullying

Cyberbullying is bullying through any electronic medium, such as emailing, texting, imaging, or social networking. We are

committed to working with parents, law enforcement officers and school officials to discourage cyberbullying and to provide a quick response should such behavior occur. Our policies strictly prohibit any form of bullying, and we expect our students and anyone else affiliated with the school to comply with these policies.

We ask our parents to help us to prevent cyberbullying. If you observe this behavior and believe it constitutes a crime, please report it to the police immediately. Be aware of what your child is doing online during non-school hours, and establish appropriate rules about your child's use of technology. For more information about how to prevent and respond to cyberbullying, please go to [www.stopbullying.gov](http://www.stopbullying.gov).

## Sexual Misconduct

Springs Charter Schools take all sexual misconduct incidents and complaints seriously. Sexual misconduct is defined as any conduct that is sexual in nature including sexual harassment,

sexual assault, dating violence, sexual exploitation and human trafficking, stalking, intimidation, and child sexual abuse.



## Consequences and Interventions

At Springs Charter Schools, we believe that consequences and interventions to violations of student expectations are most effective when they are progressive, and are made in response to some sort of student behavior incidence, whether it is ongoing defiance or criminal activity. Not only are these situations complex, but understanding that consequences and interventions may represent “teachable moments” is fundamental to a positive approach to discipline. Progressive consequences seek accountability and behavioral change. Except for single acts of a grave nature or multiple offenses, suspension or expulsion is used only when other means of correction have failed to bring about proper conduct or the student’s presence causes a continuing danger to self or others.



## Levels of Discipline

When students are disruptive or act inappropriately, school administrative staff shall determine the level of consequence and interventions needed to assist the student in bringing about expected conduct. Levels of response to student misconduct include the following:

### Level 1: Classroom Managed Responses

These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers and school staff will try a variety of teaching and classroom management strategies, as appropriate.

### Level 2: Administrative Responses

Consequences and interventions used in response to an office referral aim to correct student misconduct by stressing the seriousness of the behaviors while keeping the student in school. Interventions often involve support staff and aim to engage the student’s support system to ensure successful learning, consistency, and changes in conditions that contribute to the student’s inappropriate or disruptive behaviors.

### Level 3: Administrative Removal Responses

Consequences and interventions at this level involve short-term removal of a student from the school environment due to the severity of the behaviors or because Level 1 and Level 2 responses have failed to bring about proper conduct.

### Level 4: Administrative Removal Responses

Level 4 responses involve the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. Level 4 consequences may result in the student being recommended for expulsion from the school.

### Level 5: Mandatory Recommendation for School Expulsion

Level 5 responses require school administrative staff to refer the student for expulsion from the school for acts that are specified in law.

## Parent Notification of Disciplinary Action

At all levels of disciplinary action, the student’s parent/guardian will be notified of the inappropriate behavior and consequences and/or interventions that will be implemented.

## Student Expected Behavior



### I Can Be Respectful

- **Respect others contributions, opinions, and efforts**
- **Be positive and encouraging to others**
- **Be motivated to do my personal best**
- **Be friendly and include others**
- **Allow others to learn**
- **Help others who need it**
- **Recycle - keep my school clean**
- **Celebrate with other’s success, be a good sport**
- **Work without distracting others**

### I Can Be Responsible

- **Report school vandalism to staff**
- **Be self-directed by asking for help when needed**
- **Ask for clarification when I don’t understand a directive or assignment**
- **Use appropriate language**
- **Complete all assigned work**





- **Follow directions**
- **Dress, speak, and act appropriately**
- **Make good decisions**
- **Refrain from cheating and plagiarism**

### I Can Be Safe

- **Be observant and promote safety**
- **Know and practice the school's rules**
- **Keep my hands and feet to myself**
- **Eat and drink in designated areas**
- **Report danger to school staff**
- **Put away equipment and wipe up spills**
- **Respect school property**
- **Stay within designated areas**
- **Follow school rules when using the internet and other technology**

### Student Misconduct

Springs Charter Schools has procedures in place to address student expectations and misconduct. Listed below is the definition of some of the areas of student misconduct. In addition to the areas listed below, campus administration and staff may develop campus-specific student expectations. Students and parents will be informed in writing of all student expected behaviors, whether schoolwide, campus specific, or within the classroom setting.

### Academic Honesty / Lying

- Violation of Springs' Academic Honesty Policy
- Violation of Student Code of Conduct
- Intentional lying to get self or another person(s) in trouble

### Alcohol, Intoxicants, Controlled Substances

- Possession or under the influence of alcohol or an intoxicant of any kind
- Used, sold, or furnished an alcoholic beverage or an intoxicant of any kind
- Possessed, offered, arranged, or negotiated to sell drug paraphernalia
- Possessed or under the influence of a controlled substance
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Used or administered a controlled substance

- Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant
- Sold a controlled substance



### Blackmail / Coercion

- Committing extortion, coercion, or blackmail defined as obtaining money or other object of value from an unwilling person, or forcing an individual to act through the use of force or threat of force
- Bodily harm to others
- Throwing any object that can cause bodily injury or property damage, which is not included as part of a teacher-approved curriculum or school sponsored activity

### Bullying / Cyberbullying / Retaliation

- Intentional, severe, or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, that has an effect described in law
- Engaged in, or attempted to engage in, hazing as defined in law
- Violation of Springs' Cyberbullying Policy
- Violation of Springs' Technology Use Policy

### Cell Phone Use

Violation of Springs' Cell Phone Policy (including all telecommunication devices such as, but not limited to: smart phones, computers, cameras, iPads, and other tablet devices).

### Disrespectful Behavior / Hate Crimes

- Failure to demonstrate consideration or engaging in rude/disrespectful behavior towards peers
- Failure to demonstrate consideration or engaging in rude/disrespectful behavior towards adults
- Creating a list that targets specific individuals to be physically or psychologically harmed
- Disrespectful behavior based on race, ethnicity, national origin, gender or gender identity, sexual orientation, religion, or disability
- Intentional language, behavior, or activities based on ethnicity, national origin, gender, religion, or disability.

## Disruption

- Engaged in behavior causing an interruption during class or other school activity
- Repeated and chronic behavior that creates an environment preventing teaching and learning
- False activation of a fire alarm
- Caused a major disruption to the atmosphere of order and safety in the school, such as a riot
- Causing or participating in a disturbance on school grounds, at a school function, or school activity
- Engaging in any other conduct that disrupts the school environment or educational process
- Unauthorized loitering on school grounds before, during, or after school
- Engaged in gambling

## General Misconduct / Consumption of Food / Detention / Dress Code

- Inappropriate display of affection
- Public display of affection
- Possession of matches or lighter(s)
- Engaging in arson
- Engaging in theft
- Damaging or vandalizing property owned by the school, other students, school employees, volunteers, or visitors
- Engaging in misconduct on buses during school activities or events
- Consumption of food in the classroom or buildings at times other than specified by campus staff
- Failure to serve detention on the established day of agreed upon time
- Violation of Springs' Dress Code Guidelines

## Harassment

- Annoying behavior or negative gestures toward other students. Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff
- Intentionally engaged in harassment, threats, or intimidation directed against school staff or students
- Causing disorder and creating a hostile school setting
- Harassed, threatened, or intimidated a student victim or witness in a school disciplinary investigation and/or proceeding

## Insubordination

- Failing to comply with lawful directives from school personnel or school policies, rules, and regulations

## Internet Use Policy

- Violation of Springs' Internet Use Policy

## Leaving School Grounds / Event / Loitering

- Failure to move from location to location in a reasonable amount of time, or moving without purpose
- Remaining in an area that is unsupervised or off limits to students
- Leaving school grounds or a school-supervised activity or event without permission of a school official with the authority to grant such permission

## Non-cooperative Behavior

- Trespassing
- Unauthorized attendance at school activities
- Failure to follow directions, share, respond to staff requests, or allow others to participate in an authorized activity
- Failure to follow directions leading to potential disruption or harm to self or others
- Failure to follow directions that directly leads to disruption or the harm of self or others

## Physical Aggression

- Physical aggression without injury
- Mutual fight
- Attack on student, attempting to cause physical injury
- Attack on student, causing physical injury
- Aiding or abetting in the infliction or attempted infliction of physical injury
- Causing, or attempt to cause, or participating in an act of hate violence
- Willful use of force or violence upon another person
- Causing serious injury to another person
- Unintentional, incidental physical contact with school personnel
- Unintentional striking of a staff member who is intervening in a fight or other disruptive activity
- Intentional assault or battery upon any school employee





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**I CAN!**

135

**STUDENT  
DISCIPLINE**

## Possession of Unauthorized Items

- Unauthorized sale or distribution of goods
- Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician



## Property Misuse / Damage

- Littering
- Possessing, creating or displaying graffiti of any kind
- Minor or accidental damage
- Attempt to cause damage to property
- Causing damage to property
- Breaking and entering on school property
- Setting fire or intentionally causing damage to school property

## Social Media

- Violation of Springs' Social Media Policy

## Stealing / Possessing Stolen Property

- Stealing school or private property
- Knowingly possessing stolen property
- Attempting to commit robbery or extortion

## Student Code of Conduct

- Violation of Springs' Code of Conduct Policy



## Tardiness

- Failure to report to school or class by the established time

## Verbal Abuse / Written Aggression

- Yelling or using aggressive language towards another student.
- Minor name calling or teasing, whether written or verbal, towards other students
- Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop from staff
- Use of profanity or vulgarity, whether directed at others or not
- Habitual use of profanity or vulgarity
- Threatened to cause an act of hate violence

- Made terroristic threats against school officials or school property or both
- Engaging in verbal abuse, including but not limited to, name-calling, ethnic or racial slurs, or derogatory statements addressed publicly or privately to others that school officials have reasonable cause to believe will disrupt the school program, incite violence, or interfere with the learning environment of others
- Threatened to cause physical injury



## Weapons / Contraband

- Possession of an imitation firearm, knife, or other dangerous object, or sold or otherwise furnished any knife or other dangerous object
- Brandishing a knife at another person
- Possession of an explosive as defined in federal law
- Possession, intent to sell, selling, or otherwise furnishing a firearm
- Possession or sale of illegal goods or contraband

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## Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity for school attendance occurring at any time, included but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus;
4. During, going to, or coming from a school-sponsored activity.



## Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference: Suspension shall be preceded, if possible, by a conference with the administrative staff, student, and parent/guardian. The student will be informed of the reason for disciplinary action and the evidence against him or her. The student will be given the opportunity to present his or her version and evidence in his or her defense.
2. Notification: Every reasonable effort will be made to contact the parent or guardian by phone or in-person about the suspension. They will be notified in writing about the suspension and the date the student may return to the school site.
3. Suspension time limits: Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension.



## Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event that the Administrative Panel hears the case, the hearing will follow a formal process, and a determination for expulsion will be made.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. Upon mailing notice, it shall be deemed served upon the pupil.

The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the charter school's disciplinary rules, which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the charter school to any other school district or school to which the student seeks enrollment
5. The opportunity for the student or the student's parent/guardian to appear in person or employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses



## Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Administrative Panel for expulsion to the charter school's Governing Board. The appeal must be filled within 30 calendar days following the decision of the Administrative Panel to expel the student.





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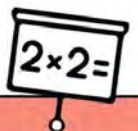
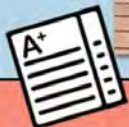
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**President's Message:**

As we emerge from the one of the most difficult and unprecedented challenges to our education system here in California brought on by COVID-19, I am proud and honored to be in a position to support one of our state's leading charter school systems — Springs Charter Schools. As a leader in our state charter school movement, Springs Charter Schools not only stepped up support for its students during the pandemic, but very quickly deployed its curriculum to support thousands of families outside of the Springs system whose own school districts were caught unprepared. It is the shared spirit of personalized education for everyone of every means that is the core strength of Springs Charter Schools.

At Summit Springs Educational Foundation, our mission is to support the staff and students of Springs Charter Schools by awarding grants and scholarships to noteworthy recipients. But our work cannot be carried out without the help and support of our corporate and private donors. Despite a difficult year with budgetary limitations of our donors, we managed to grow our scholarship program and fund some of our student centers with much needed upgrades. This was achieved with the tremendous help of Mr. James Graves, who has been an outstanding contributor to our fund raising endeavor. To Jim, I am extremely grateful.

As we look forward to a new academic year, the foundation will continue to grow its mission of supporting and funding for our educators and learners. Getting back is only the beginning, giving back is our continuing mission!

Steaven Chan  
SSEF President  
Steaven.Chan@SpringsCS.org



**Board of Directors:**

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BACK  
IS JUST THE  
BEGINNING!**

# WORD SEARCH

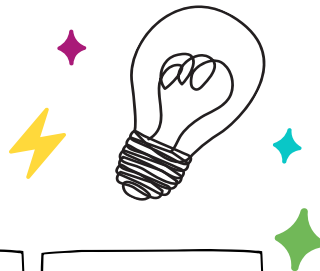
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Collaboration	Personalized	Curiosity	Community
Capable	Pacific	Empower	Citrus
Choice	Public	Springs	Harbor
Empire	River	Vista	Play

## IMAGINATION WORKOUT

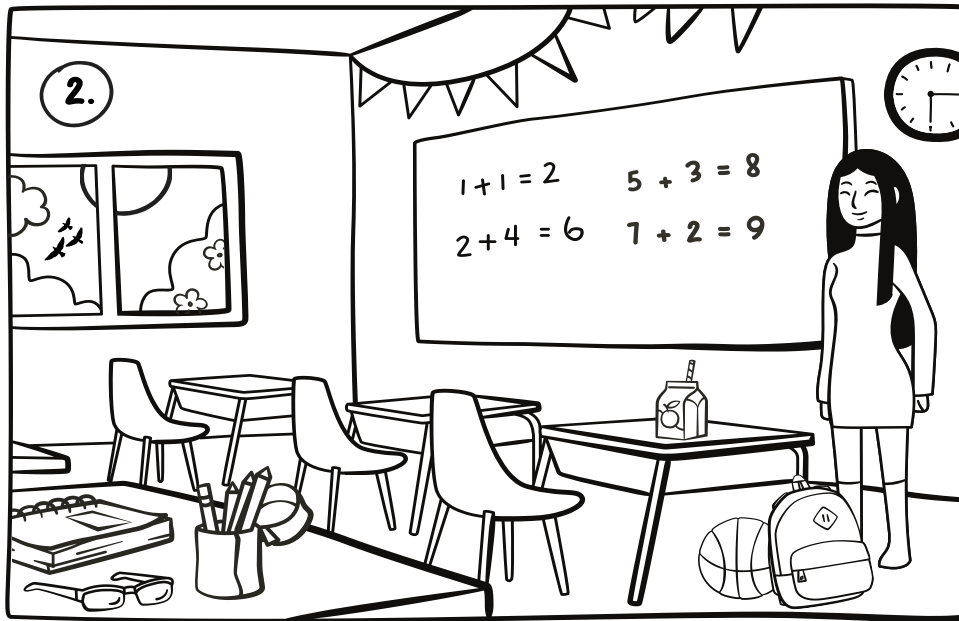
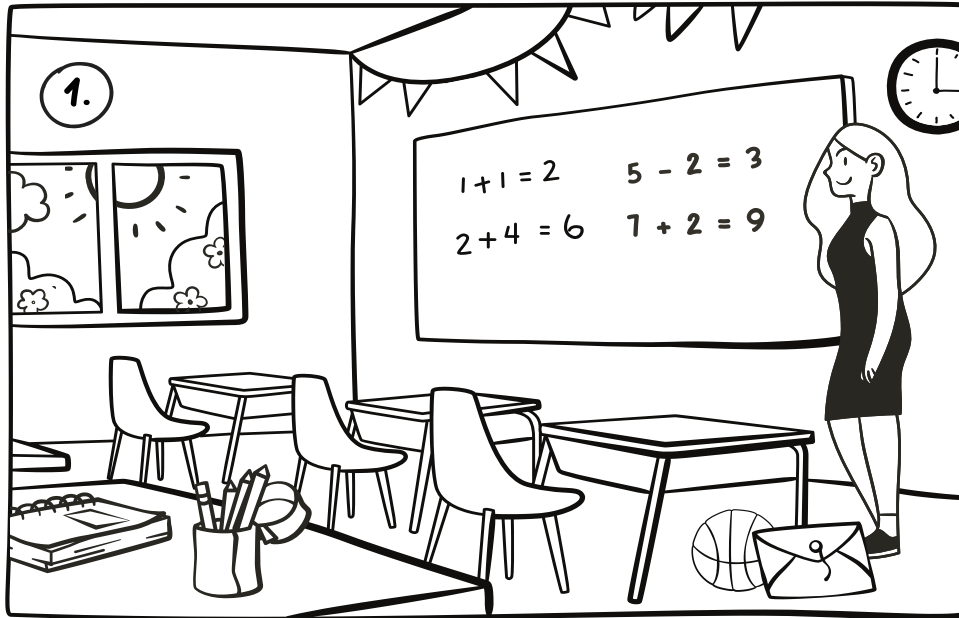
Imagine what each line can be, then finish the drawing yourself!








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## **ATTACHMENT C**

### **Discipline Policy**

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

1) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

2) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

A) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

B) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

3) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).— in compliance with Commission LEA Policies 6316 and 6317

This Student Suspension and Expulsion Policy (hereafter "Policy") has been established in order to promote learning and protect the safety and well-being of all students at SPSTN. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the charter's policy and procedures for student suspension and expulsion, and it may be amended from time to time to mirror changes to the suspension and expulsion offenses applicable to school districts without the need to amend the charter so long as the amendments conform to legal requirements.

Charter staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Job descriptions for individuals responsible for carrying out the school's discipline policies are included in Appendix G.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

It is the intent of SPSTN to administer even-handed discipline and use alternative means of discipline that are “age-appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion. Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The charter administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s agreement.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. Enumerated Offenses**

### 1) Discretionary Suspendable/Expellable Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- A) Caused, attempted to cause, or threatened to cause physical injury to another person.
- B) Willfully used force of violence upon the person of another, except self-defense.
- C) Unlawful use or possession of barbitol or legend drugs as defined in T.C.A. § 53-10- 101.
- D) Committed or attempted to commit robbery or extortion.
- E) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
- F) Stole or attempted to steal school property or private property or private property, which includes but is not limited to, electronic files and databases.
- G) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- H) Committed an obscene act or engaged in habitual profanity or vulgarity.
- I) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- J) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- K) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- L) Possession of a pistol, gun, or firearm on school property;
- M) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- N) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- O) Engaged in, or attempted to engage in hazing.
- P) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.
- Q) Committed sexual harassment.
- R) Caused, attempted to cause, threatened to cause or participated in an act of hate violence.

S) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

T) Off-campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony if the student was charged as an adult or if adjudicated delinquent for an offense that would be classified as a felony if the student was an adult, or if the student was convicted of a felony, and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

U) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

**Bullying:** At SPSTN, we want each of our students to be safe, respected, and enjoy a positive environment at school. Our policies strictly prohibit bullying or any other form of harassment of our students, staff or other persons affiliated with our school. We are proactive in preventing this unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved, and initiating appropriate school investigative and disciplinary actions as state law directs. We define bullying as extreme or continuous actions directed toward one or more students with the result or expected result of causing a reasonable student to fear personal harm, or harm to the student's property, or harm to the student's physical, mental, or academic well-being or interference with the student's access to service, activities or privileges of the school.

**Cyberbullying and Cyber Sexual Bullying:** Cyberbullying is bullying through any electronic medium, such as emailing, texting, imaging, or social networking. We are committed to working with parents, law enforcement officers, and school officials to discourage cyberbullying and cyber sexual bully, and to provide a quick response should such behavior occur. Our policies strictly prohibit any form of bullying and we expect our students and anyone else affiliated with the school to comply with these policies.

V) Inciting, advising, or counseling of others to engage in any of these acts;

W) Possession of a knife or other weapons as defined in T.C.A. § 39-17-1301 on school property.

## 2) Non-Discretionary Suspendable/Expellable Offenses (Zero Tolerance)

Consistent with Commission LEA Policy 6309, below are the list of offenses designated as zero-tolerance offenses that will ensure the safety and security of all students and a learning environment free of drugs, violence, and firearms. In accordance with the policy, a zero-tolerance violation may not necessarily result in a presumptive one (1)-calendar year expulsion, except for the following student misconduct:

A) Bringing to school or being in unauthorized possession on school property of a firearm;

B) Commission of aggravated assault upon any teacher, principal, administrator, any other employee of an LEA, or school resource officer;

C) Unlawfully possessing any drug including any controlled substance, controlled substance analog, or legend drug.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1) Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her. The student shall be given the opportunity to present a rebuttal or his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2) Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in-person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### **3) Homework Assignments During Suspension**

Upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more school days, the homework that the pupil would otherwise have been assigned.

If a homework assignment that is requested and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

#### **4) Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee,



the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process, or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled upon the recommendation of a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Administrative Panel may be composed of educators within the Springs community, in local charter schools, or in local school districts. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the neutral and impartial Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision on whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing.

##### **1) Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

##### **2) Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be

admitted as testimony from witnesses of whom the Board, Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### 3) Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

### 4) Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request. SPSTN will annually report its zero-tolerance policy and procedures to the charter school commission as well.

### 5) Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision for expulsion or a suspended expulsion to the Governing Board of Springs Public Schools Tennessee-Empower Academy. The appeal must be filed within 30 calendar days following the decision to expel the student.

### 6) Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School

shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### 7) Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### 8) Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Tennessee Open Meetings Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### 9) Notification to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the enumerated offenses set forth above.

### **F. Students with Disabilities**

The Charter School will follow these procedures for the consideration of suspension and expulsion of students with disabilities.

#### 1) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 2) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

A. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

B. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

A. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

B. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

C. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 3) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 4) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student committed a zero-tolerance offense.

#### 5) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 6) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- A. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- B. The parent has requested an evaluation of the child.
- C. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the educational placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.





## Enrollment Policy

### Admission Policy

Admission policies and procedures, consistent with [T.C.A. §49-13-107 and T.C.A. §49-13-113].

The charter school will actively recruit a diverse student population from Rutherford County. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. Specific efforts will be provided in informing families and the community of northwest Rutherford County about the charter school and its program of Personalized Learning. SPSTN will also use various methods including but not limited to bilingual staff and door-to-door support for families that make up underrepresented communities.

### Application Period

Enrollment Schedule Outline	Date Ranges
<b>Open Enrollment Window</b>	December - February
<b>Application Verification Period</b>	February - March
<b>Lottery Date Announcement</b>	March
<b>Lottery Held</b>	March
<b>Communication Regarding Enrollment Sent</b>	April
<b>Ongoing Registration</b>	March-Ongoing

### Nondiscrimination Admission Policy

The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, the academic performance of the pupil, including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics as listed above.

According to T.C.A. §49-13-113: A charter school shall enroll an eligible pupil who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building.

If applications exceed the planned capacity of the public charter school, the following preferences shall apply:

- (i) Pupils in attendance in the previous school year at any public school that converts to become a public charter school;
  - (ii) Pupils attending public schools within the LEA in which the public charter school is located, if those pupils would otherwise be included in the area in which the public charter school will focus;
  - (iii) Children residing within the LEA service area in which the public charter school is located, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus; and
  - (iv) Children residing outside the LEA in which the public charter school is located and whose needs would be included in the area in which the public charter school will focus.
- (B) If enrollment within a group of preference set out in subdivision (b)(2)(A) exceeds the planned capacity of the school, enrollment within that group shall be determined on the basis of a lottery.
- (c) Subject to the requirements of subsections (a) and (b), preference may be afforded to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor or member of the governing body of the charter school, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

### **Pre-admissions Requirements**

SPSTN shall admit all pupils who wish to attend the charter school. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. The charter will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Other than legally required paperwork, there are no pre-admissions requirements for students who wish to attend SPSTN.

### **Articulation Agreements**

There are no proposed articulation agreements at this time.

### **Lottery Procedures**

The lottery will be led by the superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission.

Numbers, each representing an application submitted to the charter, will be placed into a random drawing application. The entries will indicate if the applying student has any siblings that are applying for admission the same year. The student number will be shown or read in the order it was electronically drawn. Student numbers will be given a numerical ranking based on the order they were chosen. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level.

### **Waitlist Procedures**

Once maximum enrollment is reached, the remaining names will be placed on a waiting list in the order received. If vacancies occur during the school year, the vacancies may be filled according to the waiting list, which will be prioritized in the same manner described in the previous section according to rank on the list of preferences.

Families will be notified of their placement on the waiting list within 10 days of the lottery. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested in writing by the parent to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year.

Students otherwise eligible for enrollment will not be denied admission due to ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, etc; including immigration status. Further, students with exceptional needs may not be denied admission to the charter solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of his or her disability, or due to the student's request for, or actual need for, special education services.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Students who are enrolled in the charter may not be concurrently enrolled in a private school.

### **Withdraws, Re-enrollment, and Transfers**

Staff will work with all schools where students wish to transfer (due to withdrawal from SPSTN) to ensure that all student records are transferred in a timely manner. Students who wish to re-enroll in SPSTN may do so, following the procedures as outlined above.



**STUDENT ENROLLMENT FORM:  
SAMPLE**

THE FOLLOWING IS A SAMPLE TEMPLATE OF THE TYPE OF INFORMATION THAT WILL BE COMPLETED WHEN A PARENT/GUARDIAN IS ENROLLING THEIR CHILD.

THE CONTENT WILL BE CHANGED IN THE STUDENT INFORMATION SYSTEM TO BE SPECIFIC TO EMPOWER ACADEMY AND THE CURRENT SCHOOL YEAR ONCE THE CHARTER IS APPROVED.

**Online Registration**

Thank you for your choosing Springs Charter Schools for your student's education.

English

**Registración en Línea**

Gracias por elegir las escuelas Springs Charter Schools para la educación de sus estudiantes.

Español

## Online Registration

If you need help completing this online registration,  
please call student records at 951-252-8811, M-F from 9am-4pm OR click the Live Chat button below.

[Live Chat](#)

**Thank you for your choosing Springs Charter Schools for your student's education.**

In order to comply with federal and state regulations, please complete this Online Registration Packet for each student attending Springs Charter Schools during the 2021-2022 school year.

**First**, you have an opportunity to review and/or change family and student information we currently have on file.

**Next**, you will be guided through a few pages of important information that we ask you to read thoroughly and acknowledge.

**Last**, you'll be asked to provide an electronic signature acknowledging that all the information that you have provided is current and accurate.

When finished, **YOUR STUDENT MUST ALSO SIGN TO COMPLETE THE REGISTRATION.**  
Please be patient - it takes a few minutes for your signature to be legally accepted.

**PLEASE NOTE:** *This completed packet must be submitted before school begins in order for your student(s) to be cleared to start on the first day of school.*

**That's it! Let's get started.**

[START](#)



## Online Registration

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Live Chat

Please make any corrections or additions to the information we have on file  
for your family. We will contact you if we have any questions or need clarification.

### Parent(s) who live at the Home Address listed below

(If there are any changes to the parents, please call Student Records at 951-252-8811.)

Parent 1: **Fictitious Parents**

Parent 2:

#### Home Address **REQUIRED**

Address	Street Suffix	Unit Type	Unit Number
<input type="text" value="123 SESAME"/>	<input type="text" value="ST"/>	<input type="text"/>	<input type="text"/>
City	State	Zip Code	
<input type="text" value="SESAME"/>	<input type="text" value="CA"/>	<input type="text" value="92591"/>	

#### Mailing Address

Address	Street Suffix	Unit Type	Unit Number
<input type="text" value="123 SESAME"/>	<input type="text" value="ST"/>	<input type="text"/>	<input type="text"/>
City	State	Zip Code	
<input type="text" value="SESAME"/>	<input type="text" value="CA"/>	<input type="text" value="92591"/>	

#### County of Residence

#### Residence Type

Presently, which of the following describes you and your family's living situation?

#### Contact Information

Best way to contact me  **REQUIRED**

Preferred Phone  **REQUIRED**

Alternate Phone

Text Phone

Preferred Email Parent 1  **REQUIRED**  
(we will send a registration confirmation to this email address)

Preferred Email Parent 2

**Existing Emergency Number(s)**

<u>Phone Number</u>	<u>Contact Name</u>	<u>Can Pick Up</u>
1. Self	TBD	?
2. 888-888-8888	Donald Duck	Y

Please note any changes to existing emergency information here:

**Additional Emergency Number(s)**

(NOT already listed above under Existing Emergency Numbers)

<u>Phone Number</u>	<u>Contact Name</u>	<u>Can Pick Up</u>
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes
<input type="text" value="(XXX) XXX-XXXX"/>	<input type="text"/>	Yes

**Household Size & Annual Income Survey**

Based on your household size, please check the appropriate box for your total annual household income. For more information regarding the income levels, please click [HERE](#) to read the document.

Household Size	Total Annual Income	Total Annual Income	Total Annual Income	Total Annual Income
1	<input type="radio"/> \$0 - \$12,880	<input type="radio"/> \$12,881 - \$16,744	<input type="radio"/> \$16,745 - \$23,828	<input type="radio"/> Over \$23,828
2	<input type="radio"/> \$0 - \$17,420	<input type="radio"/> \$17,421 - \$22,646	<input type="radio"/> \$22,647 - \$32,227	<input type="radio"/> Over \$32,227
3	<input type="radio"/> \$0 - \$21,960	<input type="radio"/> \$21,961 - \$28,548	<input type="radio"/> \$28,549 - \$40,626	<input type="radio"/> Over \$40,626
4	<input type="radio"/> \$0 - \$26,500	<input type="radio"/> \$26,501 - \$34,450	<input type="radio"/> \$34,451 - \$49,025	<input type="radio"/> Over \$49,025
5	<input type="radio"/> \$0 - \$31,040	<input type="radio"/> \$31,041 - \$40,352	<input type="radio"/> \$40,353 - \$57,424	<input type="radio"/> Over \$57,424
6	<input type="radio"/> \$0 - \$35,580	<input type="radio"/> \$35,581 - \$46,254	<input type="radio"/> \$46,255 - \$65,823	<input type="radio"/> Over \$65,823
7	<input type="radio"/> \$0 - \$40,120	<input type="radio"/> \$40,121 - \$52,156	<input type="radio"/> \$52,157 - \$74,222	<input type="radio"/> Over \$74,222
8	<input type="radio"/> \$0 - \$44,660	<input type="radio"/> \$44,661 - \$58,058	<input type="radio"/> \$58,059 - \$82,621	<input type="radio"/> Over \$82,621
8+	See below			

If your household size is greater than 8, please list the household size and the total annual income below:

Household Size:  Total Annual Income: \$

**Please type the name of Parent/Guardian verifying the registration information**

(This Parent/Guardian will also be providing the electronic signature at the end of the registration process.)

First & Last Name

## Online Registration

If you need help completing this online registration,  
please call student records at 951-252-8811, M-F from 9am-4pm OR click the Live Chat button below.

Live Chat

Please make any corrections or additions to the information we have on file  
for your student. We will contact you if we have any questions or need clarification.

### Information about Student: **Fictitious Student**

Student's preferred first name   
(IF different than legal first name)

Student's preferred last name   
(IF different than legal last name)

Student's preferred email:  **REQUIRED**

**Student's preferred email MUST BE DIFFERENT THAN PARENT EMAIL PROVIDED ON THE PREVIOUS PAGE**

If you need an email address to use, you can create one here: [gmail.com](#) [yahoo.com](#) [outlook.com](#)

Student's mobile number   
(if applicable)

Country of birth  **REQUIRED**

State of birth   
(required if born in Canada, US or Mexico)

City of birth  **REQUIRED**

**Does this student have health concerns?**  Yes  No **REQUIRED**  
(If this student has health concerns, a health form will follow)

Is a parent on active duty with the Armed Forces or  
National Guard?  Yes  No **REQUIRED**  
(including parent not living with student)

What is the highest education level obtained by 1st parent?  **REQUIRED**  
(including parent not living with student)

What is the highest education level obtained by 2nd parent?  **REQUIRED**  
(including parent not living with student)

Complete a standard report card for my K-6 student   
(If box is not checked then a report card is not requested and grades will not be considered a measurement of academic accomplishment.)

Academy Students Only  (Check to acknowledge) **REQUIRED**  
(Only students enrolled in our traditional Homeschool program will receive instructional funds. For all other students, instructional funding will be applied to curriculum, enrichment materials and field trips offered by the academy.)

### Release of Information

Photo Release  Yes  No **REQUIRED**  
(For valuable consideration as agreed upon prior to signing this agreement, I hereby irrevocably consent to and authorize the use and reproduction by you, or anyone authorized by you, of any and all photographs, film, video tape, audio tape, or other media, for any purpose whatsoever, without further compensation to me. All original film, tape or electronic media becomes the property of Springs Charter Schools or anyone authorized by Springs Charter Schools.)

### Education History

How many years has this student attended public schools in the U.S.?  **REQUIRED**

What is the first date this student ever enrolled in an U.S. school?  **REQUIRED**  
(mm/dd/yyyy - DO NOT include preschool or daycare)

What is the first date this student ever enrolled in a California school?  **REQUIRED**  
(mm/dd/yyyy - DO NOT include preschool or daycare)

Name of most recent school attended

Address of most recent school attended

Date last attended most recent school   
(mm/dd/yyyy)

What is the first year this student was enrolled in 9th grade?  **REQUIRED**  
(yyyy-yyyy)

Part of a migrant worker family?  Yes  No **REQUIRED**

Ever been referred/evaluated for Special Education Services?  Yes  No **REQUIRED**

Currently have an active 504 Plan?  Yes  No **REQUIRED**

Is this student currently in foster care?  Yes  No **REQUIRED**

**Home Language Survey** All 4 questions are **REQUIRED**

1. What is the 1st language learned by this student?

2. What is the main language spoken at home by the adults?

3. What is the main language spoken at home by this student?

4. What is the main language spoken to this student by adults at home?

**Race & Ethnicity**

Hispanic ethnicity?  Yes  No **REQUIRED**

What race(s) best describe this student? (select one or more)  **REQUIRED**

**Other Parents/Guardians**

(If there are any changes or additions to this list, please call Student Records at 951-252-8811.)

<u>Name</u>	<u>Relationship to Student</u>	<u>Allowed to Pick Up</u>
AAA Spec Ed Dept, AAA Spec Ed Dept	Mother	Y
Parent, Test	Mother	N

**Release of Student to Parent/Guardian Designee**

(In the event of a critical incident during school hours, students will be sheltered and supervised until safe release to parents/guardians is feasible. All students are required to remain in school under staff supervision in any emergency situation until officially released to parents/guardians.)

**IN THE EVENT OF A DISASTER:** (select one) **REQUIRED**

My child may be released to the Other Parent/Guardian(s) or Emergency Contact(s) designated as   
*Allowed to Pick Up*

My child is to remain under school supervision until I arrive



## Online Registration

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[Live Chat](#)

*Please make any corrections or additions to the information we have on file  
for your student. We will contact you if we have any questions or need clarification.*

**Student: Fictitious Student**

### Health Survey

Has Condition	Diagnosis	Medication	Specific Information	Meds at School
<input type="checkbox"/>	ADD/ADHD (list medication)			<input type="checkbox"/>
<input type="checkbox"/>	<b>Allergy - Severe (Req EpiPen)</b> (list allergy/medication)			<input type="checkbox"/>
<input type="checkbox"/>	<b>Asthma - Serious</b> (please list medication)			<input type="checkbox"/>
<input type="checkbox"/>	Autism			<input type="checkbox"/>
<input type="checkbox"/>	Birth Defect (please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Cerebral Palsy			<input type="checkbox"/>
<input type="checkbox"/>	Colitis/Crohn's Disease			<input type="checkbox"/>
<input type="checkbox"/>	Depression			<input type="checkbox"/>
<input type="checkbox"/>	<b>Diabetes</b> (Req Meeting w/School Nurse)			<input type="checkbox"/>
<input type="checkbox"/>	Eating Disorder (explain diagnosis)			<input type="checkbox"/>
<input type="checkbox"/>	Genetic Disorder (explain diagnosis)			<input type="checkbox"/>
<input type="checkbox"/>	Deaf/Hard of Hearing (write in right or left ear)			<input type="checkbox"/>
<input type="checkbox"/>	Hearing Aids (write in right or left ear)			<input type="checkbox"/>
<input type="checkbox"/>	Heart Problems (with restrictions please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Hemophilia (please explain school restrictions)			<input type="checkbox"/>
<input type="checkbox"/>	Immunosuppression Disorder (please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Migraine Heachaches (physician diagnosed, please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Nosebleeds (severe, please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Orthopedic Condition, describe			<input type="checkbox"/>
<input type="checkbox"/>	Physical Activity Restrictions per physician			<input type="checkbox"/>
<input type="checkbox"/>	Prosthesis (armor leg, please explain)			<input type="checkbox"/>
<input type="checkbox"/>	<b>Seizure Disorder</b> (type, please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Sickle Cell Anemia (explain activity restrictions)			<input type="checkbox"/>
<input type="checkbox"/>	Speech Difficulties			<input type="checkbox"/>
<input type="checkbox"/>	Traumatic Brain Injury (please explain)			<input type="checkbox"/>
<input type="checkbox"/>	Tuberculosis/or hist of pos skin test (list date of chest x-ray)			<input type="checkbox"/>
<input type="checkbox"/>	Visual Impairment/Blindness (write in right or left eye)			<input type="checkbox"/>
<input type="checkbox"/>	Glasses/Contact Lenses/Distance/Reading (explain use of glasses)			<input type="checkbox"/>

## Online Registration

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Live Chat

### **Consent Form for the charter school Participation in the LEA Medi-Cal Billing Program**

The charter school, in cooperation with the California Department of Health Care Services and Education, participates in a program that allows the charter school to be reimbursed with federal Medicaid dollars for select health services provided to Medi-Cal eligible students at the charter school. This program greatly benefits the charter school and our families - all reimbursements the school receives are required to be incorporated back into the health and social services programs for our students; they also help to offset the costs the charter school incurs providing these services.

In order for the charter school to receive reimbursement for these services, we must obtain your consent to release select education records to the Department of Health Care Services (DHCS) and, we must obtain your consent to access public benefits if your child is enrolled in Medi-Cal.

Regardless of your response, students will not be denied services they required to attend school and the charter school will never bill you for services provided as a result of your consent or non-consent. Further, while Medi-Cal is reimbursing the charter school for select health services, your Medi-Cal benefits should not be impacted. We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school, and then use this funding to expand services for all students.

We discuss parental consent with all of our families so that if your child is, or may ever become eligible for Medi-Cal, your consent allows the charter school, in a confidential manner, to submit eligible services for reimbursement. This means that even if your student is not enrolled in Medi-Cal, your consent (or non-consent) is still needed.

By consenting below, I acknowledge the following:

- I have a right to request that this form be provided in any native language, or through another mode of communication.
- The education records that may be shared include: child's name and date of birth; health-related evaluation, intervention, and referral information (for services received at the charter school); practitioners' notes related to these health services; and select data from child's IEP/IFSP (if applicable).
- I understand that consent is voluntary, and the consent may be revoked at any time.
- If my child is enrolled in Medi-Cal and is also covered by a third party insurer, DHCS may attempt to recover third party liability if they pay a school-based claim submitted by the charter school of its responsibility to ensure that all services required by FAPE are provided at no cost to me.
- Consent hereafter is satisfied by an annual notification provided by the district, acknowledging participation in the LEA Medi-Cal Billing Program and related parent rights.

**Please click one:**

**I consent to the release of my child's related health records and access to my child's Medi-Cal benefit.**

**I do not consent to the release of my child's related health records or access to my child's Medi-Cal benefits.**

## Online Registration

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[Live Chat](#)

### **Mandatory Annual Student Testing**

As delineated in the School's Charter, Measurable Pupil Outcomes, "all pupils of the school must demonstrate that they have attained the skills, knowledge, and attitudes as specified as goals in the school's educational program." Additionally, parents agree "student progress will be assessed through the current state mandated assessment tool."

1. Assessment testing: To remain enrolled in the Charter School, all students will annually demonstrate their attainment of skills in one of the following ways:

- a) The student will take the California state sponsored standardized grade level assessment, administered in the local geographic area each spring by the school.\*
- OR
- b) If the student does not complete the California state-sponsored assessment or the assessment is not available in their grade level, the student will take the Charter School grade level assessment.

2. Language Development: All students whose Home Language Survey or previous school's data indicates a language other than English must take the English Language Proficiency Assessment for California (ELPAC) by the annual deadline until it is determined that they are English proficient\*.

\*Test modifications/accommodations will be provided according to IEP or 504 Plan, if applicable.

[CLICK HERE to acknowledge you've read this document.](#)

## Online Registration

If you need help completing this online registration,  
please call student records at 951-252-8811, M-F from 9am-4pm OR click the Live Chat button below.

[Live Chat](#)

### **Group Educational Activity Permission Slip/Emergency Information**

Participation Agreement, Waiver and Release: Field trips or excursions may be connected with such courses of instruction or such school activities that further the student's education, and participation in them is voluntary.

I/we intend to participate in educational activities at the Charter Schools. I acknowledge that my student's participation in activities is not required by the Charter School, or any teacher or employee of the Charter School and is voluntary. I understand that in determining that participation in activities have educational value, the Charter School has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the activities, or the facilities or equipment to be used. In addition, the Charter School has not provided or approved transportation to or from activities. All participants are expected to secure their own transportation to and from all activities.

In consideration for being permitted to participate in activities, my student may be entitled to educational credit. I hereby waive, release and discharge the Charter Schools, or any of its officers, agents, teachers, or employees, from any and all claims for damages or personal injury, death, or property damage which I or my student may have, or which may hereafter occur as a result of participation in activities.

It is understood that the activities may involve an element of risk and potential for accidents, and knowing those risks I hereby assume those risks. It is further agreed that this waiver, release, and assumption of risk is to be binding on my heirs, executors, administrators and assigns. I hereby acknowledge that I understand the effect of releasing the Charter School of all such liability, including that caused by negligence.

WAIVER: California law provides as follows: "All persons making the field trip or excursion shall be deemed to have waived all claims against the school, district or the State of California for injury, accident, illness, or death occurring or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving such claims". (Ed.Code Sec.35330). My signature on this form shall constitute an informed and knowing waiver as required by law.

[CLICK HERE](#) to acknowledge you've read this document.

## Online Registration

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please call student records at 951-252-8811, M-F from 9am-4pm OR click the Live Chat button below.

[Live Chat](#)

### Computer Network, Internet and Digital Citizenship Agreement

We believe students benefit most from an environment of personalized learning, using community, resources, and digital tools in order to drive their own educational goals. Since personalization is much easier with computer aided instructional tools, Chromebooks play a large role in each student's ability to personalize all aspects of their education - including subject matter to be studied, pace, environment, input methods, assignment selection, assessments and extension activities.

I understand that Springs is a 1:1 Chromebook network and that my child **must** use technology in the classroom on a daily basis. Knowing this, I choose the following for my child:

- My child already has a Springs student Chromebook. I understand that there is a **voluntary**, out-of-pocket insurance option. The school will send out information regarding optional Chromebook insurance during the 1st week of school.  
My student's Chromebook serial number is
- Please assign my child a school-issued Chromebook. By doing this I understand that there is a **voluntary**, out-of-pocket insurance option. The school will send out information regarding optional Chromebook insurance during the 1st week of school.
- Please do not assign my child a school-issued Chromebook. I will send my child to school with their own machine and understand that the school is not liable for any damage to this device.
- Please only give my child their school-issued machine when it is absolutely necessary to complete a class assignment. I do not wish my child to transport a machine to and from school. They have a reliable machine at home to complete all assigned homework.



## Student User Agreement

As a user of Springs equipment, technology, networks, bandwidth, Google Apps for Education Accounts and network, I hereby agree to comply with the statements and expectations as outlined in the Springs Board's Internet Use and Digital Citizenship Policy and the Digital Citizenship Agreement - Computer Network and Internet Use, and to honor all relevant laws and restrictions.

Click [HERE](#) if you would like to read the full Agreement.

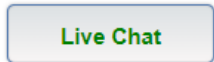
In addition, my use of any technology issued by the school will be for educational purposes only. As such, I agree to the following:

1. I will not misuse the technology issue by Springs.
2. I will not downplay inappropriate "Apps" on the technology issued by the school. This means Apps that are not academically related and/or approved by my Teacher or Principal.
3. I will not send emails to anyone other than for school related purposes.
4. I will not browse websites that are inappropriate or contain inappropriate content. This includes websites that are harmful to the technology issued by the school. This means videos or pictures that are not academically related and/or approved by my Teacher or Principal.
5. I understand that there is **no** right to privacy while using a school-issued device and that my use can be monitored. I further understand that I will surrender any technology issued by the school to any staff member of Springs at any time for inspection.
6. The penalty for violation will include appropriate school consequences, beginning with communication between the school and parent/guardian.

[CLICK HERE to acknowledge you've printed, read & agree with our Internet Usage and Digital Citizenship Policy](#)

## Online Registration

If you need help completing this online registration,  
please call student records at 951-252-8811, M-F from 9am-4pm OR click the Live Chat button below.



### **Medical Information & Treatment**

**MEDICATIONS:** All medication (prescription, over-the-counter, homeopathic remedies, vitamins, etc.) which is to be administered during the school day, or during school-sponsored activities, requires an Authorization for Medications form to be completed and signed by physician and parent. Students are not allowed to carry medication and/or inhalers without a signature by physician and parent on Authorization for Medications form. For the safety of all students, it is Springs Charter Schools' policy to require medical orders as well for any student requiring topical or ingestible prescriptive or non-prescriptive medications while at school. All substances with orders will be kept in the front office and given, as directed, by qualified staff.

**MEDICAL TRANSPORTATION:** I authorize emergency personnel (medical, dental, paramedic and/or ambulance) to transfer and treat this student in the event that the student's parent/guardian cannot be reached. I further understand that all costs of paramedic transportation, hospitalization, and any examination, x-ray, or treatment provided in relation to this authorization shall be borne by the parent/guardian. I understand that Springs Charter Schools, its officers and employees assume no liability of any nature in relation to the transportation or treatment of this student.

[CLICK HERE](#) to acknowledge you've read this document.

## Online Registration

If you need help completing this online registration,  
please call student records at 951-252-8811, M-F from 9am-4pm OR click the Live Chat button below.

[Live Chat](#)

### **Notification of Rights under FERPA**

The following announcement is a federal mandate and must be sent annually each year.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a 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. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. 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.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office at the U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

### **Notification of Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications. Examples include:

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. The School has designated the following information as directory information:

- Student's name, address, telephone numbers, email, date and place of birth
- Participation in officially recognized/CIF activities and sports; weight and height of members of athletic teams
- Photograph
- yearbook
- Degrees, honors, and awards received
- Grade level and dates of attendance

**Please click one:**

**YES - you may release this information.**

**NO - I do not want this information released.**

## Growing Audience

In the last 60 days, we have focused on reaching out and interacting with the Rutherford County community. We have reached over 46K people on Facebook and over 15K people on Instagram. Nearly 600 people have visited our profile and website.



## Letters of Support

We have garnered over 120 letters of support through our efforts to survey the Rutherford County community. In addition, 105 families have indicated that they would enroll their child(ren) today given the opportunity.



## Community Meetings

We have hosted a community meeting and have another meeting planned in Smyrna on June 15. To date, 105 people have responded to our events with over 875 clicks to find out more info. We are confident that our continued efforts to connect with the community will be fruitful.



**On the following pages, please find:**

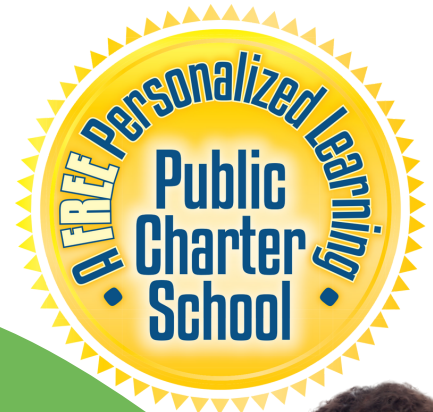
Samples of our current information flyers

Letters of community support

Comments from our community survey

Invitation to attend our upcoming Parent Information Meeting





Our mission is to **empower students** by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

## HISTORY OF SPRINGS

- Serving families since 2000
- 10,000 Students
- 21 Locations
- 28 Educational Programs
- One Mission & Vision



## DEFINING ELEMENTS

- K-8th Grade
- Hands-On Learning
- Proven Montessori Aligned Program
- Personalized Learning



Click here to learn more about the proven success of Montessori schools.



## TEACHING THE SPRINGS WAY:

**CARING COMMUNITY**  
Community Circles, Social Emotional Learning with an intentional focus on effort, and teachers who "loop" with students.

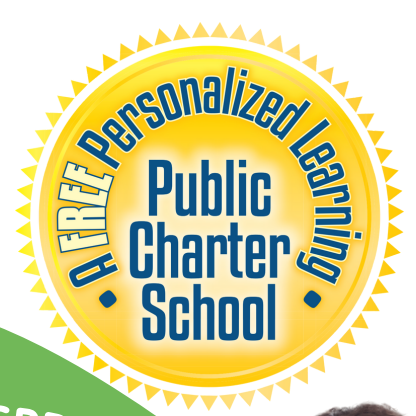
**LEARNER DRIVEN**  
Students are in the driver's seat for their own educational journey - passion projects and choices for learning helps pave the way!

**MASTERY LEARNING**  
Students begin with a Diagnostic Assessment to create Learner Profiles, identify individual interests, and set personal goals.

**FLEXIBLE ENVIRONMENT**  
Kids learn better when they're comfortable and our classrooms are the 3rd teacher.

**PERSONALIZED CONTENT & RESOURCES**  
Students use online tools, hands-on activities, games, and paper/pencil tasks to learn each skill.





Nuestra misión es **empoderar** a los estudiantes fomentando su curiosidad, involucrando a sus padres y promoviendo un aprendizaje óptimo mediante el desarrollo colaborativo de un programa de aprendizaje personalizado para cada estudiante.

## HISTORIA DE SPRINGS

- Sirviendo a las familias desde el año 2000
- 10,000 Estudiantes
- 21 Ubicaciones
- 28 Programas Educativos
- Una Misión y Visión



## ELEMENTOS DEFINITORIOS

- K-8º grado
- Aprendizaje práctico
- Programa probado de Montessori Alineado
- Aprendizaje personalizado



Haga clic aquí para obtener más información sobre el éxito comprobado de las escuelas Montessori.



## ENSEÑANZA A LA MANERA SPRINGS:



COMUNIDAD SOLIDARIA

Círculos comunitarios, aprendizaje socioemocional con un enfoque intencional en el esfuerzo y maestros que "hacen loop" con los estudiantes.



DIRIGIDO POR EL ALUMNO

Los estudiantes son el conductor de su propio viaje educativo: ¡los proyectos de pasión y las opciones de aprendizaje ayudan a allanar el camino!



APRENDIZAJE DE DOMINIO

Los estudiantes comienzan con una evaluación de diagnóstico para crear perfiles de aprendizaje, identificar intereses individuales y establecer metas personales.



ENTORNO FLEXIBLE

Los niños aprenden mejor cuando se sienten cómodos y nuestros salones son el 3er maestro.



CONTENIDO Y RECURSOS PERSONALIZADOS

Los estudiantes usan herramientas en línea, actividades prácticas, juegos y tareas de papel / lápiz para aprender cada habilidad.



Name: Kara Timm

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum and time spent in nature.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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Name: Shannon Alcorn

Zip Code: 37130

I believe that students in Rutherford County would benefit from a a K-8, tuition-free hands-on, personalized charter school

The most important things I see in a school are hands-on learning, personalized curriculum and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building partnerships with local businesses and community groups.

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Name: Brooke Reichenecker

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, hands-on learning and staff/student connections.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by contributing to community events.

Name: Brooke Reichenecker

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, hands-on learning and staff/student connections.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by contributing to community events.

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Name: Zoie Liery

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are personalized curriculum, staff/student connections and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

My family used to attend Springs Charter in Temecula, Ca and it was great.

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Name: Todd Reichenecker

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, highly qualified staff and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by creating partnerships with local businesses and community groups.

Rutherford county desperately needs a charter school option. There are many new families from out of state that have previously flourished under a charter model and we would love to be involved in a charter here as well.

Name: Elizabeth Rose

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, hands-on learning, time spent in nature, social and emotional learning support and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building a community which includes (tabling, door to door knocking, flyer distribution, community events).

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Name: Kaity Clem

Zip Code: 37037

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum, staff/student connections, highly qualified staff and a Good SPED Program.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Leslie Sims

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, and personalized curriculum.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.



Name: Zach Clem

Zip Code: 37037

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by creating partnerships with local businesses and community groups.

I come from a homeschooled background but my education was based around a charter system. Children do well in these systems because it caters to their strengths and helps give a clear and early preview of what paths might suit best in their future.

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Name: Megan P.

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, time spent in nature and an Arts Program.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Megan Penrod

Zip Code: 38401

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a Music Program, an Arts Program and social and emotional learning.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding), Partnerships with local businesses and community groups.

Name: Carissa Meyer

Zip Code: 37355

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, hands-on learning and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Zackary Rheinecker

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, hands-on learning and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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Name: Regina Emery

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, highly qualified staff and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Rachel Boyd

Zip Code: 37153

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences and time spent in nature.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Pereira

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a Music Program, an Arts Program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips, practical life skills, Mental Health Programs for children w disabilities and plenty training for staff on the subject.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

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Name: Tracy Hiatt

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, Music Program, Arts Program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Tracy Hiatt

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, Music Program, Arts Program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Shawn Newport

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, hands-on learning and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Carmen Hamilton

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, staff/student connections and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Nakita Murray

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are social and emotional learning support, diversity is valued and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Katie Neel

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, hands-on learning and time spent in nature.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Tera Whalen-Eagan

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, staff/student connections, potential for IEP's to be offered, implemented, and followed with actual alternative teaching and all kids can learn!

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), partnerships with local businesses and community groups and fundraising.

Name: Jennifer East

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, social and emotional learning support and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Kristen Rabinowitz

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Emily Vari

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum, time spent in nature, fun science experiments, Music Program, Arts Program, PE instruction and community events/field trips.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Joy Stafford

Zip Code: 37153

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, fun science experiments, staff/student connections, highly qualified staff, Arts Program, social and emotional learning support, diversity is valued and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.



Name: Kelly Bond

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, hands-on learning and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Donna Cripps

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, time spent in nature, and an Arts Program.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by fostering partnerships with local businesses and community groups.

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Name: Steve Laughlin

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, highly qualified staff and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by fostering partnerships with local businesses and community groups.

Name: Mirna Khairallah

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, time spent in nature and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Bruce Ross

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, fun science experiments and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Jacki Neal

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a Music Program, an Arts Program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Jackie Brown

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, staff/student connections, and that diversity is valued.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events.)

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Name: Latasha Harris

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, staff/student connections and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Brittany Davis

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, social and emotional learning support and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

Name: Kelsey Hancock

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, social and emotional learning support and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

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Name: Meagan Dahlke

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding) and fostering partnerships with local businesses and community groups.

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Name: J P

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, staff/student connections and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Layla Garcia

Zip Code: 37085

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, time spent in nature and an Arts Program.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by fostering partnerships with local businesses and community groups.

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Name: Emily Buck

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are personalized curriculum, staff/student connections and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Michelle Hytry

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are personalized curriculum, fun science experiments and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

Name: Alexia Luchtefeld

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are welcoming and safe, hands-on learning, social and emotional learning support and community events/field trips.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by Building Community (tabling, door to door knocking, flyer distribution, community events).

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Name: Kayla Short

Zip Code: 37037

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, time spent in nature, staff/student connections, social and emotional learning support and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Dawn Garmon

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Lacey Skinner

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, social and emotional learning support, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I think this is a great opportunity for many children that struggle in the standard school environment. My daughter can greatly benefit from this.

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Name: Sarah Harlan

Zip Code: 37085

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are authentic learning experiences, hands-on learning and personalized curriculum.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Stephanie Oliver

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, fun science experiments, a Music Program, an Arts Program, social and emotional learning support, diversity is valued, community events/field trips and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Rachel Hassler

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, personalized curriculum, time spent in nature, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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Name: Layla Garcia

Zip Code: 37085

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, hands-on learning, personalized curriculum, time spent in nature, fun science experiments, a music program, an arts program, community events/field trips, and practical life skills

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building partnerships with local businesses and community groups.

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Name: Marc Gritzenbach

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, personalized curriculum, staff/student connections, and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building partnerships with local businesses and community groups.

Name: Camille Johnson

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and personalized curriculum.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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Name: Nadia Alsuradi

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and personalized curriculum.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events) and fostering partnerships with local businesses and community groups.

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Name: Abbe' Cook

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, hands-on learning, personalized curriculum, engaging history simulations, social and emotional learning support, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Jovonna Stewart

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, and diversity is valued.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), and building partnerships with local businesses and community groups.

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Name: Megan Wilson

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a music program, an Arts program, and social and emotional learning.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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Name: Jamke Burnett

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and personalized curriculum.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

Name: Alisha Madison

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, hands-on learning, and a Music program.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Roopa

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a Music program, an Arts program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Jessica Sherrod

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, an Arts program, PE instruction, and community events/field trips.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Katie Anderson

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Brittney Rush

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum, social and emotional learning support, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Cheryl Sciacca

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, personalized curriculum, and community events/field trips.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).



Name: Patrice Patterson

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, hands-on learning, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), and partnerships with local businesses and community groups.

Very excited for a new option regarding my child's education!

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Name: Belinda Paul

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a Music program, an Arts program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), and fostering partnerships with local businesses and community groups.

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Name: Dymond Turner

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, personalized curriculum, and fun science experiments.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), and fostering partnerships with local businesses and community groups.

Name: Jolene Gordon

Zip Code: 37037

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Rachael Anderson

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, personalized curriculum, and staff/student connections.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

Wish you could open faster! Can't wait to hear more updates.

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Name: Tara West

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, highly qualified staff, and all academics taught correctly.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

Name: Loren Edwards

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, staff/student connections, highly qualified staff, a Music program, an Arts program, social and emotional learning support, diversity is valued, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Terri Breakey

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, personalized curriculum, staff/student connections, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), and fostering partnerships with local businesses and community groups.

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Name: Michelle Breedlove

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and staff/student connections.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Tiffany Rawlin

Zip Code: 37037

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, and time spent in nature.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

This is really awesome. I hope the county passes this and surrounding areas follow suit to allow all areas to have access to schools like this.

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Name: Deyonna Fairbanks

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, hands-on learning, personalized curriculum, and diversity is valued.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by considering applying for employment .

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Name: Amanda Kennedy

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and highly qualified staff.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

Name: Shenika Peters

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, hands-on learning, fun science experiments, a Music program, an Arts program, diversity is valued, community events/field trips, practical life skills, and more technology learning skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I feel that the LaVergne area schools are put last and the students are losing. Instead of the Murfreesboro area please focus on the less fortunate area with more diverse cultures. The other charter schools are in Davidson County and we could really use one here.

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Name: Megan Frechette

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, staff/student connections, a Music program, an Arts program, social and emotional learning support, and diversity is valued.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Carolyn J Sibert

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, staff/student connections, highly qualified staff, a Music program, an Arts program, social and emotional learning support, diversity is valued, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building partnerships with local businesses and community groups, and assisting in developing curriculum.

I believe a Charter School will be beneficial for our community and being a part of a new Charter School has always been a dream of mine.

Name: Sarah Traughber

Zip Code: 37037

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, hands-on learning, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Sandra Rauanheimo

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, staff/student connections, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Jnet Weiland

Zip Code: 38129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, highly qualified staff, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.



Name: LaVondia Jones

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, personalized curriculum, diversity is valued, and community events/field trips.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

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Name: Courtney Mayes

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, staff/student connections, and diversity is valued.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Olga Caal

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, and hands-on learning.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

Name: Crystal Jones

Zip Code: 37139

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, time spent in nature, and no standardized testing.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by fostering partnerships with local businesses and community groups.

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Name: Mekeesha McClure

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, personalized curriculum, and fun science experiments.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Shiante Ballet

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, diversity is valued, practical life skills, and uniforms are worn.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Jaquieosha Kelly

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, social and emotional learning support, and diversity is valued.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Kristy Setzer

Zip Code: 37086

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, time spent in nature, and fun science experiments.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding).

My 4 yr will be going into Kindergarten next year and I think this would be great.

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Name: Kristen Maurice

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, hands-on learning, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by fostering partnerships with local businesses and community groups.

Name: Tiffani Fleming

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, engaging history simulations, fun science experiments, staff/student connections, highly qualified staff, a Music program, an Arts program, social and emotional learning support, diversity is valued, PE instruction, community events/field trips, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Tracy Sheppard

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, fun science experiments, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Robin Sanders

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are hands-on learning, time spent in nature, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Matt Deter

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, personalized curriculum, and social time between classes.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Roxana Velasquez

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Shavika Randall

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, personalized curriculum, staff/student connections, and PE instruction.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

I'm excited to see this happen.

Name: Mandy Kerperien

Zip Code: 37127

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, personalized curriculum, and highly qualified staff

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Stephanie Smith

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, and staff/student connections.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building partnerships with local businesses and community groups.

When we moved here to this beautiful state, one of the main things we've missed is having our boys in charter school. I've been homeschooling them but really feel they benefit more with the charter environment. This is absolutely wonderful and my husband and I look forward to seeing Springs progress in the near future!

---

Name: Chance Smith

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, staff/student connections, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.



I am interested in volunteering my own time to support SPSTN-EA by marketing (social media management, content creation, website updates, branding), and building partnerships with local businesses and community groups.

Name: Chasta Brewer

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, personalized curriculum, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events), marketing (social media management, content creation, website updates, branding), and fostering partnerships with local businesses and community groups.

---

Name: Erica Perez

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, social and emotional learning support, time spent in nature, diversity is valued, and practical life skills.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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Name: Veronica Gonzalez

Zip Code: 37130

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, hands-on learning, and personalized curriculum.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

Name: Tricia Boyd

Zip Code: 37167

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, and hands-on learning.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Please, consider the location of the school to be in Smyrna instead of Murfreesboro.

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Name: Jenn Squance

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, authentic learning experiences, hands-on learning, personalized curriculum, time spent in nature, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

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Name: Sydney Mcindoo

Zip Code: 37129

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, welcoming and safe, hands-on learning, and time spent in nature.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

Name: Amber Miller

Zip Code: 37128

I believe that students in Rutherford County would benefit from a K-8, tuition-free hands-on, personalized charter school.

The most important things I see in a school are, authentic learning experiences, personalized curriculum, and social and emotional learning support.

Given the opportunity, I would enroll my child(ren) in a K-8 tuition-free charter school where students receive a personalized hands-on learning experience.

I am interested in volunteering my own time to support SPSTN-EA by building community (tabling, door to door knocking, flyer distribution, community events).

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## Comments from our Community Surveys

- I would LOVE this for my kids.
- I am very happy about this!
- How soon can we get it here?? 😊
- Desperately needed!!
- I have a 1-year-old but would love this for her future! We want to send her to Montessori school.
- Excellent
- This would be amazing.
- Where can I sign my children up?
- When is it going to come?
- ¿Me encantaría contar con esta opción en mi condado cuando la tienen prevista? (I would love to have this option in my county when is it planned?) - (Translated using Google Translate)
- Me encantaría que mi hijo tuviera la oportunidad de asistir a una escuela charter. (I would love for my child to have the opportunity to attend a charter school.)
- I think this would be a fantastic benefit for Rutherford County, not only for my child, but for my clients as well.
- We came from a Montessori, free charter hands-on learning to public regular school. This is needed so much. My son thrived and without it he's now ahead and bored in a regular class.
- Non-traditional learning is needed.
- How do we get involved?
- I feel my son, a 2nd grader at John Pittard Elementary, would absolutely flourish at Springs Public Schools. I did research before taking this survey and I had an AHA moment with him in this setting!!!
- I wish we had this option for high school, too!
- Rutherford County would benefit students if they offered a charter school.
- Would love info when you're able to give it!
- We just moved from California, and my son benefited from a charter school program. We loved the hands on learning compared to traditional sitting at desks for 6+ hrs reading from a book. They explored and applied math in real life which helped develop faster problem solving techniques (i.e. parents gave kids \$5 to buy strawberries on a field trip to the store- how much change do they have

left? My son love it and has excelled in math! Moving here has been hard to find a charter program that teaches mindfulness and coping tools when they are upset

- I'm looking for a school for ASD and ADHD 2nd and 3rd grader. They both have IEPs
- What would be the application process? My daughter will be in K for 2022-23 school year. We would like to continue Montessori education after she leaves current school.
- What other counties is this offered? Knox county? We need this!! Thanks
- My daughter is currently attending IEP in her current school for reading. Would you have something similar?
- Both my gals both did Montessori for several years prior to Catholic school. Both gals did exceptionally well in college.
- Loved charter schools in AZ
- Personalized virtual learning should always, a lot of children can benefit from this!
- How do we get involved?
- I'm interested.
- My son is 3 and when he's of age, I'd love for him to be able to attend a charter school. What school year will Springs be available in Rutherford County?
- Would love to know more about this program.
- I have 3 daughters currently attending a MCS. I am definitely open to seeing what opportunities and options are there to give them a better future.
- Interested for grandkids.
- When would we be able to enroll?
- My girls are going to be in 5th & 7th and have been bullied and overlooked. We desparately need a better option. I have stage four cancer and really cannot homeschool, but have seriously considered it just to get them away from these situations
- When will the school open and how do I apply?
- I would love to have a different option for my son who quite possibly has ADD.
- Creo que si (I think so)
- Libre de costo? (Cost free?)
- Mejora en el rendimieto academico del niño (Improvement in the child's academic performance)





# NATIONAL SCHOOL CHOICE WEEK

I ❤️ MY SCHOOL BECAUSE...

We care about our students,  
families and staff =)

#SpringsNation  
#SchoolChoice



# NATIONAL SCHOOL CHOICE WEEK

I ❤️ MY SCHOOL BECAUSE...

We are inclusive





# NATIONAL SCHOOL CHOICE WEEK

I ♥ MY SCHOOL BECAUSE...



The Staff & Students are  
Awesome!

**Springs**  
CHARTER SCHOOLS

NATIONAL  
**SchoolChoice**  
WEEK  
JAN 23 - 29, 2022

# NATIONAL SCHOOL CHOICE WEEK

I ♥ MY SCHOOL BECAUSE...



**Springs**  
CHARTER SCHOOLS

NATIONAL  
**SchoolChoice**  
WEEK  
JAN 23 - 29, 2022



# NATIONAL SCHOOL CHOICE WEEK

I ♥ MY SCHOOL BECAUSE...

We advocate for  
ALL Students!  
#SchoolChoice



# NATIONAL SCHOOL CHOICE WEEK

I ♥ MY SCHOOL BECAUSE...

The staff & Families are **AMAZING!**  
I started working here in 2017 & the  
staff made me feel like family. I ♥  
the sense of community at Spirings. Everyone  
takes so much pride in their own jobs, yet  
they never hesitate to stop & lend a hand  
when a teammate needs help. Everyone pulls together  
to make each task at hand **SPECTACULAR!**  
It takes a village to run a CHARTER SCHOOL.  
I am so **GRATEFUL** for my...



-Nikki McAdoo-

# NATIONAL SCHOOL CHOICE WEEK

I ♥ MY SCHOOL BECAUSE...

Springs embraces everyone's uniqueness & gifts. I love being ME at Springs!



# NATIONAL SCHOOL CHOICE WEEK

I ♥ MY SCHOOL BECAUSE...

Springs makes everyone feel like they have a voice and make a difference.



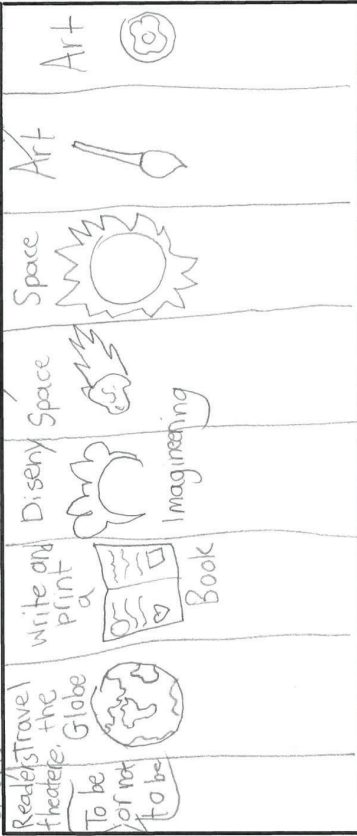


# NATIONAL SCHOOL CHOICE WEEK

Name: Naomi Glade Grade: 4th

## I ❤️ MY SCHOOL BECAUSE...

I get to home school and go in person. All my teachers are very nice and fun. We had lots of spirit days and I get to see my best friends. I like home schooling and in person because I can see my friends and do classes you can't do in regular school during in person, and when I'm at home I can see my mom and dad and I can still read fun books and do exciting science experiments. I like all my teachers because they are all so fun in different ways. My favorite spirit days were character day and I'm really excited



# NATIONAL SCHOOL CHOICE WEEK

Name: Claire Zieber Grade: 8th

## I ❤️ MY SCHOOL BECAUSE...

I'm able to hang out with my friends. I'm also able to extend my talents to challenges, such as I am in Algebra 2, in 8th grade.





# NATIONAL SCHOOL CHOICE WEEK

Name: Maryjane Grade: 3rd grade

## I ❤️ MY SCHOOL BECAUSE...

my teacher I like my teacher miss  
said she is very very kind and she makes me  
laugh she is the best learning center teacher  
ever for 3rd grade when I am test out she  
comes and sits with me.



**Springs**  
CHARTER SCHOOLS

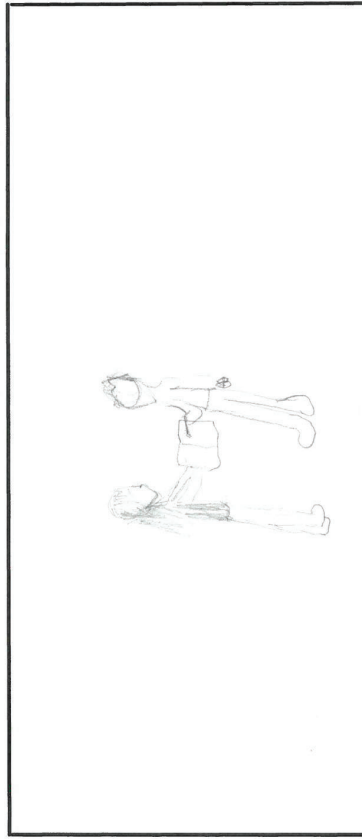
NATIONAL  
**SchoolChoice**  
WEEK  
JAN 23 - 29, 2022

# NATIONAL SCHOOL CHOICE WEEK

Name: gynuc Grade: 5

## I ❤️ MY SCHOOL BECAUSE...

I like all the classes, and all  
the works one time the janitor  
saw me drawing and I was  
fringed too draw a eye so he  
fate me.



**Springs**  
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NATIONAL  
**SchoolChoice**  
WEEK  
JAN 23 - 29, 2022

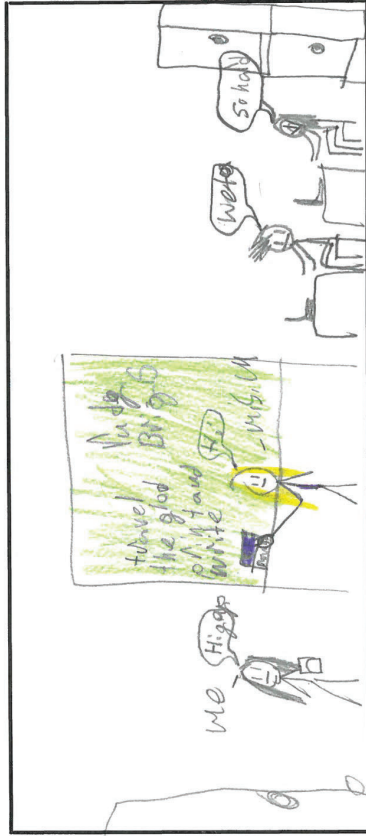


# NATIONAL SCHOOL CHOICE WEEK

Name: Gove S's Grade: 4 grade

## I ❤️ MY SCHOOL BECAUSE...

I like school because the teachers are nice and like the teachers walk let us play games. I also like it because you can do spirit days it's fun. I also like to see my friends and favorite teachers. I like the fun activities the teachers.



# NATIONAL SCHOOL CHOICE WEEK

Name: Sara M Grade: 4 grade

## I ❤️ MY SCHOOL BECAUSE...

It's great and fun and that's why I love it. I like the teachers and the projects and the kids and the amazing fun crafts and the amazing schools!

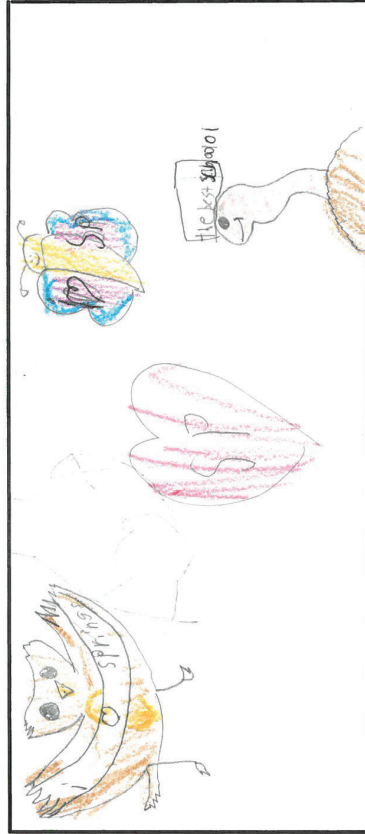


# NATIONAL SCHOOL CHOICE WEEK

Name: Elijah M. Grade: 4th

## I ❤️ MY SCHOOL BECAUSE...

I love school because there are fun activities, nice teachers, and lots of spirit days. I like it cause I can see my friends and play games outside.

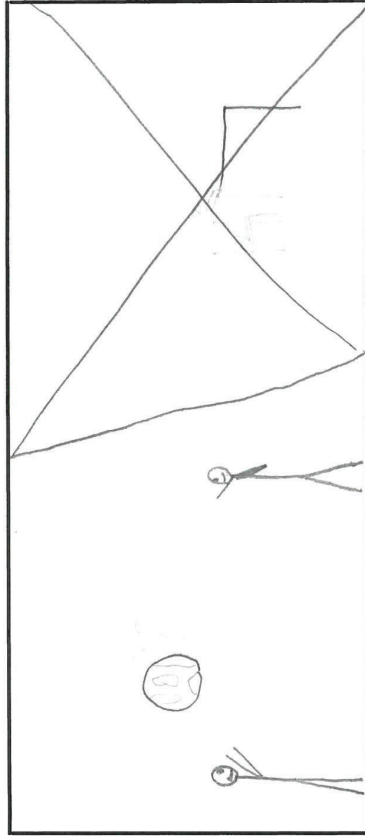


# NATIONAL SCHOOL CHOICE WEEK

Name: Lincoln Grade: 4th

## I ❤️ MY SCHOOL BECAUSE...

I get to see my friends and learn new things. I also like recess and art projects. I also like that my brother can't annoy me in the first half. My teachers are really nice to. I also like playing silent ball.



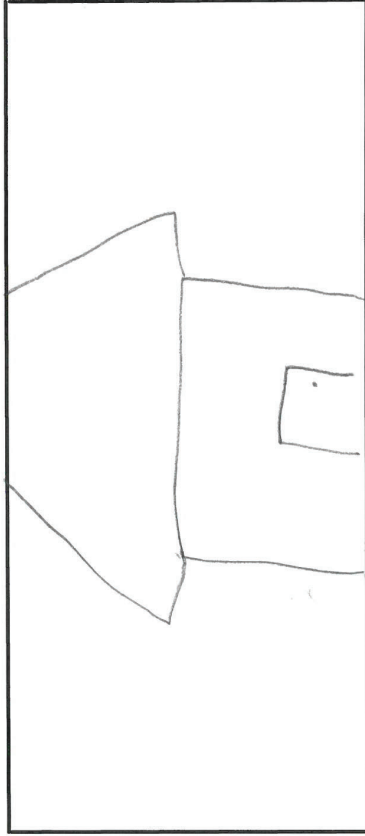


# NATIONAL SCHOOL CHOICE WEEK

Name: Caleb Lum Grade: 8<sup>th</sup>

## I ❤️ MY SCHOOL BECAUSE...

All the teachers here are caring. I love the projects and activities we have. I have made many friends here, and enjoy having them over at my house.



**Springs**  
CHARTER SCHOOLS

NATIONAL  
**SchoolChoice**  
WEEK  
JAN 23 - 29, 2022

# NATIONAL SCHOOL CHOICE WEEK

Name: Ruby Gonzalez Grade: 4<sup>th</sup>

## I ❤️ MY SCHOOL BECAUSE...

We have spirit day, I get to see friends and fun teachers, and we get fun activities. I also love to play games and great fun lessons.



**Springs**  
CHARTER SCHOOLS

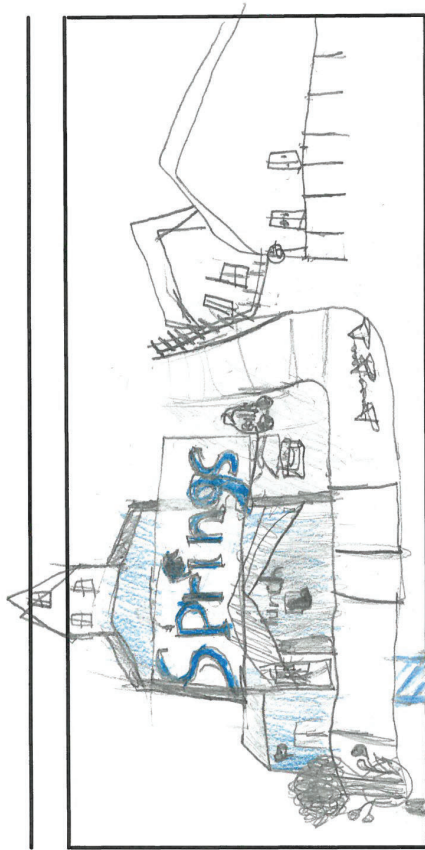
NATIONAL  
**SchoolChoice**  
WEEK  
JAN 23 - 29, 2022

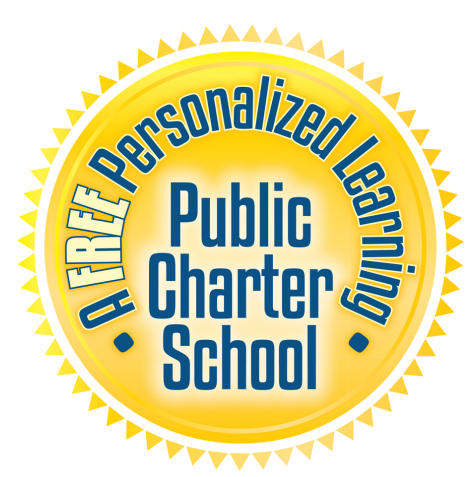
# NATIONAL SCHOOL CHOICE WEEK

Name: Chloe Grade: 4th Grade

## I ❤️ MY SCHOOL BECAUSE...

Because it's very fun, because there is fun teachers, and because there are nice kids.





# PARENT INFORMATION NIGHT

[AT] SMYRNA EVENT CENTER

100 SAM RIDLEY PKWY E, SMYRNA, TN 37167

**WED**  
**JUNE 15**  
[AT]  
**6:00 PM**

PARENTS OF K-6TH GRADE STUDENTS: JOIN US TO LEARN ABOUT **SUPPORTING** A NEW **SCHOOL OF CHOICE** COMING SOON TO MURFREESBORO!

- PERSONALIZED LEARNING
- TUITION-FREE
- OPEN TO ALL STUDENTS

LIGHT REFRESHMENTS [AT] 5:45 PM

PRESENTATION [AT] 6:00 PM

MEET & GREET [AT] 7:00 PM





**Tre Hargett**  
Secretary of State

**Division of Business Services**  
**Department of State**  
State of Tennessee  
312 Rosa L. Parks AVE, 6th FL  
Nashville, TN 37243-1102

Springs Public Schools Tennessee  
STE B # 4  
2018 MEDICAL CENTER PKWY  
MURFREESBORO, TN 37129-3266

February 4, 2022

### Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

<b>SOS Control # :</b>	<b>001279975</b>	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	02/01/2022
Filing Date:	02/01/2022 2:55 PM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2022
Duration Term:	Perpetual	Image # :	B1102-6353
Public/Mutual Benefit:	Public		
Business County:	RUTHERFORD COUNTY		

#### Document Receipt

Receipt # : 006902486	Filing Fee:	\$100.00
Payment-Check/MO - LEGALZOOM.COM, INC., GLENDALE, CA		\$100.00

**Registered Agent Address:**  
TANYA ROGERS  
STE B # 4  
2018 MEDICAL CENTER PKWY  
MURFREESBORO, TN 37129-3266

**Principal Address:**  
STE B # 4  
2018 MEDICAL CENTER PKWY  
MURFREESBORO, TN 37129-3266

Congratulations on the successful filing of your **Charter for Springs Public Schools Tennessee** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website ([www.tn.gov/revenue](http://www.tn.gov/revenue)) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett  
Secretary of State

Processed By: Nichole Hambrick





4

# CHARTER NONPROFIT CORPORATION (ss-4418)



Business Services Division  
Tre Hargett, Secretary of State  
State of Tennessee  
312 Rosa L. Parks AVE, 6th Fl.  
Nashville, TN 37243-1102  
(615) 741-2286

Filing Fee: \$100.00

For Office Use Only

**FILED**

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Springs Public Schools Tennessee

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: \_\_\_\_\_

4. The name and complete address of the initial registered agent and office located in the state of Tennessee is:

Name: Tanya Rogers  
Address: 2018 MEDICAL CENTER PKWY STE B # 4  
City: MURFREESBORO State: TN Zip Code: 37129-3266 County: Rutherford

5. Fiscal Year Close Month: June 30 Period of Duration:  Perpetual  Other \_\_\_\_\_  
Month Day Year

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:

(Not to exceed 90 days) Effective Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Month Day Year

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

This corporation is a  public benefit corporation /  mutual benefit corporation.  
This corporation is a  religious corporation /  not a religious corporation.  
This corporation will  have members /  not have members.

9. The complete address of its principal executive office is:

Address: 2018 MEDICAL CENTER PKWY STE B # 4  
City: MURFREESBORO State: TN Zip Code: 37129-3266 County: Rutherford  
Business Email: tanya.rogers@springscs.org

**\*Note: Pursuant to T.C.A. § 10-7-503 all information on this form is public record.**

Submitter Information: Name: \_\_\_\_\_ Phone #: (\_\_\_\_) \_\_\_\_\_

01182-6353 02/01/2022 2:55 PM Received by Tennessee

31182-6354 82/01/2922 2:55 PM RECEIVED BY TANNER SESTREBY



# CHARTER NONPROFIT CORPORATION (ss-4418)

Page 2 of 2



Business Services Division  
Tre Hargett, Secretary of State  
State of Tennessee  
312 Rosa L. Parks AVE, 6th Fl.  
Nashville, TN 37243-1102  
(615) 741-2286

Filing Fee: \$100.00

*For Office Use Only*

The name of the corporation is: Springs Public Schools Tennessee

10. The complete mailing address of the entity (if different from the principal office) is:

Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

11. List the name and complete address of each incorporator:

Name	Business Address	City, State, Zip
Cheyenne Moseley, LegalZoom.com, Inc.	101 N. Brand Blvd., 11th Floor	Glendale, CA 91203

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- I certify that pursuant to T.C.A. § 48-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by § 48-51-303(a)(1)
- This nonprofit corporation is a "school support organization" as defined in T.C.A. § 49-2-603(4)(A).
- This nonprofit corporation is an educational institution as defined in T.C.A. § 48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

**As stated in the corporate bylaws**

14. Other Provisions: Please see attachment

*\*Note: Pursuant to T.C.A. § 10-7-503 all information on this form is public record.*

01/28/2022

Signature Date

Incorporator's Signature

Cheyenne Moseley, Assistant Secretary, LegalZoom.com, Inc

Incorporator's Name (printed or typed)

**Attachment to  
Corporate Charter of  
Springs Public Schools Tennessee**

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To provide personalized education to students in the state of Tennessee through a public charter school option.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

01102-0355 02/01/2022 2:55 PM Received by Tennessee Secretary of State



**Tre Hargett**  
Secretary of State

**Division of Business Services**  
**Department of State**  
**State of Tennessee**  
312 Rosa L. Parks AVE, 6th FL  
Nashville, TN 37243-1102

Springs Public Schools Tennessee  
STE B # 4  
2018 MEDICAL CENTER PKWY  
MURFREESBORO, TN 37129-3266

February 4, 2022

### Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

<b>SOS Control # :</b>	<b>001279975</b>	<b>Formation Locale:</b>	<b>TENNESSEE</b>
<b>Filing Type:</b>	<b>Nonprofit Corporation - Domestic</b>	<b>Date Formed:</b>	<b>02/01/2022</b>
<b>Filing Date:</b>	<b>02/01/2022 2:55 PM</b>	<b>Fiscal Year Close:</b>	<b>6</b>
<b>Status:</b>	<b>Active</b>	<b>Annual Report Due:</b>	<b>10/01/2022</b>
<b>Duration Term:</b>	<b>Perpetual</b>	<b>Image # :</b>	<b>B1102-6353</b>
<b>Public/Mutual Benefit:</b>	<b>Public</b>		
<b>Business County:</b>	<b>RUTHERFORD COUNTY</b>		

#### Document Receipt

<b>Receipt # :</b>	<b>006902486</b>	<b>Filing Fee:</b>	<b>\$100.00</b>
<b>Payment-Check/MO -</b>	<b>LEGALZOOM.COM, INC., GLENDALE, CA</b>		<b>\$100.00</b>

**Registered Agent Address:**  
TANYA ROGERS  
STE B # 4  
2018 MEDICAL CENTER PKWY  
MURFREESBORO, TN 37129-3266

**Principal Address:**  
STE B # 4  
2018 MEDICAL CENTER PKWY  
MURFREESBORO, TN 37129-3266

Congratulations on the successful filing of your **Charter for Springs Public Schools Tennessee** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website ([www.tn.gov/revenue](http://www.tn.gov/revenue)) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett  
Secretary of State

Processed By: Nichole Hambrick



4

# CHARTER NONPROFIT CORPORATION (ss-4418)

Page 1 of 2



Business Services Division  
Tre Hargett, Secretary of State  
State of Tennessee  
312 Rosa L. Parks AVE, 6th Fl.  
Nashville, TN 37243-1102  
(615) 741-2286

Filing Fee: \$100.00

For Office Use Only

# FILED

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Springs Public Schools Tennessee

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: \_\_\_\_\_

4. The name and complete address of the initial registered agent and office located in the state of Tennessee is:

Name: Tanya Rogers  
Address: 2018 MEDICAL CENTER PKWY STE B # 4  
City: MURFREESBORO State: TN Zip Code: 37129-3266 County: Rutherford

5. Fiscal Year Close Month: June 30 Period of Duration:  Perpetual  Other \_\_\_\_\_  
Month Day Year

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:

(Not to exceed 90 days) Effective Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Time: \_\_\_\_\_  
Month Day Year

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

This corporation is a  public benefit corporation /  mutual benefit corporation.

This corporation is a  religious corporation /  not a religious corporation.

This corporation will  have members /  not have members.

9. The complete address of its principal executive office is:

Address: 2018 MEDICAL CENTER PKWY STE B # 4  
City: MURFREESBORO State: TN Zip Code: 37129-3266 County: Rutherford  
Business Email: tanya.rogers@springscs.org

*\*Note: Pursuant to T.C.A. § 10-7-503 all information on this form is public record.*

Submitter Information: Name: \_\_\_\_\_ Phone #: (\_\_\_\_\_) \_\_\_\_\_

2019020609050901/2022 2155 PM RECEIVED BY TANNER



# CHARTER NONPROFIT CORPORATION (ss-4418)

Page 2 of 2



Business Services Division  
Tre Hargett, Secretary of State  
State of Tennessee  
312 Rosa L. Parks AVE, 6th Fl.  
Nashville, TN 37243-1102  
(615) 741-2286

Filing Fee: \$100.00

For Office Use Only

The name of the corporation is: Springs Public Schools Tennessee

10. The complete mailing address of the entity (if different from the principal office) is:

Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

11. List the name and complete address of each incorporator:

Name	Business Address	City, State, Zip
Cheyenne Moseley, LegalZoom.com, Inc.	101 N. Brand Blvd., 11th Floor	Glendale, CA 91203

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- I certify that pursuant to T.C.A. § 48-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by § 48-51-303(a)(1)
- This nonprofit corporation is a "school support organization" as defined in T.C.A. § 49-2-603(4)(A).
- This nonprofit corporation is an educational institution as defined in T.C.A. § 48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

**As stated in the corporate bylaws**

14. Other Provisions: Please see attachment

*\*Note: Pursuant to T.C.A. § 10-7-503 all information on this form is public record.*

01/28/2022

Signature Date

Incorporator's Signature

Cheyenne Moseley, Assistant Secretary, LegalZoom.com, Inc  
Incorporator's Name (printed or typed)

01/28/2022 2:57 PM RECEIVED BY TENNESSEE SECRETARY OF STATE TRE HARGETT



**Attachment to  
Corporate Charter of  
Springs Public Schools Tennessee**

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To provide personalized education to students in the state of Tennessee through a public charter school option.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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Certificate of Authenticity

I, Adam F. Harrer, do hereby make oath that I am a licensed attorney and/or the custodian of the original version of the electronic document tendered for registration herewith and that this electronic document is a true and exact copy of the original document executed and authenticated according to law on January 27, 2022.

Date

[Signature]  
Affiant Signature

02/07/2022

Date

Heather Dawbarn, Register  
Rutherford County Tennessee  
Rec #: 1160768 Instrument #: 2422103  
Rec'd: 5.00 Recorded  
State: 0.00 2/7/2022 at 12:01 PM  
Clerk: 0.00 in Record Book  
Other: 2.00  
Total: 7.00 2204  
Pages 2092-2096

State of Tennessee

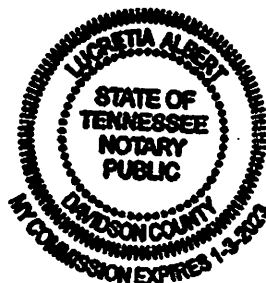
County of Davidson

Sworn to and subscribed before me this 07 day of February, 20 22.

[Signature]  
Notary's Signature

My Commission Expires: 1-3-23  
Date

Notary's Seal (if on paper)



**ACTION BY WRITTEN CONSENT  
OF THE SOLE INCORPORATOR  
OF  
Springs Public Schools Tennessee,  
A Tennessee Nonprofit Corporation,  
February 14, 2022**

The undersigned, acting as the sole incorporator of Springs Public Schools Tennessee, a Tennessee Nonprofit Corporation (the "Corporation"), hereby approves and adopts the following resolutions by this written consent without a meeting (this "Written Consent") pursuant to the Tennessee Nonprofit Corporation Act, which shall be effective upon the commencement of the Corporation's existence:

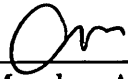
RESOLVED, that each person named below is hereby elected to serve as a Director of the Corporation until such time as his or her successor is duly elected and qualified:

Joshua Haydon  
Jennifer Mejeres-Pham  
Abigayle York  
Carrie Davis  
Delaney Drake

RESOLVED FURTHER, that the officers of the Corporation, as elected by the Corporation's Board of Directors, are authorized and directed to insert a copy of this Written Consent in the minute book of the Corporation.

RESOLVED FURTHER, that the undersigned, the sole incorporator of the Corporation, hereby resigns as the incorporator of the Corporation, effective upon the commencement of the Corporation's existence.

IN WITNESS WHEREOF, the undersigned executes this Written Consent as of the date set forth above.

  
\_\_\_\_\_  
By: Cheyenne Moseley, Assistant Secretary  
LegalZoom.com, Inc.

**Attachment to**  
**Corporate Charter of**  
**Springs Public Schools Tennessee**

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To provide personalized education to students in the state of Tennessee through a public charter school option.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Date of this notice: 01-27-2022

Employer Identification Number:  
87-4673855

Form: SS-4

Number of this notice: CP 575 A

SPRINGS PUBLIC SCHOOLS TENNESSEE  
% TANYA ROGERS  
2018 MEDICAL CENTER PKWY STE B  
MURFREESBORO, TN 37129

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-4673855. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

09/15/2022

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit [www.irs.gov/mefbusproviders](http://www.irs.gov/mefbusproviders) for a list of companies that offer IRS e-file for business products and services.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.
- \* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is SPRI. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at [www.irs.gov/forms-pubs](http://www.irs.gov/forms-pubs) or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.







Tanya Rogers ▾

**Compliance Calendar**

Order no: 71247588

Purchased on: 01/20/2022

● **Active**

**14-Day Trial of Business Advisory Plan**

Order no: 71247588

Purchased on: 01/20/2022

● **Active**

[Get advice](#)

**Essential Compliance Package**

Order no: 71247588

Purchased on: 01/20/2022

● **Active**

[View full details](#)

**501(c)3 Application Preparation**

Order no: 71247588

Purchased on: 01/20/2022

● **On schedule**

**Express Platinum Nonprofit...  
Springs Public Schools Tennessee**

Order no: 71247588

Purchased on: 01/20/2022

● **Completed**

[View docs](#)

**EIN Obtainment**

Order no: 71247588

Purchased on: 01/20/2022

● **Completed**

[View docs](#)

[Switch to your business orders](#)

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January 27, 2022

Capital Filing Service Inc.  
992 Davidson Drive, Suite B  
Nashville, TN 37205

**RE: Filing of Charter – Non Profit**  
**Springs Public Schools Tennessee - 553689765 \*553689765\***

Dear Sir or Madam:

Attached for filing with the Tennessee Secretary of State is the Charter of the above-referenced corporation. Please file this with the Secretary of State and the appropriate county. Enclosed is a check for \$100 to the Secretary of State. Please bill us for your service costs and the county filing fee.

**Please send a stamp-filed copy to the address below via Federal Express.** For your convenience, a self-addressed, pre-paid label is enclosed.

**Cheyenne Moseley**  
LegalZoom.com Inc.  
101 N. Brand Blvd., 11<sup>th</sup> Floor  
Glendale, CA 91203

If you have any questions, please email me at [bizcorefilings@legalzoom.com](mailto:bizcorefilings@legalzoom.com) or call me at (800) 773-0888 ext. 9724.

Sincerely,  
**Cheyenne Moseley**  
LegalZoom.com Inc.



## Order Confirmation

[Print this page](#)

Thank you -- You have completed your 501(c)(3) questionnaire for Non-Profit Tax Exempt Status.

## Next Steps

1. Please print out this document for your reference. [Print this page](#)
2. You will receive email messages shortly confirming your order, as well as your payment. Please read them carefully.
3. LegalZoom will prepare your documents and send them to you via the delivery method you selected. If we have any questions about the information you provided, we will contact you by phone or email.
4. Follow the final wrap-up instructions that will be sent with your documents.

### Important Items to Note

- **Check Order Status.** To check the status of your order, please visit [My Account](#).

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[Careers](#)  
[Press](#)  
[Affiliate](#)  
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SIGN UP

See the January Issue ▶

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Date of this notice: 01-27-2022

Employer Identification Number:  
87-4673855

Form: SS-4

Number of this notice: CP 575 A

SPRINGS PUBLIC SCHOOLS TENNESSEE  
% TANYA ROGERS  
2018 MEDICAL CENTER PKWY STE B  
MURFREESBORO, TN 37129

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-4673855. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

09/15/2022

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

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If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit [www.irs.gov/mefbusproviders](http://www.irs.gov/mefbusproviders) for a list of companies that offer IRS e-file for business products and services.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.
- \* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is SPRI. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

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If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.





**BYLAWS OF  
SPRINGS PUBLIC SCHOOLS TENNESSEE**

**Effective:** \_\_\_\_\_

**ARTICLE I  
NAME, PURPOSE, USE OF FUNDS**

Section 1. **Name**. The name of the organization is Springs Public Schools Tennessee (“Organization”). The Organization is organized in accordance with the Tennessee Code Annotated, Title 48, as amended.

Section 2. **Purpose**. The purposes of the Organization are those set forth in its charter of incorporation, as from time to time may be amended or restated (“Charter”). The Organization is organized exclusively for purposes pursuant to section 501(c)(3) of the Internal Revenue Code, specifically the management and operation of public charter schools in Tennessee. The Organization has not been formed for the making of any profit or personal financial gain.

Section 3. **Use of Funds**. The assets and income of the Organization shall not be distributable to, or benefit the trustees, Directors, or Officers or other individuals. The assets and income shall only be used to promote corporate purposes as described herein. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the Organization. This Organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The Organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office.

**ARTICLE II  
MEETINGS**

**Annual Meeting**. An annual meeting of the Board of Directors shall be held once each calendar year for the purpose of electing Directors and Officers, for appointing new committee chairpersons, and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors.

Section 1. **Special Meeting.** Special meetings of the Board of Directors may be requested by the President, Vice-President, Secretary, or any two directors by providing five days' written notice by ordinary United States mail, effective when mailed. The President shall fix the place, either within or without the State of Tennessee, as the place for holding any special meeting.

Section 2. **Notice.** Notice of each annual meeting shall be given at least two (2) weeks prior thereto, and notice of any special meeting shall be given at least two (2) business days prior thereto. The notices provided for in this Section shall be by email, written notice delivered personally, facsimile, or mail sent by Federal Express or United Parcel Service to each Director or Officer at his or her business or home address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Otherwise, such notice shall be deemed to be delivered when said communication is delivered. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the sole and express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened. The business to be transacted at, or the purpose of, any special meeting of the Board of Directors must be specified in the notice of such meeting. Any notice shall state the place, date, and hour of meeting.

Section 3. **Place of Meeting; Participation in Meeting.** Meetings shall be held at the Organization's principal place of business unless otherwise stated in the notice. Unless the Charter or Bylaws provide otherwise, the Board of Directors may permit any or all Directors to participate in any meeting by, or conduct the meeting through the use of, any means of communication by which all Directors participating may simultaneously hear each other during this meeting, such as by conference telephone or video conference. A Director participating in a meeting by this means shall be deemed to be present in person at the meeting. Promptly after each respective meeting of the Board of Directors, each director shall be furnished a copy of the minutes of such meeting. When applicable, meetings shall be conducted in accordance with the Tennessee Open Meetings Act, Tenn. Code. Ann. §§ 8-44-101, *et seq.*

Section 4. **Quorum.** A majority of the Directors shall constitute a quorum at a meeting. In the absence of a quorum, a majority of the Directors may adjourn the meeting to another time without further notice. If a majority of the quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The Directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some Directors results in representation of less than a quorum.

Section 5. **Action Without a Meeting.** Any action required or permitted to be taken at a meeting by the Board of Directors may be taken without a meeting if all Directors consent in writing to taking such action without a meeting. If all Directors entitled to vote on the action shall consent in writing to taking such action without a meeting, the affirmative vote of the numbers of votes that would be necessary to authorize or take such action at a meeting shall be the act of the Directors. The action must be evidenced by one or more written consents

describing the action taken, signed in one or more counterparts by each member entitled to vote on the action, indicating each signing Director's vote or abstention on the action taken. All such written consents and action shall be filed with the minutes of the proceedings of the Board. A consent signed under this Section shall have the same force and effect as a meeting vote of the Board and may be described as such in any document.

### **ARTICLE III DIRECTORS**

**General Powers.** The business and affairs of the Organization shall be supervised by its Board of Directors, which shall exercise in the name of and on behalf of the Organization all of the rights and privileges legally exercisable by the Organization as a legal entity, except as may otherwise be provided by law, the Charter, or the Bylaws. The Board of Directors, as the governing body of the Organization, shall have the authority to receive, administer and distribute property on behalf of the Organization in accordance with the provisions set forth in these Bylaws.

**Policies.** The Board of Directors shall, from time to time, adopt or amend such procedures and policies as are required to manage the affairs of the Organization. Such procedures and policies shall take effect upon approval by a simple majority of the Board of Directors. Such policies and procedures may include, but are not limited to, policies and procedures regarding codes of conduct, meetings, and records requests.

**Number of Directors.** The Organization shall be managed by a Board of Directors consisting of no fewer than five Directors at any given time.

**Election and Term of Office.** The Directors shall be elected at the Annual Meeting. Terms for the initial Directors shall be staggered with a simple majority of Directors' initial terms being three years and a simple minority of Directors' initial terms being two years in order to prevent all terms from being co-terminus. Subsequent terms shall be three years. Directors may serve no more than two consecutive terms and must be reappointed by a majority vote by the Board of Directors.

**Quorum.** A majority of the total number of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

Section 1. **Conflicts of Interest.** A conflict of interest transaction is a transaction with the Organization in which a Director or Officer has a direct or indirect interest. A Director or Officer has an indirect interest in a transaction if, but not only if, a party to the transaction in another entity in which the Director or Officer has a material interest, or of which the Director or Officer is a general partner, director, officer or director. A conflict of interest transaction is not

voidable on the basis for imposing liability on the director or officer if the transaction was fair at the time it was entered into, or if the transaction is approved as provided below.

Section 2. **Manner of Approval of Conflicts of Interest.** A transaction in which a Director or Officer of the Organization has a conflict of interest may be approved if:

(i) The material facts of the transaction and the interest of the director or officer were disclosed or known to the Board of Directors, or to a committee consisting entirely of members of the Board of Directors, and the Board of Directors or such committee authorized, approved or ratified the transaction; or

(ii) Approval is obtained from the Attorney General of the State of Tennessee, or from a court of record having equity jurisdiction in an action in which the Attorney General is joined as a party.

Section 3. **Quorum Requirements for Conflicts of Interest.** A conflict of interest transaction is authorized, approved or ratified if it receives the affirmative vote of a majority of the Directors who have no direct or indirect interest in the transaction. A quorum is present for the purposes of taking action under this Section if a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction. The presence of, or vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under this Section if the transaction is otherwise approved as provided in this Section.

Section 4. **Procedures.** The vote of a majority of the Directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these Bylaws for a particular resolution. A Director of the Organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records, present minutes for approval at subsequent meetings, and make such records publicly available.

Section 5. **Removal / Vacancies.** Any or all of the Directors may be removed for cause or without cause as follows: (i) “for cause,” by vote of a majority of the total number of the Directors of the Organization; or (ii) “without cause,” by vote of two-thirds of the total number of the Directors of the Organization. For purposes of this provision, “cause” shall mean final conviction of a felony, declaration of unsound mind by court order, adjudication of bankruptcy, non-acceptance of office, conduct prejudicial to the interest of the Organization, or absence from three (3) or more consecutive meetings of the Board. Removal of a Director shall also constitute removal as an Officer of the Organization and as a member of all committees of the Board. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining Directors. A Director elected to fill a vacancy shall

serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 6. **Committees.** To the extent permitted by law, the Board of Directors may appoint from its Directors and Officers a committee or committees, temporary or permanent, and designate the duties, powers, and authorities of such committees.

## **ARTICLE IV OFFICERS**

**Number of Officers.** The officers of the Organization shall be a President, Vice President, a Treasurer, and a Secretary. Two or more offices may be held by one person, although the offices of Secretary and President cannot be held concurrently by the same person. The President may not serve concurrently as a Vice President.

**President.** The President or designee shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board. Any President shall perform such other duties as may from time to time be assigned to him or her by the Board of Directors.

**Vice President.** In the absence of the President or in the event of his or her death, inability, or refusal to act, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President. Any Vice President shall perform such other duties as may from time to time be assigned to him or her by the President or by the Board of Directors.

**Secretary.** The Secretary shall give notice of all meetings of the Board of Directors and any committees, shall keep an accurate list of the Directors, and shall have the authority to certify any records, or copies of records, as the official records of the Organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings. Any Secretary shall perform such other duties as may from time to time be assigned to him or her by the President or the Board of Directors.



Section 1. **Treasurer.** The Treasurer shall be responsible for conducting the financial affairs of the Organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee. Any Treasurer shall perform such other duties as may from time to time be assigned to him or her by the President or the Board of Directors.

Section 2. **Election of Officers.** The Officers shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors, or if no election occurs at such meeting, then the Officers shall continue on in their same positions for the ensuing year.

Section 3. **Resignation, Removal or Vacancy.** Any Officer may resign from office at any time. Such resignation shall be made by written notice and shall take effect at the time specified therein or, if no time specified, at the time of its delivery to the Board of Directors. The acceptance of a resignation by the Board of Directors shall not be necessary to make it effective. The Board of Directors shall have the power to remove an Officer or agent of the Organization. The policies and procedures for removal of an Officer shall be the same as for removal of a Director. Any vacancy that occurs for any reason may be filled by the majority vote of the Board of Directors at a meeting or pursuant to action taken by unanimous written consent.

## **ARTICLE V MEMBERS**

The Organization shall have no members.

## **ARTICLE VI CORPORATE SEAL, EXECUTION OF INSTRUMENTS, RECORDS**

Section 1. **Corporate Seal.** The Organization shall not have a corporate seal.

Section 2. **Execution of Instruments.** All instruments that are executed on behalf of the Organization which are acknowledged and which affect an interest in real estate shall be executed by the President or any Vice-President and the Secretary or Treasurer. All other instruments executed by the Organization, including a release of mortgage or lien, may be executed by the President or Vice-President. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

Section 3. **Records.** The Organization shall permit the inspection and duplication of public records in accordance with Tenn. Code Ann. § 10-7-503 of the Tennessee Public Records Act, as may be amended.

**ARTICLE VII  
AMENDMENTS**

The Bylaws and the Charter may be amended, altered, or repealed by the Board of Directors upon the majority vote of the Directors then in office, provided that the proposed amendment was shared with all Directors according to the Notice Provisions of these Bylaws and Tenn. Code Ann. § 48-60-201.

**ARTICLE VIII  
INDEMNIFICATION**

Any Director or Officer who is involved in litigation by reason of his or her position with this Organization shall be indemnified and held harmless by the Organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the Organization to provide broader indemnification rights).

**ARTICLE IX  
DISSOLUTION**

The Organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than a majority of Directors in accordance with Tenn. Code Ann. § 48-64-101. The Directors approving dissolution shall adopt a plan of dissolution indicating to whom assets owned or held by the Organization will be distributed after all creditors have been paid.

**Certification**

Kathleen Hermsmeyer, President of Springs Public Schools Tennessee, and Debbie Daniel, Secretary of Springs Public Schools Tennessee, certify that the foregoing is a true and correct copy of the Bylaws of the Organization, duly adopted by the initial Board of Directors on \_\_\_\_\_.

By: \_\_\_\_\_  
Kathleen Hermsmeyer, President

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Debbie Daniel, Secretary

Date: \_\_\_\_\_

**Equity in Attitude**

- Board members will be fair, just, and impartial in all decisions and actions.
- Board members will accord others the respect.
- Board members will encourage expressions of different opinions and listen with an open mind to others' ideas.

**Trustworthiness in Stewardship**

- Board members will keep in mind that they will not act on behalf of the Board or make representations on behalf of the Board unless specifically authorized to do so.
- Board members will be accountable to the public by representing School policies, programs, priorities, and progress accurately.
- Board members will work to ensure prudent and accountable use of School resources.
- Board members will make no personal promise or take private action that may compromise their performance or their responsibilities.
- Board members will support the authority of employed School officials at School events.

**Honor in Conduct**

- Board members will tell the truth.
- Board members will not release confidential information.
- Board members will share their views while working for consensus.
- Board members will respect the majority decision as the decision of the Board.
- Board members will base their decisions on fact rather than supposition, opinion, or public favor.

**Integrity of Character**

- Board members will refuse to surrender judgment to any individual or group at the expense of the School as a whole.
- Board members will consistently uphold all applicable laws, rules, policies, and governance procedures.
- Board members will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

**Commitment to Service**

- Board members will focus their attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- Board members will honor the mission statement and uphold the board's core values.
- Board members will diligently prepare for and attend Board meetings.
- Board members will avoid personal involvement in activities the Board has delegated to the Superintendent.
- Board members will seek continuing education that will enhance their ability to fulfill the duties effectively.
- Board members will attend School events to express their enthusiasm and encouragement toward students and staff.

**Student-Centered Focus**

- Board members will be continuously guided by what is best for all students of the School.



## CONFLICT OF INTEREST POLICY

A board member shall not be directly interested in any contract in which the Board may be interested. "Directly interested" means any contract with the board member or with any business in which the board member is sole proprietor, a partner, or the person having controlling interest. "Controlling interest" shall include the individual with the ownership or control of the largest number of outstanding shares owned by any single individual or corporation.

This policy shall not prohibit any board member from voting on the school budget or any budget amendments, unless the vote is on a specific budget amendment in which such board member is directly interested. A board member shall not be indirectly interested in any contract in which the Board may be interested unless the board member publicly acknowledges such interest. "Indirectly interested" means any contract in which the board member is interested but not directly so, as defined above, including contracts in which the board member may have a direct interest but is the sole supplier of goods or services in the county.

Any board member who is an employee of the county/city and whose employment predates his/her initial election/appointment to the Board may vote on matters in which he/she has a conflict of interest if the member informs the Board immediately prior to the vote as follows: "Because I am an employee of (name of governmental unit), I have a conflict of interest in the proposal about to be voted. However, I declare that my argument and my vote answer only to my conscience and to my obligation to my constituents and the citizens the Board represents." The vote of any board member having a conflict of interest who does not inform the Board of such conflict shall be void if challenged during the same board meeting at which the vote was cast and prior to the transaction of any further business by the Board.

Any board member who is also an employee of the county/city and whose employment began on or after the date on which he/she was initially elected/appointed to serve on the Board shall not vote on matters in which he has a conflict of interest. If a board member has a conflict of interest in a matter to be voted on by the Board, he/she may abstain for cause by announcing such to the chairman. Any board member who abstains from voting for cause on any issue coming to a vote before the Board shall not be counted for the purpose of determining a majority vote.<sup>1</sup>

### PENALTY FOR UNLAWFUL INTEREST

If a board member becomes directly or indirectly interested in any such contract, he/she shall forfeit all pay and compensation and shall be dismissed from the Board and be ineligible to serve in the same or similar position for ten (10) years.<sup>1</sup>

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### Legal References


1. TCA 12-4-101; TCA 12-4-10

# CARRIE DAVIS


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## RESUME

### CONTACT ME AT

 Address: 4599 Chester Road  
Woodlawn, TN 97191-9049

 o2bponca@gmail.com

 931-378-9211

### WORK EXPERIENCE

I currently work as a 1099-contracted legal transcriptionist and I am majoring in criminal justice. I am interested in homesteading, genealogy, quilting, cooking, and painting.

### PERSONAL EXPERIENCE


I am wanting to see a difference in my children's education and I love the Montessori style of teaching & learning. I would love the opportunity to collaborate with the Spings Public School Board and have a closer connection with my child's education.


### EDUCATIONAL HISTORY


Undergrad Student - Criminal Justice

# Delaney Drake

## Resume

 805-539-5698

 214 Floraton Road

 delaneydrake@gmail.com

Murfreesboro, TN 37127

### CAREER

Head Farmer  
CEO of EWE and ME CREAMERY

### PERSONAL

---

I went through River Springs Charter School for my own education. Loved it so much, am planning to teach my own kids. I was recently looking into a school like Springs here in Murfreesboro and was excited to hear you were expanding here. Would love to join the board to be involved more deeply in the school establishing here.

### SKILLS

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I run a sheep dairy farm business. I am a cheesemaker as well as crafting other dairy products. We homestead. I am a soap maker.





# JOSHUA HAYDON

## RESUME

There's nowhere I would rather spend my charitable time than improving our children's educational experiences.

### EMPLOYMENT

- Insight Screening, LLC
- Entrepreneur

### EXPERTISE

- Background screening company - Rockvale, TN
- AP/AR, Payroll and Operations
- Accounting
- Management
- Compliance

### PERSONAL

One of the pleasures that no longer exists in my life is coaching my children's teams, I feel a desire to get back into coaching. I love being a part of a team that has lofty goals and seriously attempts to achieve them. I am a volunteer at the Tennessee Suicide Prevention network and a proud member of the Rockvale Lodge #413 of Free & Accepted Masons



250 Ray Road  
Murfreesboro, TN 37180



931-842-6689



jhaydon@insightscreening.com

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# JENNIFER MEJARES PHAM

## RESUME

### EMPLOYMENT

**COLLEGE ADMISSIONS COUNSELOR**  
Emerson Royce Group

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### SUMMARY

I am an active member of the National Association of College Admissions Counselors, California School Board Association, and National/California Charter School Association.

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### SKILLS

I have had the privilege to serve on the California Springs Board for the past decade in several capacities and am beyond proud of the values and character that the school has demonstrated through the good times and challenges. I am happy to help grow that mission so that more students and families can truly enjoy accountable individualized learning.

### CONTACT



951-522-4214



learningwithjen@gmail.com



39675 Ramshorn Drive  
Murrieta, CA 92563

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# Abigayle York

R E S U M E

## PERSONAL GOAL

I am wanting to see a difference in my children's education and I love the Montessori style of teaching & learning. I would love the opportunity to collaborate with the Spings Public School Board and have a closer connection with my child's education.

## SKILLS

\*FRG

Family Readiness Group for the United States Army

\*Photographer

\*Homemaker

## CURRENT EMPLOYMENT FIELD

Education

## HOW TO REACH ME

Contact Number: (972) 515-0433

Email: [abigaylesyork@gmail.com](mailto:abigaylesyork@gmail.com)

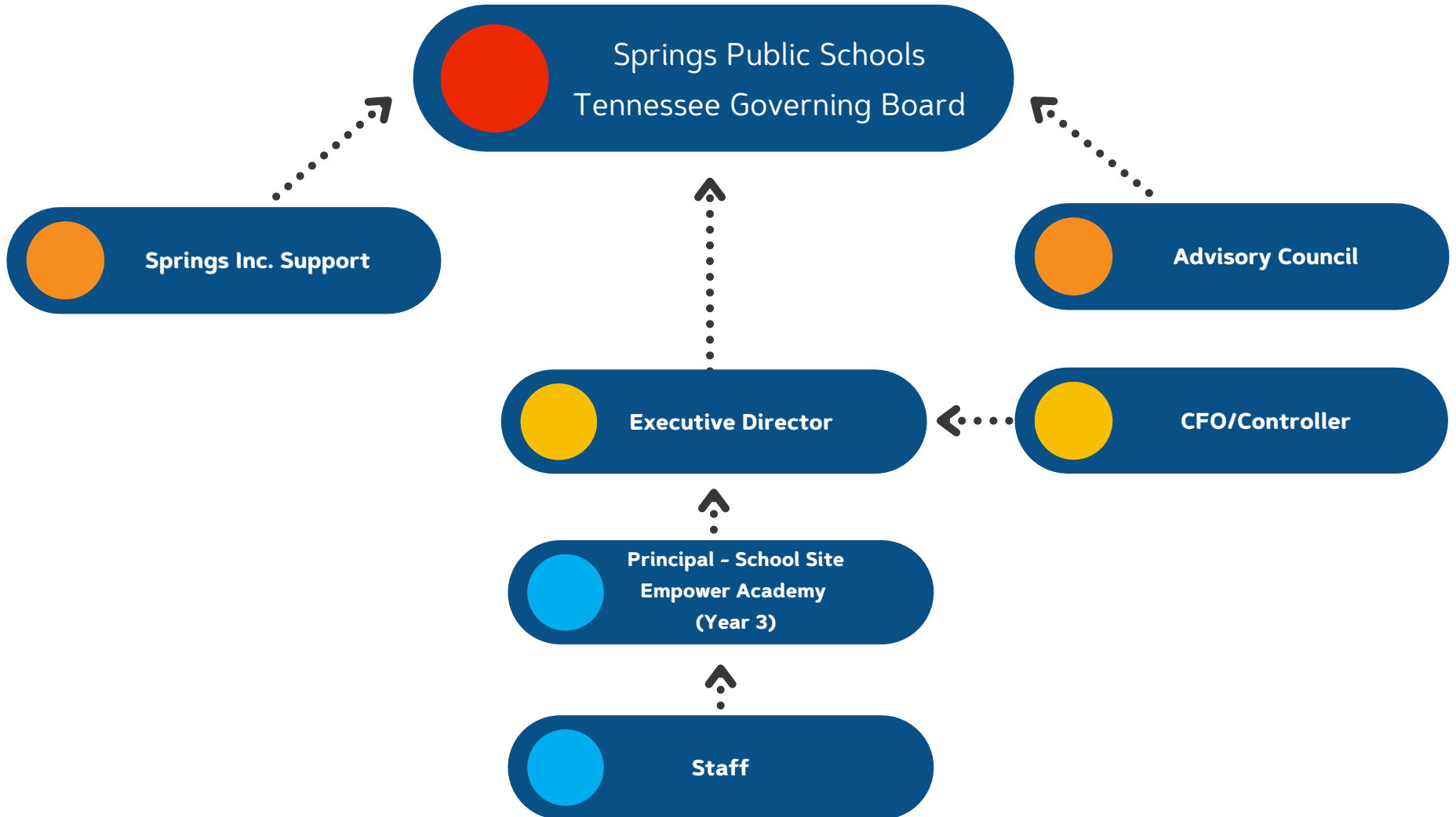
Home Address: 3515 Lake Road  
Woodlawn, TN 97191

## **ATTACHMENT F.7**

Please see attachment F.3.  
Information is contained within the bylaws.

# Springs Public Schools Tennessee - Leadership Structure

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# Employee Handbook

Human Resources Department



## TABLE OF CONTENTS

### **MISSION STATEMENT**

### **OUR PHILOSOPHY**

### **CONDITIONS OF EMPLOYMENT**

[Equal Employment Opportunity](#)

[At-Will Employment](#)

[Americans with Disabilities Act \(ADA\) and Fair](#)

[Employment & Housing Act \(FEHA\)](#)

[Immigration Compliance](#)

[Criminal Background Checks](#)

[Tuberculosis \(TB\) Testing](#)

[Staff / Student Interaction Policy](#)

[Policy Prohibiting Unlawful Harassment](#)

[Whistleblower Policy](#)

[Tobacco, Drug, Marijuana, and Alcohol Use](#)

[Confidentiality](#)

[Conflict of Interest](#)

[Nepotism](#)

### **THE WORKPLACE**

[Employment Status](#)

[Exempt and Non-Exempt Classifications](#)

[Retirement Classification](#)

[Pre-Employment Meeting](#)

[Human Resources & Employee Interactions](#)

[Job Requisitions & Job Descriptions](#)

[Workday, Workweek, Work Year and Business Hours](#)

[Meal & Rest Periods](#)

[Lactation Accommodation](#)

[Attendance & Punctuality](#)

[Absences & Reporting Time Worked](#)

[Time Cards / Records](#)

[Expense Reimbursement](#)

[Communication](#)

[Computer Use & Electronic Mail](#)

[Personal Business](#)

[Use of Social Networking Sites](#)

[Dress Code](#)

[Certification](#)

[Restrictive Covenant, Compliance & Proprietary](#)

[Information](#)

[Copyrighted Material](#)

[Use of Personal Vehicle](#)

[Driving as Part of the Job](#)

[Cell Phone Use](#)

[Gifts](#)

[School Property & Employee Privacy](#)

[Solicitation & Distribution of Literature](#)

[Bulletin Boards](#)

[Media Contacts](#)

[Advertising](#)

[Safety](#)

[Weapons](#)

[Security Protocols](#)

[Occupational Safety](#)

[Accident / Incident Reporting](#)

[Reporting Fires and Emergencies](#)

### **EMPLOYEE WAGES & HEALTH BENEFITS**

[Payroll Withholdings](#)

[Overtime](#)

[Pay Days & Pay Periods](#)

[Salaries & Pay](#)

[Wage Attachments & Garnishments](#)

[Benefits](#)

[COBRA Benefits](#)

[Disability Insurance](#)

### **PERSONNEL EVALUATION & RECORDKEEPING**

[Performance Evaluation](#)

[Promotion & Transfer](#)

[Personnel Files & Record Keeping Protocols](#)

### **HOLIDAYS, VACATIONS & LEAVES**

[Holidays](#)

[Vacation](#)

[Sick Leave](#)

[Personal Necessity Leave](#)

[Family Care & Medical Leave](#)

[Pregnancy Disability Leave \(PDL\)](#)

[Personal Leave](#)

[Bereavement Leave](#)

[Jury / Court Leave](#)

[Military & Military Spousal Leave of Absence](#)

[Voting Time Leave](#)

[Industrial Injury Leave \(Workers' Compensation\)](#)

[Study Leave](#)

[School Appearance & Activities Leave](#)

[Bone Marrow and Organ Donor Leave](#)

[Victims of Domestic Violence, Sexual Assault, and](#)

[Stalking](#)

[Returning from Leave of Absence \(LOA\)](#)

[Other Leaves](#)

### **DISCIPLINE & TERMINATION OF EMPLOYMENT**

[Discipline](#)

[Rules of Conduct](#)

[Off-Duty Conduct](#)

[Termination of Employment](#)

[References](#)

### **INTERNAL COMPLAINT REVIEW**

[Open Door Policy](#)

[Problem Solving Process](#)

[Internal Complaint Review](#)

### **APPENDIX A - HARASSMENT COMPLAINT FORM**

### **APPENDIX B - COMPLAINT FORM**

Welcome to Springs Public Schools!

As an employee of Springs, you have joined a highly motivated, dynamic group of employees committed to the highest standards of education. Your work will directly influence our success and reputation. Our goal is to produce the highest quality work product, dedicating ourselves to constant and never-ending improvement, and doing so effectively, efficiently, and safely. Springs is committed to keeping all employees informed of the progress of the overall aims and objectives of the schools. Achieving this vision requires the effort and persistence of each person on the team.

Springs recognizes that a pleasant and productive work environment is an important aspect of working here. We have a strong respect for the integrity of the individual and believe that diversity in background and experience strengthens our organization. We vigorously oppose discrimination of any kind.

The policies contained within this Employee Handbook are meant to foster such an environment and ensure that each employee is treated in a fair and consistent manner. We want to highlight Springs' "Open Door" policy, which encourages open discussion between management and everyone on the team. Communication is important as it enables Springs to best respond to the needs of each employee and to the team as a whole. We strive to employ and develop competent people who understand and meet our objectives and who accept with open minds collaborative ideas, suggestions, and constructive criticisms of fellow employees.

This Employee Handbook will assist you in understanding the benefits, policies and practices of Springs. Please review it carefully, as it will answer many questions you are likely to have about your employment. This Handbook supersedes any previously issued handbooks, policies, or benefits statements. As an employee, you are expected to know and adhere to these policies and practices and to comply with them as a condition of employment.

This Handbook is a compilation of general policies, practices and benefits. Since it is not possible to anticipate every employment situation that may arise, other policies and practices may exist that are not included in this Handbook. If you are unsure about a policy, please consult your supervisor.

**Right to Revise** - Springs reserves the right to amend, rescind, or modify any of its policies, practices and benefits at any time, other than its at-will employment policy. Should any provision in this Employee Handbook be found to be unenforceable and invalid, such a finding does not invalidate the entire Handbook, but only the subject provision. This Handbook embodies the entire agreement between the employee and Springs and no other written or oral agreement exists. To ensure you are reviewing the most current copy of the Handbook, please visit HR Headquarters.

## **MISSION STATEMENT**

Springs is a parent choice school where the community is the classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

## **OUR PHILOSOPHY**

Springs is more than a school for children; it is a community for families. We were founded by a group of parents and continue to encourage and support the active involvement of all parents in the life of the school. Through the involvement of many, the quality of the programs at the schools are greatly enhanced.

As a school, we believe that the best learning occurs when:

- The parent is directly involved in the teaching / learning process
- Learning styles are tailored to each individual student's needs.
- Real life "context-based" learning is emphasized.
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology.
- Schooling is viewed as one aspect of an education.
- The entire community serves as the school campus.

Springs strives to uphold parental rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

## **CONDITIONS OF EMPLOYMENT**

### **Equal Employment Opportunity**

Springs is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion (including religious dress and grooming practices), marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Springs then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Human Resources will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### **At-Will Employment**

Except if stated expressly otherwise by employment contract, it is the policy of Springs that all employees are considered “at-will” employees of the School. Accordingly, either Springs or the employee can terminate the employment relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the “at-will” employment policy.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Nothing in this statement is intended to interfere with, restrain, or prevent concerted activity as protected by the National Labor Relations Act. Such activity includes employee communications regarding wages, hours, or other terms or conditions of employment. Springs employees have the right to engage in or refrain from such activities.

### **Americans with Disabilities Act (ADA) & Fair Employment & Housing Act (FEHA)**

Title II of the Americans with Disabilities Act of 1990 (ADA) states in part, that “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity.” It is a policy that Springs will provide equal opportunity to employees and applicants with disabilities through reasonable accommodations. Individuals with disabilities may make requests for reasonable accommodations to Springs' Superintendent or Assistant Superintendent of Personnel to discuss potential accommodations.

### **Child Abuse and Neglect Reporting**

Any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees must immediately report the alleged or suspected abuse to their supervisor or Superintendent as well. The duty calls for reporting, not investigating.

Springs will provide annual training on the mandated reporting requirements, using the online training module to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

### **Immigration Compliance**

Springs will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Springs will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the Superintendent.

## **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Human Resources Department.

## **Tuberculosis Testing**

All employees of the School must submit a completed Adult Tuberculosis (TB) Risk Assessment Questionnaire signed by a Health Care Provider (physician, physician assistant, nurse practitioner, or registered nurse) or documentation of an approved TB test, either of which, if positive, will be followed by an x-ray of the lungs or in the absence of skin testing, an x-ray of the lungs within the last sixty (60) days showing that they are free of active TB. All employees will be required to provide an updated Adult TB Risk Assessment Questionnaire or approved TB test documentation at least once every four (4) years. Volunteers may be required to provide the same documentation showing that they are free of active TB as necessary. The TB clearance is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to provide documentation showing they are free of active TB annually. Documentation of employee and volunteer compliance with TB clearance will be kept on file in the HR office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

## **Staff/Student Interaction Policy**

Springs recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

## Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;



4. Forcing a pupil to give up a weapon or dangerous object;
  5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent's point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator and/or HR to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Listening to or telling sexual jokes or jokes and/or comments with sexual double-entendre.
- Seeking or offering emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling sexually oriented stories.
- Discussing staff's personal troubles or intimate issues with a student, especially in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Remarks about the physical attributes or physiological development of anyone outside of an academic discussion that is part of a course curriculum.
- Sending electronic communications, such as chats, e-mails, text messages, pictures, social media instant or direct messages or responses, or letters to students if the content is not about school activities.
- Being alone in a room with a student at school and with the door closed, unless otherwise required as part of a state mandated privileged conversation (such as a school counselor, school psychologist, school nurse, mental health professional).
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues.
- Using profanity with or to a student.
- Being "friends" with a student on any personal or non-School social media website.
- Allowing students in your home without signed parent permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adults.
- Giving students a ride to/from school or school activities without parent permission, or outside of a legally mandated purpose.

### Acceptable and Recommended Staff/Student Behaviors

- Obtaining parents' written consent for any after-school activities on or off campus.
- Obtaining formal written approval (from school site and parents) to take students off of school property for activities such as field trips or competitions.
- Engaging in communication with students that is professional, pertains to school activities or classes, and is easily accessible to the minor student's parent or legal guardian.
- Keeping the door open when alone with a student.
- Keeping a reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Refer students to the appropriate staff person that is trained to address their particular concerns.
- Be aware of the legally protected confidentiality rights of students and parents.
- Keeping staff supervisor and student's parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries.

- Involving your supervisor if a conflict arises with a student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student.
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which go contrary to these provisions, are worth sacrificing your job and career.

### **Policy Prohibiting Unlawful Harassment**

Springs is committed to providing a work and educational atmosphere that is free of unlawful harassment. Springs' policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. Coworkers and third parties, as well as supervisors and managers, are legally prohibited from engaging in unlawful harassment. Springs will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Springs will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

When Springs receives allegations of misconduct, it will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The Board (if the complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Springs is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

(1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct, includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults and epithets, and verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent and/or HR. The Superintendent must report any perceived or potential harassment to HR. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Springs policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in any investigation, filing of a complaint or reporting sexual harassment.

Springs will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. Springs is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

### **Whistleblower Policy**

Springs requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the

employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Tobacco, Drug, Marijuana & Alcohol Use**

Springs has a Tobacco, Drug, Marijuana, and Alcohol-Free Workplace policy that applies to employees. This policy is intended to protect the integrity of work performed as well as to provide a healthy work environment for employees. Employees are prohibited from smoking in school buildings or on school premises. The bringing to the workplace, possession or use of intoxicating beverages on any School premises or during the performance of work duties is prohibited. Springs also prohibits the unlawful manufacture, distribution, sale, purchase, possession, use or offer to distribute, sell, or purchase any controlled substance in the workplace; this includes marijuana. Adherence to this policy is a condition of continued employment.

The school reserves the right to require an employee to be tested if there is “reasonable suspicion” that s/he is under the influence of drugs or alcohol or in “post-accident” circumstances (an employee involved in an accident). Any employee who tests positive for an illegal or controlled substance or who is legally under the influence of alcohol will be subject to disciplinary action up to and including termination. The school may, at its discretion, require employees to participate in a drug rehabilitation program.

Employees are required to notify their supervisors within five (5) days of any criminal drug or alcohol statute violation. The Board may not employ or retain in employment persons convicted of a controlled substance offense.

Alcohol and drug detoxification treatment is presently available to employees on an inpatient basis and counseling services are available through the school’s group medical benefits with maximum respect for the privacy of employees.

### **Confidentiality**

Employees may by the nature of their work be privy to confidential and privileged information during their employment with Springs. This information includes, but is not limited to, student or employee personnel records and vendor or financial information.

Also, the business of charter schools is unique. Plans, systems and unique products of independent study entwined with site programs and parent enrichment are among Springs' most valuable assets. All employees of Springs must understand and observe that student lists and records, plans, proposals, reports, concepts, ideas, marketing, expansion, services and technology, and any additional information related to the current, future, and proposed business of Springs are property of Springs and that special care and concern is given to protect the privacy of both the students and the school.

Any information included above is not to be discussed with anyone, including fellow employees, excluding those not directly connected and authorized to receive such information. Disclosure of confidential information about the school may result in disciplinary action, up to and including termination.

In consideration of access to this confidential information, employees must not, for a period of two (2) years after termination of employment:



- Disclose any confidential information to any person or entity; and
- Make use of any confidential information for one's own purposes or for the benefit of any other person or entity other than Springs.

Because various Federal and State laws govern the release of confidential information, all requests about students or employees should be referred to the Superintendent or designee.

### **Conflict of Interest**

Conflict of interest is defined as a situation in which an employee has a private or personal interest sufficient to appear to influence the objective exercise of his/her duties. Employees must honor their professional responsibilities over private or personal gain and avoid this conflict or the appearance thereof. Examples of conflict of interest include, but are not limited to:

- Self-dealing (using one's position as a teacher to procure independent contracts). Teachers may not act as a vendor course instructor without prior written approval from the Superintendent or designee.
- Accepting benefits or gifts of value (see policy on Gifts), which create actual or perceived preferential treatment of vendors or clients.
- Using confidential information unethically.
- Obtaining outside employment with companies that compete or reflect badly on or with Springs.

Employees may not participate in outside activities that may reflect poorly on Springs. Check with the Superintendent or Assistant Superintendent of Personnel in Human Resources if you are seeking additional employment or need further explanation.

### **Nepotism**

Springs permits the employment of qualified relatives of employees, of the employee's household, or immediate family as long as such employment does not, in the opinion of Springs, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. Springs will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of Springs, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

## THE WORKPLACE

### Employment Status

All employees are identified as “Yearly”, “240”, “225”, “210” “200” or “185.” Each designation is further broken down as “Credentialed” or “Classified,” as full or part-time, temporary, and finally as exempt or non-exempt. See specific sections in this Handbook on vacations, sick, holidays, and benefits for more information.

**260 Classified - Full-time Status** refers to an employee who is regularly scheduled to work 40 hours (1 FTE) per week year round and is eligible for the maximum medical benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan, maximum benefit allotment applies to employees .75 - 1.0 FTE). Based on the eligibility anniversary date, this full time 12-month employee earns 10 vacation days per year for the first three full years of completed service on an accrual basis. The fourth year, month 37, the employee begins accruing 15 days of vacation per year. The eighth year, month 85, the employee begins accruing 20 days of vacation per year. “Yearly Classified” employees use the “Regular Holiday Schedule” and accrue one sick day per month.

**260 Classified - Part-Time Status** refers to an employee who is regularly scheduled to work 24 - 29 hours (.60 - .74 FTE) per week. Part-time employees who are approved to regularly work 24-29 hours per week are eligible for the partial monthly medical benefit allotment (allotment to be determined based on the number of dependents enrolled in the medical plan). Based on the eligibility anniversary date, the 12 month part time employee earns a prorated share (based on FTE greater than or equal to .60 FTE) of 10 vacation days per year for the first three full completed years of service on an accrual basis. The fourth year, starting month 37, the employee receives a prorated share of 15 days of vacation. The eighth year, starting month 85, the employee receives a prorated share of 20 days of vacation. “Yearly Classified – Part time” employees (greater than or equal to .60 FTE) use the “Regular Holiday Schedule” on a prorated basis (FTE) and accrue one prorated sick day per month. Employees less than .60 FTE do not qualify for vacation nor do they qualify for holiday pay.

**240 Certificated & Leadership Full-Time Status** refers to a full-time (1.0 FTE) credentialed or classified employee. This twelve month full-time employee uses the “limited holiday” schedule of 12 days, is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan), and accrues one sick day per month. This employee accrues no vacation time. These employees may determine their actual 228 days of service (after holidays) based on the demands of their particular position with their supervisors’ approval. For most of these employees, the preferred times for non-service days, especially for site related positions, are winter break, spring break, and at least 2 weeks in July. HR must be kept informed of each 240 certificated employee’s service and non-service days throughout the year.

**225 Certificated & Leadership Full-Time Status** refers to a full-time (1.0 FTE) credentialed or classified employee. This twelve month full-time employee uses the “limited holiday” schedule of 12 days, is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan), and accrues one sick day per month. This employee accrues no vacation time. These employees may determine their actual 213 days of service (after holidays) based on the demands of their particular position with their supervisors’ approval. For most of these employees, the preferred times for non-service days, especially for site related positions, are winter break, spring break, and at least 2 weeks in July. HR must be kept informed of each 225 certificated employee’s service and non-service days throughout the year.

**Certificated Part-Time Status** refers to an employee whose FTE equals .74 or less (works 29 hours or less). A certificated employee whose FTE is .60 - .74 (24-29 hrs / week) is eligible for the partial monthly benefit

allotment (allotment to be determined based on number of dependents enrolled in medical plan). Employees with this status do not accrue vacation nor are they paid for holidays. Part time employees accrue one prorated sick day per month. Employees working less than .6 FTE or less than 24 hours accrue sick at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

**210 Certificated / Classified Full-Time Status** refers to an 11 month employee who has 25 days of service during the months of August and June in addition to the 185 day school year. Employee and supervisor will work out scheduling these 25 days of service based on the needs of the program, the supervisor, and the employee. Employees with this status do not accrue vacation nor are they paid for holidays. Employee accrues one sick day per month on an 11 month schedule and is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan).

**210 Certificated / Classified Part-Time Status** refers to an 11 month employee who has 25 days of service during the months of August and June in addition to the 185 day school year. Employee and supervisor will work out scheduling these 25 days of service based on the needs of the program, the supervisor, and the employee. Employees with this status do not accrue vacation nor are they paid for holidays. Employee accrues one prorated sick day per month on an 11 month schedule and those employees working at least 24 hours per week regularly are eligible for the partial monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan).

**200 Certificated / Classified Full-Time Status** refers to a 11 month employee who has 15 days of service during months of August and June in addition to the 185 day school year. Employee and supervisor will work out scheduling these 15 days of service based on the needs of the program, the supervisor, and the employee. Employees with this status do not accrue vacation nor are they paid for holidays. Employee accrues one sick day per month on an 11 month schedule and is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan).

**185 Credentialed Full-Time Status** refers to a full-time (1 FTE) credentialed employee. This employee is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan). Employees with this status do not accrue vacation nor are they paid for holidays. Employee accrues one sick day per month on a 10 month schedule and is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan).

**Academy Teacher** - this 10 month employee provides 185 days of service paid on an academy salary schedule. Employees with this status do not accrue vacation nor are they paid for holidays. They accrue sick days based on the percentage of classroom days of required attendance during a normal school week. A 5-day per week on-site teacher will accrue up to 10 days per year. A teacher in the classroom 3 days per week accrues 3/5s of that time or 6 sick days per year. Full-time Academy Teachers are eligible for the maximum monthly benefit allotment (allotment to be determined based on the number of dependents enrolled in the medical plan).

**185 Classified Full-Time Status** refers to a 10 month employee who works the same days per year as an ES/Academy Teacher. Employees with this status do not accrue vacation nor are they paid for holidays. Employee accrues one sick day per month on a 10 month schedule and is eligible for the maximum monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan).

**185 Classified Part-Time Status** refers to a 10 month part-time employee who works the same days per year as an ES/Academy Teacher but regularly works at least 24 hours per week. Employees with this status do not accrue vacation nor are they paid for holidays. Employee accrues one prorated (based on FTE) sick day per month on a 10 month schedule. Part-time employees regularly working 24 - 29 hours per week (.60 - .74 FTE) are eligible for the partial monthly benefit allotment (allotment to be determined based on number of dependents enrolled in medical plan). Employees working less than .6 FTE or less than 24 hours accrue sick at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

**School Psychologist Intern** refers to an eligible School Psychologist, paid on an hourly basis for hours of service during the 185 day schedule for no more than 28 hours per week and do not receive vacation or holiday pay and are not eligible for benefits. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

**Intermittent / Seasonal Hourly Employees** refers to regular employees who have very limited or sporadic work hours and are not eligible for benefits, except as required by law. These employees submit work hours on a paper or electronic timesheet as required by Payroll. Employees with this status do not qualify for benefits, do not accrue vacation, nor are they paid for holidays. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

**Temporary Employees** are employed at-will to temporarily supplement the work force and are not eligible for benefits, except as required by law. A temporary employee will not change from temporary status to regular status unless specifically informed of such change in writing by HR. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year. Employees with this status do not accrue vacation nor are they paid for holidays.

**Substitutes (both certificated and classified)** are approved for work, processed as an employee, paid on an hourly basis. No promise of work is made. Employees with this status do not qualify for benefits, do not accrue vacation, nor are they paid for holidays. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year. DOJ and TB are required.

### **Exempt and Non-Exempt Classifications**

Exempt employees are exempt from the overtime provisions of applicable law and do not receive overtime pay. Employees must continue to meet both the duties test and the salary threshold test to be considered exempt.

Non-exempt employees are paid on an hourly basis, and receive overtime pay as required by law. These employees must record their work time on the system provided for this purpose and work with their supervisor

to provide HR a timely, accurate, and understandable record of their work hours. Failure to submit time worked within Payroll defined deadlines will result in disciplinary action.

### **Retirement Classification**

Membership will be determined based on meeting the qualifications for enrollment into the corresponding retirement system.

### **New Hire Orientation**

Prior to the first day of employment, an applicant will submit a completed Employment Application, submit a TB Clearance from a qualified medical professional, and be cleared through a Live Scan background check. All new hires are considered prospective until TB clearance and Live Scan result notification has been received. Upon full clearance HR will send an offer letter. Once signed, candidates become a new hired employee. New hires will attend a pre-employment meeting which will include but is not limited to:

- An introduction to the school
- Information on personnel policies and procedures
- A review of school benefits
- Completion of paperwork

Academy Teachers, leadership and support staff will also attend training focusing on their specific duties and jobs.

The school relies upon the accuracy of the information contained in the employment application, as well as the accuracy of other data presented and gathered during the employment process. Any misrepresentation, falsification or material omission may result in the school's exclusion of the applicant from further consideration for employment, or, if the person has been hired, termination of employment.

### **Human Resources & Employee Interactions**

It is the responsibility of every employee to notify HR on an ongoing basis throughout their employment of any changes (such as address, name, leave needs, education level, credentials acquired, etc.) that affect the employee other than material changes to their job when the supervisor or hiring manager will notify HR. Furthermore, employees have an ongoing obligation to comply with Human Resources requests in a timely and professional manner at all times during their employment with Springs (e.g., annual mandated training, job related training, safety requirements, credential renewals, TB renewals, etc.) Any changes of pay due to additional education or credentials issues may take place at the beginning of the next fiscal year and as approved each new school year. These are not retroactive.

### **Job Requisitions and Job Descriptions**

Recruiting for any new or existing job must be communicated to HR via job requisitions that have been pre-approved.

When an employee begins a new position, s/he will receive a job description that outlines the essential functions and responsibilities of the position. The supervisor will explain these responsibilities and the performance standards expected of the employee. Job responsibilities are not limited to the job description and an employee may be requested to perform duties outside the realm of daily duties. Employees may be asked to work on special projects or to assist others with work necessary to the operation of Springs. Springs reserves the right,

with or without notice, at any time to change job responsibilities, transfer job positions, or assign additional job responsibilities. Job descriptions will be revised, as needed, when recruiting for an employee replacement. If a new job is created, a job requisition and a job description are required before the position can be posted.

### **Workday, Workweek, Work Year and Business Hours**

The workday begins at 12:00 am and ends at 11:59pm on any given day. The standard work week begins at 12:00am on Sunday and ends at 11:59 pm Saturday. School operations are scheduled Monday through Friday. The work year begins on July 1 at 12:00am and ends at 11:59pm on June 30 of each year.

The normal work hours for the administrative office are 9:00am to 4:30pm; however some departments may vary. All departments must be staffed during office hours, unless prior arrangements have been made to accommodate for sick or vacation time. The normal work schedule is an eight-hour day with a minimum of a 30 minute unpaid lunch period and two paid "net" fifteen (15) minute breaks for all administrative office staff, one in the morning and one in the afternoon; each of these 15 minute breaks allow for the legally required 10 minute break and 2 ½ minutes to travel to and 2 ½ minutes to travel from the break area. Employees should coordinate specific meal/break periods with their supervisors to ensure adequate phone coverage at all times.

Employees should be aware that work schedules and hours worked are subject to change.

### **Meal and Rest Periods**

Non-exempt employees working at least five (5) hours or more are provided with an unpaid uninterrupted thirty (30) minute meal period. The unpaid meal period must end no later than 4 hours and 59 minutes into a nonexempt employee's shift. An employee may waive this unpaid meal period if the day's work will be completed in no more than six (6) hours, provided the employee and supervisor mutually consent to the waiver.

Non-exempt employees are also provided with a "net" fifteen (15) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable; the "net" fifteen (15) minute break allows for the legally required 10 minute break and 2 ½ minutes to travel to and 2 ½ minutes to travel from the break area. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

### **Lactation Accommodation**

Springs accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the employee shall be unpaid.

Springs will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

### **Attendance and Punctuality**



The school counts on each employee to be regular in attendance. Unsatisfactory attendance, reporting late, or leaving early may result in disciplinary action, including termination.

Employees who are absent or late should contact their supervisor or designee at least one (1) hour prior to the employee's normal starting time.

Employees absent longer than three consecutive business days due to illness or injury will be required to submit a doctor's work status report regarding being ordered off work and also before returning to work once released to return to work by their doctor.

Any employee who is absent for two (2) business days without notifying the supervisor is considered to have voluntarily resigned without notice as of the close of the second business day.

### **Absences and Reporting Time Worked**

All employees must contact their supervisor by phone at least one (1) hour prior to their scheduled start time if they are unable to report to work due to illness or if they will be late.

*Non-exempt (hourly) employees* must complete time records accurately, indicating time worked, Vacation/Sick Time used (as applicable), and lunch time taken. The employee must record any unusual schedule adjustments and/or failures to punch in or out, etc., and provide it to his/her supervisor prior to the supervisor's approval. Time records will be reviewed by supervisors for approval and sent directly by the supervisor to payroll. Failure to submit time worked within Payroll defined deadlines will result in disciplinary action.

The reporting day is a twenty-four (24) hour period commencing at 12:00 am and concluding at 11:59 pm.

Any employee who needs to leave the school premises or worksite during established working hours must have approval from their supervisor. Failure to do so may result in disciplinary action.

Information reported for non-exempt employees should include:

- Time reported to work.
- Time reported out for meal period.
- Time reported back from meal period.
- Time reported off work.
- Holidays, vacation, and sick time used must also be recorded as applicable.

All employees must record their absences either by submission in TCP or by utilizing an Absentee Report form that indicates whether they were absent due to sickness, jury duty, bereavement, voting time, etc. This report must be signed by the supervisor and given to Payroll weekly. For classified employees entitled to vacation, a Vacation Request form is required to be turned into Payroll the week it is approved by the supervisor. If for some reason the employee doesn't use the vacation time as planned, Payroll should be notified so that proper tracking of vacation time used can be maintained. 225 certificated/classified and leadership staff must turn in a yearly tentative non-service day's calendar for the new school year within 30 days of the start of the new school year and a final non-service day's calendar for the year ending in June of each school year.

Recording another employee's work time, allowing any other employee to record one's work time, or allowing falsification of any employment records is prohibited.

### **Time Cards/Records**

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's identified time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday. If using a mobile app, must have location services enabled.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must make the correction and the supervisor will need to approve any edits or corrections made.

No one may record hours worked on another's time card. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

When a non-exempt employee is required to report to a work location that is not their normal assigned work location (i.e. for training off site) the employee may record "travel time" which equals the actual travel time minus the normal commute time to their normal assigned work location [actual travel time – normal work commute time = travel time recorded on the time card.

Failure to submit time worked within Payroll defined deadlines will result in disciplinary action.

### **Expense Reimbursement**

Sometimes, special circumstances require work related travel. Employees must seek management approval prior to travel.

Administrative employees will be reimbursed for mileage for meetings that are of a special nature and are identified by the Superintendent as being reimbursable. The shortest distance from home or work base is expected to be used in the calculation of mileage.

Failure to submit mileage or expense reimbursement within Business Department defined deadlines will result in disciplinary action.

### **Communication**

Springs maintains an official website that contains updated information and schedules. It is available to all staff for the use of communicating suggestions, meeting updates, policies and procedures, and special events. Keep in mind that this site is viewed by the public and must be maintained in a professional manner.

Springs reserves the right to review, audit, intercept and access all messages created or received within the file storage and messaging systems to insure the systems are not being misused. This includes internet usage, email, and voicemail.

### **Computer Use and Electronic Mail**

Access to the Springs computer resources\*<sup>[1]</sup> is a privilege made available to all teachers and administrative staff. This privilege brings certain responsibilities.

Springs issued computers remain the property of the School at all times. Employees do not have a reasonable expectation of privacy regarding the contents of or activities undertaken utilizing Springs computers.

Administration and teaching staff must have internet access to allow expedient communication with other Springs staff, vendors and students. Email addresses are assigned using Springs domain and are free for professional use; all employees must use this address for all Springs- related correspondence. All employees are responsible for checking their email on a periodic basis and should take precautions so as not to transmit a virus through the networks.

Employees are granted passwords for their use throughout their employment with Springs for a variety of online functions. Passwords do not imply privacy and current versions of passwords must be disclosed to the employee's supervisor. Employees must not share passwords to third parties, nor shall they use a code, access a file or retrieve any stored information unless authorized to do so. No employee should attempt to gain access to another person's files or passwords unless that person grants explicit permission. No employee should access records (student, personnel, etc.) of a relative to avoid conflict of interest; any employee who is also a parent or guardian of a student at Springs must make requests for records through the established protocols like any other parent or guardian.

Users must comply with all Federal and State laws, and all applicable contracts and licenses. Prohibited computer-related activities include, but are not limited to:

- Downloading or installing of software or programs to or from Springs computers unless specifically authorized by the Superintendent. This includes instant messaging programs, games, and music downloads.
- Possessing, viewing, or circulating inappropriate or unlawful material or programs (material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, destructive, or otherwise unlawful or inappropriate). Users encountering or receiving this kind of material should immediately report the incident to their supervisors.
- Wasting computer resources. Users may not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others (including sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, engaging in online chat groups, instant messaging, printing multiple copies of documents, or otherwise creating unnecessary network traffic).
- Monitoring of the school's email system or its contents by employees without proper authorization.
- Use of Springs computer resources during work hours for purposes other than "official" school business is prohibited. They may not be used for personal business, to send unsolicited information, or other non-job related purposes.

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<sup>[1]</sup> \*The term *computer resources* refers to Springs' entire computer network (proprietary). Specifically, computer resources include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, Web servers, workstations, stand-alone computers, laptops, software, data

files, and all internal and external computer and communications networks (for example, internet, commercial online services, value-added networks, email systems) that may be accessed directly or indirectly from our computer network.

Springs reserves the right to review all computer databases and transmissions, as well as the contents of any School-issued computer, in order to ensure employees are utilizing such School property in accordance with School policies and that any personal use of School computers is incidental. Email is not confidential within the school and the normal process of system administration may expose the contents of messages to administrative personnel. Springs reserves the right to and may, at any time, read, copy, distribute or publish what employees have written, transmitted, or saved on email. The school may electronically scan email messages for the presence of specific content as well as to review messages to respond to legal process or fulfill obligations to third parties.

Electronic mail, voicemail, or internet services may be monitored when requested by subpoena or law enforcement agencies, or when Springs has reasonable cause or concern that an individual may have:

- Damaged or threatened damage to Springs systems;
- Used Springs computer resources to threaten or harass another individual; or
- Violated federal or state laws.

### **Personal Business**

Springs' facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Use of Social Networking Sites**

Employees who use online social networking applications including but not limited to Facebook, YouTube, and Twitter need to follow Springs guidelines by modeling appropriate behavior as outlined and agreed to in the [“Employee Guidelines for Use of Social Networking Sites Acknowledgement and Agreement.”](#)

### **Dress Code**

Employees are expected to maintain a professional appearance and to wear clothing and footwear appropriate to their position and suitable to the work performed; clothing with pictures or words depicting violence, racial or gender discrimination, drugs/alcohol, or sex-related items are not allowed to be worn. Undergarments should not be visible. Tattoos with pictures or words depicting violence, racial or gender discrimination, drugs/alcohol, or sex-related items or that could be / are offensive should be covered with clothing during the performance of duties; tattoos located on the face are not allowed. If an employee needs clarification about a tattoo they can consult with HR for feedback. Jewelry in piercings on body parts other than the ears should be removed during work hours. The intent is to represent Springs in the best possible light. Check with your supervisor if you have any questions regarding appropriate dress standards.

### **Certification**

All employees requiring State certification are responsible to maintain such certification current and in good standing.

## **Restrictive Covenant, Compliance and Proprietary Information**

In addition to any other covenants or agreements to which the employee may be subject, for the duration of an individual's employment, an employee may not, directly or indirectly, either as an individual or as an employee of others:

- Conduct or assist others in the operation of a charter school that competes with Springs.
- Induce, directly or indirectly, the agents, vendors, parents, contractors, dealers, students, teachers, administrators, or Springs staff to discontinue its relationship with Springs.
- Directly or indirectly support the purchase and/or use of materials that may be deemed religious for the purpose of educating students enrolled in Springs.
- Solicit students or teachers after leaving employment with Springs.

## **Copyrighted Material**

Copyright is a form of protection provided by US law to the authors of "original works of authorship" including literary, musical, artistic, dramatic, and other intellectual property. Almost all written materials are copyrighted the moment they are written, and no copyright notice is required.

Employees should take express care when dealing with photocopying from textbooks and sharing computer software. Many textbook publishers state explicit copyright rules and offer teachers the opportunity to use black line masters. Most computer software purchased for the school is licensed for one user at a time.

Springs does not condone the illegal duplication of software. The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a Federal crime with penalties up to \$250,000 and jail terms of up to five years.

## **Use of Personal Vehicle**

All staff members are required to hold a valid Tennessee driver's license and to register and insure their own vehicles in accordance with Tennessee laws if they ever use their vehicle for Springs' related activities. They are expected to operate their vehicles in a safe and responsible manner, obeying all laws.

State regulations require that insurance coverage for a vehicle must be retained by the vehicle's owner as a condition of employment. Springs cannot be responsible for damage to an employee's vehicle while the vehicle is in use on Springs business. Employees using their own vehicle to arrive either at the office, a school site, or a student's residence will be responsible for any accidents and are required to pay any moving or parking violation tickets.

Since the employee must look to personal auto insurance coverage if an accident does occur, it is important that adequate limits of your personal liability and physical damage coverage be maintained on your vehicle. All accidents, fines, or vehicle/traffic violations must be reported immediately to the Risk Manager or HR Director.

Employees may not transport students or parents while on Springs business.

## **Driving as Part of the Job**

Some jobs may require an employee to drive a Springs vehicle. Drivers using these vehicles must have a valid drivers' license and Springs must have the legal minimum of automobile insurance coverage. If at any time an employee's license is terminated, revoked, cancelled or suspended, s/he must notify his/her supervisor immediately and cease from driving an Springs vehicle until his/her license is reinstated. All employees driving Springs vehicles must submit their driver's license number and date of birth to the Risk Manager in Human Resources to be cleared to drive.

All applicants applying for jobs that require driving may be required to present a DMV Report, demonstrating responsible driving history. They will also provide proof of insurance coverage. These drivers may be required to participate in a DMV Pull Notice Program. The DMV service notifies Springs whenever an employee driver receives a moving violation. The severity of the violation and the insurability of the driver will be determined by the school's insurer who is the secondary insurance provider.

Drivers are expected to follow state laws while driving vehicles, including obeying speed limits and observing the rules of the road. Moving violations, parking tickets, and accidents are an employee's responsibility and Springs will not reimburse for fines, tickets, or traffic schools that are imposed as consequences of driving behaviors. Specific citations, restrictions, suspensions and revocations of driving privileges may result in loss of company driving privileges and discipline up to and including termination.

## **Cell Phone Use**

Employees engaged in travel for school business must follow the regulations regarding cell phone usage. Employees are advised not to use their cell phones while driving and to follow all laws regarding cell phone use. If an employee does choose to talk while driving, s/he should use only hands-free cell phones devices and never write, send, or check text messages in compliance with State law.

In order to drive in a safe and lawful manner, the following cell phone practices are recommended:

- Never use email features while driving.
- Pull over to take or make phone calls.
- Avoid or terminate phone calls involving stressful or emotional conversations.
- Do not use cell phones in adverse weather or difficult traffic conditions.
- Restrict cell phone use to brief conversations.
- Always adhere to safety and legal considerations while taking or making phone calls.

## **Gifts**

From time to time, Springs will receive donations or endowments. Individual employees may not accept gifts, gratuities, tips or other special privileges valued at \$50 or more in connection with school business. Teaching staff and other staff members are not permitted to give gifts of significant value to students or parents. Staff members must have written approval of the Superintendent before accepting any gifts from a client or vendor.

## **School Property and Employee Privacy**



School property is intended for business use only and should not be used for personal purposes, removed from school premises or held in an employee's personal possession without prior authorization from an employee's supervisor. School property includes, but is not limited to, equipment, furniture, computer resources, supplies, voicemail, documents, files and any and all other property owned or maintained by Springs. Some employees may receive computers or other Springs property for off-site use at the time of hire. They will sign an acknowledgement of receipt for this property and must return the property prior to leaving employment.

The school offers no expectation of privacy or security of any office, desk, file cabinet, computer or contents (including email), locker or any other area used to store personal property. The school reserves the right to open and inspect any of these spaces or items and their contents at any time for any reason, without prior notice. Theft, deliberate or careless damage to, or destruction of any school property or the property of any employee or client is prohibited.

### **Solicitation and Distribution of Literature**

In order to ensure efficient operation of business and to prevent disruption to employees, the following controls have been established for solicitations and distribution of literature on school property and related worksites. All employees are expected to comply strictly with these rules. Any employee who is in doubt concerning the application of these rules should consult with his/her supervisor.

No employee may solicit or promote support for any cause or organization during his/her working time or during the working time of the employee(s) to whom such activity is directed.

No employee may distribute or circulate any written or printed material in work areas at any time, or during his/her working time or during the working time of the employee(s) to whom such activity is directed.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on school property.

### **Bulletin Boards**

Notices of State and Federal laws, changes in Springs policies, as well as other information of special interest to all employees, will be posted on the employee bulletin board in the staff area of each site. No personal information may be posted on the HR posting boards. Additional bulletin boards may be placed throughout the offices and various academies and learning centers for other uses.

### **Media Contacts**

Members of the media may contact Springs to inquire about our school. In all cases, inquiries by the media are to be referred to the Superintendent or a designated member of senior management. No employee may discuss, confirm or deny any general or specific matters with the media without prior authorization.

### **Advertising**

No Springs trademarks and logos may be used in any way without prior written approval from the Superintendent. This would include usage in newspaper advertisements, audio or videotaped announcements or ads, posters, fliers, or any other print medium used for promotion.

Education Specialists or other staff are restricted from advertising their services either in print or via the airways. To obtain students, teachers are expected to handle themselves in a professional manner while increasing their student enrollment. Permissible methods include speaking with local librarians who come in contact with River Springs' families, the Parks and Recreation Departments, local music and sports vendors, and word of mouth through other families.

Promotional items may only be purchased and disbursed with prior written approval.

### **Safety**

Springs is committed to providing a safe workplace. By remaining safety conscious, employees protect co-workers, students, parents, visitors, and themselves. Therefore, attention and accident prevention is a must.

The school has established an "Illness and Injury Prevention Program," and a safety committee which meets quarterly throughout the year to review safety training effectiveness, quarterly inspections, employee safety suggestions and workplace injuries or illnesses.

On-the-job injuries must be immediately reported to the employee's supervisor whether or not it appears that medical attention may be necessary. Safety suggestions are always welcome, and safety concerns should be reported to an employee's supervisor or to the Risk Management & Safety Manager in HR immediately. A safety suggestion form can be found in HR Headquarters or and may be submitted anonymously.

### **Security Protocols**

Springs has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to Human Resources. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Superintendent when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

Springs is committed to the safety of its employees, vendors, contractors and the public and to provide a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Springs' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

## **EMPLOYEE WAGES AND HEALTH BENEFITS**

### **Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask Payroll to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form submitting them to Human Resources. The office maintains a supply of these forms or they can be found easily on the internet.

All Federal, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 forms should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out new W-4.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

### **Overtime**

Business conditions may require overtime and should be considered a condition of employment. Overtime must be pre-approved in all cases prior to being worked. Failure to obtain approval prior to performing overtime work

may result in disciplinary action. Holidays, vacation/sick time used, and leaves of absence are not hours *actually worked* when computing overtime. Weekend work or non-recognized National Holidays qualify for overtime pay only if they qualify as overtime hours under the above standards.

Various factors may necessitate that employees work overtime hours or start and end the workday at different times.

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt assuming they meet both the duties test and the salary threshold test. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Springs will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Supervisor. Springs provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays and Pay Periods**

Non-Exempt employees are paid twice a month as required by law (direct deposit is recommended). The pay periods for non-exempt employees run from the 1st to the 15<sup>th</sup> paid on or before the 25<sup>th</sup> of that month (depending on the calendar layout) and from the 16<sup>th</sup> to the end of the month paid on or before the 10<sup>th</sup> of the following month (depending on the calendar layout).

Exempt employees are paid monthly on or before the 25<sup>th</sup> of the month (depending on the calendar layout).

It is Springs' policy to keep accurate records of an employee's hours actually worked, including overtime hours where applicable, and accrued available leave time to ensure pay in a timely manner. All non-exempt employees are required to record their time worked and their absence on the Springs' official time record system. The supervisor will review the record, resolve any discrepancies, approve it, and forward it to payroll.

Academy Teachers with supplemental duties are to submit their timesheets according to the schedule above. Prompt submission will ensure correct and timely compensation.

Springs will comply with all garnishment and levy orders instituted against an employee. Deductions will not exceed that permitted by law. School policy prohibits pay advances.

Stipends may be part of the compensation package depending on the employee's job title or may be offered for additional duties. Employees must comply with all requirements and expectations of the stipend.

### **Salaries and Pay**

Springs pays competitive wages to its Academy Teachers, and administrative staff. Springs complies with the provisions of the Equal Pay Act of 1963 pays all individuals a salary or wage within the salary/wage range that is assigned to the position based on the position's duties and responsibilities including all recognized bona fide factors that may impact pay. All employees are on the payroll and will be paid in accordance with Tennessee and Federal laws.

The employee is responsible to notify HR immediately of any substantive change in the employee's education, certifications, or experience that could affect pay. No retroactive pay will be provided prior to notification. All pay changes due to additional degrees or certifications occur on the first day of the new fiscal year (July 1<sup>st</sup>) if proper notification is received and evidence of completion is provided and these changes are approved by the Superintendent prior to each school year starting.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

### **Benefits**

The insurance benefits mentioned in this manual are described for informational purposes only. Sometimes circumstances require changes to these benefits, so the school reserves the right to amend or rescind benefits at its discretion. Employees will be notified as quickly as possible of any changes. All benefits and eligibility for benefits are determined by the applicable written plan documents. Present employee benefits include retirement system membership, 403(b), 457(b), medical, dental, vision, life insurance, short and long term disability insurance, Flexible Spending Account, chiropractic, prepaid legal services, and identity theft services. For a complete description of all benefit programs, refer to individual benefit booklets. Please direct additional benefit questions to HR.

The following employee groups will be eligible for benefits (Use the links to see position specific details under the "Employment Status" section of this Handbook for more details):

- regular classified employees with a minimum of twenty-four (24) hours consistently scheduled per week (.60 FTE) , or
- regular certified employees with the minimum number of assigned students depending on their program, or
- regular certified employees with .6 FTE or higher.

Benefits always begin on the first day of the month following thirty (30) days of continuous employment. The Springs contribution allowance for part-time employees (24-29 hours = .6 - .74 FTE) depends on various factors, including the plan selected, student-load, and number of hours worked or a combination thereof. Any employee's share of health insurance premiums over and above the employer allowance is withheld equally from each paycheck. Ten (10) or eleven (11) month employees, whose premiums are above the provided

allowance, will have an adjusted deduction semi-monthly (ending June 30) to cover for the summer months. Summer months are covered by health insurance.

For any changes in medical or life insurance coverage, all employees are required to contact HR and submit the proper paperwork within thirty (30) days of the qualifying event. Qualifying events include, but may not be limited to, loss of outside coverage for spouse or dependents, legal divorce or separation, birth, adoption, reduction of hours to part-time status, death of covered family members, Medicare eligibility, or change in beneficiary.

## **COBRA Benefits**

### Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

Your spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated
- You become eligible for Medicare coverage, but your spouse has not yet reached age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.



Springs will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. Springs will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- Springs stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

## **PERSONNEL EVALUATION AND RECORDKEEPING**

### **Performance Evaluation**

It is the policy that all persons, including each teacher, school staff, and administrator have a performance evaluation done at least once each year unless otherwise extended by the Superintendent. These evaluations are conducted with the Superintendent or immediate supervisor.

### **Promotion and Transfer**

If vacancies exist, first consideration is always given to current employees. These positions are generally posted and may be posted on site bulletin boards or communicated via email. Employees are encouraged to communicate transfer or promotional interest and their career objectives to supervisors and to apply for open positions for which they are qualified by submitting an updated resume and interest letter on open job postings. Promotions and transfers shall be based on job qualifications, ability, current level of performance, and potential to handle increased levels of responsibility.

### **Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep Human Resources advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add documentation that memorializes your perspective to any disputed item in the file. Springs will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be requested directly through Human Resources. Only the Superintendent or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Creditable complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not creditable, unsubstantiated or a determination was made that discipline was not warranted.

**HOLIDAYS, VACATIONS, AND LEAVES**  
**(Refer to Employment Status)**

**Holidays**

Regular 12 month, full-time employees (260 days / non-teaching) are eligible to receive pay based on the Regular Holiday Schedule; part-time 260 employees receive the prorated amount for each holiday on the regular holiday schedule.

225 day credentialed & leadership, full-time employees are eligible to receive pay based on the Limited Holiday Schedule.

**Regular Holiday Schedule:**

New Year's Day	(1)	Memorial Day	(1)	Veterans' Day	(1)
Martin Luther King Jr.	(1)	July 4th week	(5)	Thanksgiving	(2)
Presidents Days	(1)	Labor Day	(1)	Winter Break	(5)

**Limited Holiday Schedule:**

New Year's Eve	(1)	Memorial Day	(1)	Thanksgiving	(2)
New Year's Day	(1)	July 4th	(1)	Christmas Eve	(1)
Martin Luther King Jr.	(1)	Labor Day	(1)	Christmas Day	(1)
Presidents Day	(1)	Veterans' Day	(1)		

All eligible employees are paid for holidays at their regular straight time rate providing that they have worked the regularly scheduled workday before and after the holiday, unless the absence was excused. If the holiday falls on a Saturday or Sunday, the school will designate an alternate day for observance of that holiday. If a holiday falls during an employee's vacation, the observed holiday will be paid as a "holiday" rather than a vacation day. Employees on unpaid leave of absence do not earn holiday pay.

If an eligible non-exempt employee is required to work on a school-recognized holiday (requires supervisory approval), compensation for hours worked will be at half time in addition to holiday pay, resulting in time and a half. (For the week of July 4 and winter break, the official holidays are July 4 and December 25 for the purposes of time and a half. Other days may be "swapped out" as needed to get the necessary components of the job done.) If exempt employees' work schedules require work on a holiday, supervisors will schedule an alternate paid day off.

**Vacation**

Employees identified as Yearly employees begin accruing vacation the first day worked in a position eligible to accrue vacation and in accordance with the policy described below. These employees are eligible to use accrued vacation time when approved by their supervisor after the 90 day waiting period. See the "[Employment Status](#)" section in this handbook.

Vacation for employees is earned as follows:

Length of Eligible Service Annual Accrual

- Day 1 through 36 months 10 days
- 37 months through 84 months 15 days
- 85 months plus 20 days

Employees who are eligible to accrue vacation time but work less than 1.0 FTE will accrue on a prorated basis. Employees less than .60 FTE (less than 24 hours) do not qualify for vacation pay. Employees shall not use any accrued vacation until they have completed 90 days of active employment in a vacation eligible position.

Employees identified as teaching staff are employed for a specific number of work days per year. Employment agreements for teachers end on the last day of the fiscal year.. Teaching staff are not entitled to paid vacation leave.

Employees hired throughout the year after the start of the fiscal year accrue vacation time on a pro-rata basis for the remainder of the year.

Employees do not earn vacation time while on unpaid leave of absence.

Employees are encouraged to take vacation time and to avoid the accumulation of unused leave. Vacation time that has been earned but unused may be carried over to the next fiscal year. Those accruing 2 weeks' vacation may carry over a maximum of 17.5 days. Those accruing 3 weeks' vacation may carry over a maximum of 26.25 days. Those accruing 4 weeks' vacation may carry over a maximum of 35 days. Once an employee reaches this cap, no further vacation time will accrue until s/he brings their accrual balance below the cap. Caps, like vacation accrual, are pro-rated based upon an eligible employee's regular work schedule if they work less than 1.0 FTE. (i.e. Vacation eligible employee is scheduled at a .80 FTE; employee's vacation accrual is .80 of the accrual schedule listed above (based upon the length [of eligible service](#); accrual Cap would be calculated as .80 of the Cap as referenced in this paragraph).

Employees who work 240, 225, 210, 200, or 185 days per year will not be allowed to carry over any unused non-service days past June 30th of each year unless special circumstances are approved by the Superintendent.

Employees who earn vacation time should submit a Vacation Request form to their supervisors for approval and then submit it to Payroll or, when applicable, submit a request through TimeClock Plus. At the start of the school year, employees submit vacation requests. These are subject to approval and will be based on seniority. Thereafter and throughout the year, vacation requests will be granted on a first-come, first-served basis. 225 day employees must submit a tentative non-service days schedule for the new school year and a final non-service days schedule for the year ending by June 15 every year.

Employees at site-dependent programs should take vacations when students are not in school such as winter break, spring break, and during the summer. Vacations for the summer may not begin until the program has officially closed out the year with central administration. Also, employees need to prepare to participate in numerous training during the month of August. Vacation time taken in August must work around training dates.

During the summer, the month of July is the month to use non-service days for non-service (225) personnel as sites are closed and no official meetings are scheduled. River Springs will be on limited staffing during that time with no required meetings the entire month.

Vacation time is paid at the pay rate in effect when time is taken. Accrued vacation time that has not been used will be paid at the time of termination within the timeframes required by law.

Exempt employees must submit a Vacation Request Form after returning from an unexpected absence. In addition, non-exempt employees must indicate absence(s) on their time record.

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Springs offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Sick time may not be used for absences for which the employee is receiving compensation for lost wages under some other insurance program unless it is offsetting any payments (i.e. SDI, Workers' Comp); can be used during unpaid wait periods.

Paid sick leave is available to all employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. For employees working at least twenty-four (24) hours per week, sick leave is earned on a prorated basis (per FTE) of one (1) day per month worked, with the ability to carry over unused sick leave from year to year.

For temporary employees, substitute teachers, or any other employees working less than twenty-four (24) hours per week, sick time is accrued at a rate of 1 hour for every 30 hours worked and use is subject to the ninety (90) day waiting period below. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

All employees eligible for sick leave begin accruing on their first day of employment; however, employees cannot use paid sick leave until the ninetieth (90<sup>th</sup>) calendar day following the employee's start date.

"185" and "225" staff at site-dependent programs are eligible for sick pay for days of required site-dependent service on a prorated basis. Staff who are full-time employees of a program but who are only on site a fraction of the work week will be eligible for that proportional fraction of sick time. See "Employment Status" section of this Handbook for more detailed information.

Sick leave must be used by eligible employees in increments of at least two (2) hours.

Employees hired throughout the year after the start of the fiscal year accrue sick time on a pro-rata basis for the remainder of the year.

Employees do not earn sick time while on unpaid leaves of absence.

If absent from work due to illness or injury, an employee must notify his or her supervisor and complete an Absentee Report. Failure to do so may result in disapproval of sick leave benefits and disciplinary action.

If an employee is absent from work longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work satisfactory to the School may be required before the School honors any sick pay requests. The School may withhold sick pay if it suspects that sick leave has been misused.

All employees must submit an Absentee Report form after returning from an unexpected absence. In addition, non-exempt employees *must* indicate absence(s) on their time card / attendance record.

Sick time cannot be advanced. Sick time is not compensable at the time of termination. The employee must keep the supervisor apprised of the situation (when possible) to insure reinstatement to the employee's position. If the employee doesn't notify his/her supervisor of an absence for two (2) days, on the third day the employee is considered to have abandoned his/her duties and is immediately terminated.

#### Donating Sick Time for an Employee in Need:

Employees may donate a maximum of 40 hours per fiscal year to an employee(s) in need. The employee in need may not initiate or request for other employees to donate sick time on their behalf nor can supervisors advocate or request for team members to donate to an employee in need. Employees who desire to donate sick time to another employee in need must fill out the "Sick Time Donation Form" and submit it to Human Resources. Employees may only donate sick time if they have enough accrued to cover the donation and the subsequent donation will not cause their accrual balance to dip below the minimum required by law. Once donated and transferred to the employee in need, the sick time may not be recovered and is owned by the employee in need.

#### **Personal Necessity Leave**

An employee may elect to use up to three (3) days of accumulated sick leave in any school year for purposes of personal necessity including any of the following specific reasons:

- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave).
- Accident involving his/her person or property or the person or property of a member of his/her immediate family.
- Appearance in court as a litigant, or as a witness under official order.
- Adoption of a child.
- The birth of a child which makes it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours.
- Personal matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs.



## Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12)-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA will be referred to as “FMLA leave.”

- Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of FMLA leave.

- Events That May Entitle an Employee To FMLA Leave:

The twelve (12)-week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care placement. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
  - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment including, but not limited to, treatment for substance abuse.
  - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

- d. "Continuing treatment" means ongoing medical treatment or supervision by a healthcare provider.
  3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) –month period to provide said care.
  4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
    1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled work weeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
    2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
    3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is defined as the twelve (12) month period immediately preceding the commencement of any FMLA leave of absence.
    4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's FMLA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
  - Pay during FMLA Leave
    1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and

the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The employer share of health benefits for employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Springs may recover health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
  3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a healthcare provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
  4. Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
    1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
    2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
    5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
    6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified and has equivalent pay and benefits and better accommodates recurring periods of leave than the employee's regular position.
    7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that

the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his/ her own serious health condition, the employee must obtain a certification from his/ her healthcare provider that he/ she is able to resume work.
4. If an employee can return to work with work restrictions, the School will evaluate those restrictions and, if reasonable, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. Springs may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## **Personal Leave**

At the discretion of the Superintendent, employees who have been employed continuously for at least six (6) months, may request up to thirty (30) days of unpaid leave. An extension beyond thirty (30) days may be considered on a case-by-case basis but shall not exceed ninety (90) days (90 total days in a twelve month period). Leaves of this type are typically granted for those who would not qualify for Family Medical Leave. Personal leaves, if granted at all, are without pay and will be considered on the basis of the employee's length of service, performance, responsibility level and the impact of the leave on the School. Employees may use sick/personal or vacation time when available. HR will contact employees taking personal leave regarding benefit continuation.

Benefits may be maintained at the employee's expense during the leave period.

Employees should apply for personal leave in writing to their supervisor. The request must include the proposed date/time of the absence and the reason for the absence.

Personal leave is not considered a leave entitlement under the Family and Medical Leave Act and there is no guarantee of returning to the previous job. If the employee fails to return to work at Springs on or before the expiration of the personal leave, the employee will be considered to have resigned from Springs.

## **Bereavement Leave**

Employees who are scheduled to regularly work between 24 - 40 hours (.60 - 1.00 FTE) are eligible for paid time off in the event of the death of an immediate family member (employees should request bereavement leave from their supervisor immediately). An employee's immediate family includes spouse or significant other, parent, child, sibling, grandchild, or grandparent, or aunts, uncles, or as approved by the Superintendent. This includes step-parent, child or sibling, and parent or sibling in-law.

A maximum of three days is granted per occurrence within a 400 mile radius of the employee's place of work and five days in excess of 400 miles will be granted. Additional time off may be requested, using approved sick/personal necessity leave or vacation.

## **Jury/Court Leave**

Employees who are scheduled to regularly work between 24 - 40 hours (.60 - 1.00 FTE) who serve on a jury or appear as a witness shall be given five (5) paid days of jury leave at their regular compensation rate. Additional jury leave will be unpaid unless the employee opts to use accrued personal or vacation time. Employees must provide a copy of the jury duty summons or subpoena immediately to their supervisors when requesting time off. Employees must present a weekly record of time served, certified by the Jury Commissioner or an authorized representative to their supervisors.

Employees should make arrangements and request time off in advance with their supervisors if they need to make a court appearance in their own litigation. Vacation or Personal Necessity Leave will be applied to the absence if time is available on the books. If an employee is subpoenaed to appear on behalf of another person in litigation, in which the employer is not a party, the employee should follow the procedures for requesting personal time off.



If the employee appears as a witness on behalf of Springs, the time will be treated as working time and will be paid.

### **Military and Military Spousal Leave of Absence**

Springs shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Springs will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty. An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Springs shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Voting Time Leave**

Registered voters who are unable outside of working hours to vote in any general, direct primary or Presidential primary election, may take up to 2 paid hours to vote. Time must be taken at the beginning or end of the regular workday. Arrangements must be made at least 2 days in advance of the election. Verification of voting must be provided to HR upon return to work.

## **Industrial Injury Leave (Workers' Compensation)**

Springs, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the HR;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to Human Resources; and
- Provide the School with an Industrial Work Status Report from your healthcare provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from leave.
- It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. Springs, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.
- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Superintendent and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

## **Study Leave**

A leave of absence without pay of up to and including twelve (12) months may be granted to an employee to provide an opportunity to gain additional education and skills to better fulfill the specified responsibilities of an employee's present or future position at Springs. An employee is eligible to apply for such leave if the employee has been employed at least seven (7) years at Springs. Additionally, an employee may be entitled to no more than one Study Leave per seven year period. All Study Leaves require the approval of the Superintendent.

Generally, leave for study must be related to an employee's present position, related to an employee's potential development with Springs, or part of a program leading to a degree.

### **School Appearance and Activities Leave**

As required by law, Springs will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one parent or guardian is an employee of Springs, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Bone Marrow and Organ Donor Leave**

Eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of an organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks' worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Domestic Violence, Sexual Assault, and Stalking**

An employee who is a victim of domestic violence, sexual assault, or stalking may take time off work to get help to protect themselves or their family; this includes taking time off to obtain a restraining order or other court order.

An employee may also take time off of work to get medical attention or services from domestic violence shelter, program or rape crisis center, psychological counseling, or receive safety planning related to domestic violence sexual assault, or stalking.

An employee taking time off under this section may use available vacation, personal necessity leave, and accrued paid sick leave as income replacement for time off. Even if an employee does not have any paid leave, they may still have the right to time off.

An employee is not required to give Springs proof to use leave for the aforementioned reasons in this section. If the employee is able, they should communicate prior to taking the time off; however, if unable please provide notice within a reasonable time frame.

Springs will work with you to determine if there are any reasonable accommodations that could be made at the workplace upon provision of proof showing the need for accommodation. Employees taking time off for this purpose are free from retaliation and discrimination.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give Human Resources thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult Human Resources.

### **Other Leaves**

Employees are entitled to numerous other leaves, such as volunteer civil service, school activities leave, and volunteer civil service leave. Employees should contact HR if compelled to take a leave from job duties for hours, days, weeks, or months. HR will assist in determining any rights the employee may have. Springs complies with all Federal and State laws concerning leaves.

## **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

### **Discipline**

Springs reserves the right to determine when improper actions have occurred and how they will be handled. The school does not have a progressive disciplinary procedure and disciplinary action will not follow any particular order. At its discretion, the school may impose one or more of the following in any order: counseling, coaching, verbal or written warning, probation, monitored performance, job change, suspension with or without pay, demotion, change of work hours, a reduction in pay, termination, or other forms of management action. When action is necessary, the school reserves the right to consider each incident on a case-by-case basis. This policy does not affect the at-will employment relationship.

### **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job duties or responsibilities.
3. Unauthorized soliciting, collecting contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.

13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information (any records protected by law [i.e. student records, employee records, etc.]) without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While Springs does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. Springs shall not provide



workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Termination of Employment**

In the event of a voluntary termination of your at-will employment with the School, please notify Human Resources regarding your intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

### **References**

Requests for references, letters of recommendation, or information about reasons for separation of school employees must be approved by the Superintendent or Assistant Superintendent - Personnel who will determine whether such request will be granted on a case-by-case basis.

## INTERNAL COMPLAINT REVIEW

### Open Door Policy

Springs encourages open communication between staff and management, as it is important to continued success and because it helps to create a pleasant, productive work environment that is responsive to employee needs. Employees who have work-related concerns are encouraged to discuss them with their peers and then with their immediate supervisor as soon as possible if necessary. If the employee believes the supervisor is not the appropriate person with whom to raise the concern, it may be brought to the attention of HR or to a member of management. The School will attempt to keep all such expressions of concern, investigation and/or the terms of resolution confidential. However, in the course of investigating and resolving the concerns, some dissemination of information to others may be appropriate and necessary.

If the matter is not resolved to the employee's satisfaction at the immediate supervisor level, the employee may bring the concern to the next level of management, followed by written complaint to the Superintendent and ultimately to the Board of Directors. It may not always be possible to achieve the specific result an employee is seeking, but the school will strive to explain why it has chosen a particular means of resolving the issue. The school will respond to written grievances within a reasonable time, usually within seven to ten (7-10) working days.

### Problem Solving Process

In accordance with the Springs "open door" policy, employees are encouraged to see their supervisors with questions or problems relating to job concerns. The school will make every effort to investigate and settle concerns fairly and equitably. The school encourages people to try and resolve conflicts at the lowest and most direct level.

If informal conversations with supervisors prove ineffective, employees are encouraged to use this problem solving process and the procedures listed below. Here are the steps and the order, which must be followed:

Step 1: Employees should first discuss problems or concerns verbally with the person or persons who are causing the employee concern if they feel comfortable to do so. If he or she is not comfortable speaking directly to the involved party(ies) and/or talking has failed to resolve the concern, then the employee should speak with his/her immediate supervisor. Employees are encouraged to discuss issues in person, as opposed to email, if there is difficulty resolving a problem.

Step 2: If the employee feels that the concern has not been addressed by this informal process, a written appeal should be filed with management as soon as practically possible and given to the employee's supervisor. If the concern involves the supervisor or the employee is not comfortable giving it to the supervisor, he or she should give it to the supervisor's supervisor or any senior manager. Management will investigate and meet with all parties and will usually resolve the complaint within seven to ten (7-10) working days.

Examples that must be immediately reported include, but are not limited to:

- If an employee thinks that a federal or state law or regulation is being violated;

- If a safety hazard exists that threatens the health and safety of an employee ;
- If the complaint directly involves a supervisor and the employee can demonstrate that the supervisor may not be able to deal objectively with the situation

### **Internal Complaint Review**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

### Internal Complaints (Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event that an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

### Policy for Complaints against Employees (Complaints by Third Parties against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent's (or designee) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

#### General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants or participants in the complaint review process will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**APPENDIX A**

**HARASSMENT COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Superintendent or Board President.*

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

*Springs will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or who harassed someone else:

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List any witnesses that were present:

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Where did the incident(s) occur?

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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
**Signature of Complainant**

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

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

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



**APPENDIX B**  
**COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_ Name of Person(s) you have a complaint against:

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List any witnesses that were present:

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Where did the incident(s) occur?

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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that all the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
**Signature of Complainant**

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

Print Name: \_\_\_\_\_

Received by: \_\_\_\_\_

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

**ATTACHMENT J**  
**INSURANCE COVERAGE**

SPSTN-EA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and compliant with Tennessee law. Coverage amounts will be based on recommendations provided by the authorizing district and SPSTN-EA's insurer and will include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse. The authorizing district shall be named as an additional insured on all policies of SPSTN-EA.

Please find attached a letter ensuring coverage from our insurance company stating they will provide the required coverage upon approval of the charter application. 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).



Insurance | Risk Management | Consulting

May 13, 2022

Re: Procurement of Coverage for Springs Public Schools TN

To Whom It May Concern:

Arthur J. Gallagher & Co. Insurance Brokers currently places coverage for various Springs entities in California and will endeavor to place coverage for Springs Public Schools TN when necessary. If you have any insurance requirements available at this time we would appreciate a copy to assist in our placements.

Please contact me if you have any questions.

Sincerely,

**Kiki Goldsmith, CIC, CRM**

Client Service Executive, Public Sector & K-12 Education



Insurance | Risk Management | Consulting

D 949.349.9842

[kiki\\_goldsmith@ajg.com](mailto:kiki_goldsmith@ajg.com)

**Gallagher**

18201 Von Karman Avenue, Suite 200, Irvine, CA 92612

[www.ajg.com](http://www.ajg.com)

Select Year 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27 2027-28 2028-29 2029-30 2030-31 2031-32

2021-22	2022-23	2020-21
2022-23	2023-24	2021-22
2023-24	2024-25	2022-23
2024-25	2025-26	2023-24
2025-26	2026-27	2024-25
2026-27	2027-28	2025-26
2027-28	2028-29	2026-27
2028-29	2029-30	2027-28
2029-30	2030-31	2028-29
2030-31	2031-32	2029-30
2031-32	2032-33	2030-31







Department of  
**Education**

**New Charter School Application Budget Template  
Instructions**

**Template Tabs**

<a href="#">1) Proposed School Information</a>	Enter proposed school name, contact information, and proposed year of opening
<a href="#">2) Student Assumptions</a>	Enter enrollment and key student demographic information assumptions
<a href="#">3) Pre-Opening Budget</a>	Enter budget details and assumptions for 12 month period prior to Year 1
<a href="#">4) Pre-Opening Cash Flow</a>	Enter cash flow details and assumptions for 12 month period prior to Year 1
<a href="#">5) Years 1-10 Staff Assumptions</a>	Enter staffing assumptions; assumptions will drive over tabs
<a href="#">6) Year 1 Budget</a>	Enter budget details and assumptions for Year 1
<a href="#">7) Year 1 Cash Flow</a>	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
<a href="#">8) Years 2 through 10 Budget</a>	Enter budget details and assumptions for Years 2 through 5
<a href="#">9) Summary</a>	Informational; enter a starting fund balance if applicable

**Template Guidance**

-  Input financial information into light yellow cells
-  Input assumption information or notes into light green cells
-  Provides additional information or instruction for specific tab or section of tab
-  Cells with red comment tag include additional guidance and instruction

**Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.**

Developed in partnership with



Template Version 02222017

**Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Proposed School Information**



Proposed School Name	Springs Public Schools Tennessee- Empower Academy
Lead Sponsor Name	Jared Mcleod
Lead Sponsor E-mail Address	jared.mcleod@springscs.org
Lead Sponsor Phone Number	(615)-237-7170 Mobile (888) 546-4851 Phone
CMO/EMO Affiliation	N/A

Proposed Authorizer	Rutherford County Schools
Proposed Opening Grade Level(s)	K-8
Proposed Final Grade Level(s)	K-8
Proposed First Year of Operations	2023-24

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Anticipated Enrollment	150	250	350	450	550

**Note: These cells auto-populate after completing Tab 2.**



**Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Student Assumptions**

**Enrollment Assumptions**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>

Kindergarten  
1st- 3rd Grade  
4th-6th Grade  
7th-8th Grade  
9th-12th Grade

25	50	75	100	100
50	75	100	125	175
50	75	100	125	150
25	50	75	100	125
N/A	N/A	N/A	N/A	N/A

**Total Enrollment**

<b>150</b>	<b>250</b>	<b>350</b>	<b>450</b>	<b>550</b>
------------	------------	------------	------------	------------

**Change in Net Enrollment**

<b>150</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
------------	------------	------------	------------	------------

**# of Classes By Grade**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
---------------	---------------	---------------	---------------	---------------

Kindergarten  
1st-3rd Grade  
4th-6th Grade  
7th-8th Grade

1	2	3	4	4
2	3	4	5	7
2	3	4	5	6
1	2	3	4	5

9th-12th Grade	N/A	N/A	N/A	N/A	N/A
<b>Total # of Classes</b>	<b>6</b>	<b>10</b>	<b>14</b>	<b>18</b>	<b>22</b>
<b>Change in Net # of Classes</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

Other Key Assumptions Enter Estimated Percentages					
SPED %	10%	10%	10%	10%	10%
<b>SPED Count</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>45</b>	<b>55</b>
ELL %	6%	6%	6%	6%	6%
<b>ELL Count</b>	<b>9</b>	<b>15</b>	<b>21</b>	<b>27</b>	<b>33</b>
Anticipated Paid %	77%	77%	77%	77%	77%
Anticipated Reduced %	13%	13%	13%	13%	13%
Anticipated Free %	10%	10%	10%	10%	10%
<b>Anticipated Paid Count</b>	<b>116</b>	<b>193</b>	<b>271</b>	<b>348</b>	<b>425</b>
<b>Anticipated Reduced Count</b>	<b>19</b>	<b>32</b>	<b>44</b>	<b>57</b>	<b>70</b>
<b>Anticipated Free Count</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>45</b>	<b>55</b>
<b>Total Free and Reduced Count</b>	<b>34</b>	<b>57</b>	<b>79</b>	<b>102</b>	<b>125</b>
School Days	180	180	180	180	180
Attendance Rate	96%	96%	96%	96%	96%

**Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Pre-Opening Budget**

**Revenue Assumptions**

	Year 0		Assumption Notes
	Rate/Assumption	Amount	
Federal Revenues			
CSP Startup Grant	\$300,000	\$300,000	Assumes SPSTN-EA will be awarded \$300,000 CSP startup grant. If not awarded or in lesser amount, targeted expenditures will be reduced accordingly.
<b>Fundraising &amp; Philanthropy</b>			<b>Detail any private funding sources</b>
Local fundraising efforts		\$25,000	This is an estimate of local fundraising and donation efforts. If not awarded or in lesser amount, expenditures will be reduced accordingly.
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
<b>Total Revenues</b>		<b>325,000</b>	

Additional Space to Provide Fundraising Details

**Compensation Assumptions**

	Year 0		Assumption Notes
	FTE Count	Amount	
<b>Administrative Staff</b>			
Principal/School Leader	1.00	\$100,000	Assumes Executive Director will be retained full-time during startup year.
Site Facilitator	0.25	\$18,750	Assumes Site Facilitator starts April 1, 2023 for the final quarter of Year 0 startup.
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Administrative Compensation</b>	<b>1.25</b>	<b>118,750</b>	
<b>Instructional Staff</b>			
Teachers	0.00	\$0	Will not start until Year 1
Special Education Teachers	0.00	\$0	Will not start until Year 1
Educational Assistants/Aides	0.00	\$0	Will not start until Year 1
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	0.00	\$0	Will not start until Year 1
Custodial Staff	0.00	\$0	Will not start until Year 1
Operations	0.00	\$0	Will not start until Year 1
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Non-Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
<b>Total FTE Count</b>	<b>1.25</b>		
<b>Total Compensation</b>		<b>118,750</b>	

**Employer Benefits & Tax Assumptions**

Year 0
2022-23

	Base Assumption		Assumption Notes
Social Security	6.20%	\$7,363	
Medicare	1.45%	\$1,722	
State Unemployment	\$400 per employee	\$500	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.50%	\$594	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$6,500	\$8,125	
Dental Insurance	\$200	\$0	
Vision Insurance	\$50	\$0	
Other Retirement	13.00%	\$15,438	
<b>Total Employer Benefits &amp; Taxes</b>		<b>33,741</b>	

**Operating Expenses**

Year 0
2022-23

			Assumption Notes
<b>Contracted Services</b>			
Professional Development	\$0	\$0	
Educational & Operational Support (SCS)	\$0	\$0	No cost during Year 0 for contracted support from Springs Charter Schools, Inc.
Audit Services	\$0	\$0	
Legal Fees	\$15,000	\$15,000	
Copier Lease and Usage	\$0	\$0	
Internet and Phone Service	\$50 per month	\$600	
Cell Phone Service	\$50 per month	\$600	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
Bank Charges	\$0	\$0	

<b>Supplies &amp; Materials</b>			
Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$1,000	\$1,000	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$55,000	\$55,000	Initial acquisition of laptops in preparation for Year 1
Faculty Laptops	\$2,000	\$2,000	Initial acquisition of laptops in preparation for Year 1
Office Supplies	\$1,000	\$1,000	
Printing Paper	\$0	\$0	
Marketing Materials	\$5,000	\$5,000	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

<b>Facility Related Expenses</b>			
Rent	\$0	\$0	No facility in Year 0
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$20,000	\$20,000	One-time expense to outfit facility start of Year 1
Student Furniture	\$40,000	\$40,000	One-time expense to outfit facility start of Year 1
Internet/Network Equipment	\$20,000	\$20,000	One-time expense to outfit facility start of Year 1
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other	\$0	\$0	
<b>Other Charges</b>			
Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Travel	\$10,000	\$10,000	Travel/Meals/Lodging for ED and SF during Year 0 - most work done remotely
<b>Debt Service</b>			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Operating Expenses</b>		<b>170,200</b>	
<b>Total Expenses</b>		<b>322,691</b>	

Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Pre-Opening Cash Flow

**Cash Flow Summary**

	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Beginning Cash</b>	-	-	75,116	50,231	25,347	462	(24,422)	50,693	25,809	5,925	(13,960)	58,130	30,220		
<b>Revenues</b>															
Federal Revenues	300,000	-	-	-	100,000	-	-	100,000	-	-	100,000	-	-	300,000	-
Fundraising & Philanthropy	25,000	-	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	25,000	-
<b>Total Revenues</b>	<b>325,000</b>	-	-	-	100,000	-	-	100,000	5,000	5,000	105,000	5,000	5,000	<b>325,000</b>	-
<b>Expenses</b>															
Staffing	118,750	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	14,583	14,583	14,583	118,750	-
Employer Benefits & Taxes	33,741	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	4,144	4,144	4,144	33,741	-
Contracted Services	16,200	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200	-
Supplies & Materials	64,000	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	64,000	-
Facility-Related Expenses	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000	-
Other Charges	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>322,691</b>	24,884	24,884	24,884	24,884	24,884	24,884	24,884	24,884	24,884	32,910	32,910	32,910	<b>322,691</b>	-
Operating Income (Loss)	<b>2,309</b>	(24,884)	(24,884)	(24,884)	75,116	(24,884)	(24,884)	75,116	(19,884)	(19,884)	72,090	(27,910)	(27,910)	<b>2,309</b>	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	100,000	-	-	-	-	-	100,000	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	(100,000)	-	-	(100,000)	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>75,116</b>	<b>50,231</b>	<b>25,347</b>	<b>462</b>	<b>(24,422)</b>	<b>50,693</b>	<b>25,809</b>	<b>5,925</b>	<b>(13,960)</b>	<b>58,130</b>	<b>30,220</b>	<b>2,309</b>			

**Details of Cash Flow**

	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Revenues</b>															
<b>Federal Revenues</b>															
CSP Startup Grant	300,000	-	-	-	-	-	-	-	-	-	-	-	-	300,000	
<b>Fundraising &amp; Philanthropy</b>															
Local fundraising efforts	25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	25,000
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Revenues</b>	<b>325,000</b>	-	-	-	-	-	-	-	-	-	-	-	-	<b>325,000</b>	

Assumption Notes

**Compensation**

	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23	Year 0 2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Compensation</b>															
Principal/School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
Site Facilitator	18,750	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,250	\$6,250	\$6,250	18,750	-
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)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Administrative Compensation</b>	<b>118,750</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>14,583</b>	<b>14,583</b>	<b>14,583</b>	<b>118,750</b>	-

Assumption Notes

Instructional Staff



Teachers	-	\$0	\$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	\$0	-	-
Educational Assistants/Aides	-	\$0	\$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	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Instructional Staff</b>																
Clerical Staff	-	\$0	\$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	\$0	-	-
Operations	-	\$0	\$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	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Non-Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Bonus</b>																
Bonus	-	\$0	\$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	\$0	-	-
Other Non FTE Compensation	-	\$0	\$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	\$0	-	-
<b>Total Compensation</b>	<b>118,750</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>14,583</b>	<b>14,583</b>	<b>14,583</b>	<b>118,750</b>	<b>-</b>

**Employer Benefits & Taxes**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		
Social Security	7,363	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$517	\$904	\$904	\$904	7,363	-	-
Medicare	1,722	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$211	\$211	\$211	1,722	-	-
State Unemployment	500	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$61	\$61	\$61	500	-	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Workers Compensation Insurance	594	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$73	\$73	\$73	594	-	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Medical Insurance	8,125	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$570	\$998	\$998	\$998	8,125	-	-
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	15,438	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,896	\$1,896	\$1,896	15,438	-	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>33,741</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>2,368</b>	<b>4,144</b>	<b>4,144</b>	<b>4,144</b>	<b>33,741</b>	<b>-</b>	<b>-</b>

**Assumption Notes**

**Operating Expenses**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		
<b>Contracted Services</b>																
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Professional Development
Educational & Operational Support (SCS)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Audit Services
Legal Fees	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	- Legal Fees
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Copier Lease and Usage
Internet and Phone Service	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	- Internet and Phone Service
Cell Phone Service	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	- Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Bank Charges
<b>Supplies &amp; Materials</b>																
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Student Supplies
Faculty Supplies	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	- 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	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	- Student Laptops
Faculty Laptops	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	- Faculty Laptops
Office Supplies	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	- Office Supplies
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	- Printing Paper
Marketing Materials	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	- 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	\$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$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	\$0	-	-	Health Supplies
<b>Facility Related Expenses</b>																	
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Utilities
Custodial	-	\$0	\$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	\$0	-	-	Waste
Faculty Furniture	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	\$1,667	20,000	-	Faculty Furniture
Student Furniture	40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	40,000	-	Student Furniture
Internet/Network Equipment	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	\$1,667	20,000	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$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	\$0	-	-	Tenant Improvements
Other	-	\$0	\$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	\$0	-	-	Other
Other	-	\$0	\$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	\$0	-	-	Other
Other	-	\$0	\$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	\$0	-	-	Other
<b>Other Charges</b>																	
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Travel	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Other
<b>Debt Service</b>																	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Operating Expenses</b>	<b>170,200</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>14,183</b>	<b>170,200</b>	<b>-</b>	
<b>Total Expenses</b>	<b>322,691</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>32,910</b>	<b>32,910</b>	<b>32,910</b>	<b>322,691</b>	<b>-</b>	

**Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions**

**FTE Assumptions**

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	150	250	350	450	550
# of Classes	6	10	14	18	22
<b>Administrative Staff</b>					
Executive Director / School Leader	1.00	1.00	1.00	1.00	1.00
Site Facilitator	1.00	2.00	2.00	3.00	3.00
Special Education Coordinator	0.75	1.00	1.00	1.00	1.00
Deans, Directors	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Administrative FTE</b>	<b>2.75</b>	<b>4.00</b>	<b>4.00</b>	<b>5.00</b>	<b>5.00</b>
<b>Instructional Staff</b>					
Teachers	6.00	10.00	14.00	18.00	22.00
Special Education Teachers	1.00	1.00	2.00	3.00	4.00
Educational Assistants/Aides	3.60	6.00	8.40	10.80	13.20
Elective Teachers	0.80	1.00	3.00	4.00	4.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Instructional FTE</b>	<b>11.40</b>	<b>18.00</b>	<b>27.40</b>	<b>35.80</b>	<b>43.20</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	1.00	2.00	3.00	5.00	7.00
Custodial Staff	0.00	1.00	2.00	2.00	2.00
Operations	0.50	1.00	2.00	3.00	4.00
Social Workers/Counseling	0.50	1.00	2.00	2.00	2.00
Other (Specify in Assumptions)	0.25	0.25	0.25	0.25	0.50
<b>Total Non-Instructional FTE</b>	<b>2.25</b>	<b>5.25</b>	<b>9.25</b>	<b>12.25</b>	<b>15.50</b>
<b>Total FTE</b>	<b>16.40</b>	<b>27.25</b>	<b>40.65</b>	<b>53.05</b>	<b>63.70</b>

**Compensation Assumptions**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Annual Increase</b>	0.00%	2.00%	2.00%	2.00%	2.00%
<b>Cumulative Increase</b>	100.00%	102.00%	104.04%	106.12%	108.24%
<b>Administrative Staff</b>					
<b>Base Assumption</b>					
Executive Director / School Leader	\$100,000	100,000	104,040	106,121	108,243
Site Facilitator	\$75,000	75,000	153,060	238,772	243,547
Special Education Coordinator	\$75,000	56,250	76,500	79,591	81,182
Deans, Directors	\$0	-	-	-	-

**Assumption Notes**


Other (Specify in Assumptions)	\$0	-	-	-	-	-	
<b>Total Administrative Compensation</b>		<b>231,250</b>	<b>331,500</b>	<b>338,130</b>	<b>424,483</b>	<b>432,973</b>	
<b>Instructional Staff</b>							
Teachers	\$51,000	306,000	520,200	742,846	974,189	1,214,489	
Special Education Teachers	\$51,000	51,000	52,020	106,121	162,365	220,816	
Educational Assistants/Aides	\$28,500	102,600	174,420	249,072	326,640	407,211	
Elective Teachers	\$32,500	26,000	33,150	101,439	137,957	140,716	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
<b>Total Instructional Compensation</b>		<b>485,600</b>	<b>779,790</b>	<b>1,199,477</b>	<b>1,601,151</b>	<b>1,983,232</b>	
<b>Non-Instructional Staff</b>							
Clerical Staff	\$32,000	32,000	65,280	99,878	169,793	242,465	
Custodial Staff	\$29,000	-	29,580	60,343	61,550	62,781	
Operations	\$42,500	21,250	43,350	88,434	135,304	184,013	
Social Workers/Counseling	\$55,000	27,500	56,100	114,444	116,733	119,068	
Chief Financial Officer	\$150,000	37,500	38,250	39,015	39,795	81,182	
<b>Compensation</b>		<b>118,250</b>	<b>232,560</b>	<b>402,115</b>	<b>523,176</b>	<b>689,509</b>	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
<b>Total Compensation</b>		<b>835,100</b>	<b>1,343,850</b>	<b>1,939,722</b>	<b>2,548,809</b>	<b>3,105,714</b>	

**Employer Benefits & Tax Assumptions**

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
<b>Base Assumption</b>							
Social Security	6.20%	\$51,776	\$83,319	\$120,263	\$158,026	\$192,554	
Medicare	1.45%	\$12,109	\$19,486	\$28,126	\$36,958	\$45,033	
State Unemployment	\$400 per employee	\$6,560	\$10,900	\$16,260	\$21,220	\$25,480	
Disability/Life Insurance	0.00%	\$0	\$0	\$0	\$0	\$0	
Workers Compensation Insurance	0.50%	\$4,176	\$6,719	\$9,699	\$12,744	\$15,529	
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
<b>Health Insurance</b>							
Annual Increase	0.00%	0.00%	5.00%	5.00%	5.00%	5.00%	
Cumulative Increase	100.00%	100.00%	110.25%	115.76%	121.55%		
Medical Insurance	\$6,000	\$98,400	\$163,500	\$243,900	\$318,300	\$382,200	
Dental Insurance	\$200	\$3,280	\$5,450	\$8,130	\$10,610	\$12,740	
Vision Insurance	\$50	\$820	\$1,363	\$2,033	\$2,653	\$3,185	
TCRS Certified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	12.00%	\$100,212	\$161,262	\$232,767	\$305,857	\$372,686	Using 12% overall rate for clarity

**Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Year 1 Budget**

**Revenue Assumptions**

	<b>Year 1</b>
	<b>2023-24</b>
<b>Annual Revenue Increase</b>	0.00%
<b>Cumulative Increase</b>	100.00%

**State Revenues**

	<b>Rate/Assumption</b>		<b>Assumption Notes</b>
Basic Education Program / TISA	See TISA Tab	\$1,564,118	Using Tennessee Investment in Student Achievement (TISA) calculator in separate tab with estimated demographics
BEP Transportation Component	n/a	\$0	
BEP Capital Outlay	n/a	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Federal Revenues**

	\$0	\$0	
Title I	\$400	\$60,000	
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	CSP assumed received in Year 0
IDEA Federal Special Education Funding	\$150	\$22,500	Assumes IDEA funded in Year 1 on current ADM
Other	\$0	\$0	

**School Activity Revenues**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Fundraising & Philanthropy**

Local fundraising efforts	\$50,000	\$50,000	Estimate based on local fundraising efforts
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Total Revenues**

**1,696,618**

**Compensation**

<b>Year 1</b>
2023-24

	FTE Count		Assumption Notes
<b>Administrative Staff</b>			
Executive Director / School Leader	1.00	100,000	
Site Facilitator	1.00	75,000	
Special Education Coordinator	0.75	56,250	
Deans, Directors	0.00	-	
Other (Specify in Assumptions)	0.00	-	
<b>Total Administrative Compensation</b>	<b>2.75</b>	<b>231,250</b>	
<b>Instructional Staff</b>			
Teachers	6.00	306,000	
Special Education Teachers	1.00	51,000	
Educational Assistants/Aides	3.60	102,600	
Elective Teachers	0.80	26,000	
Other (Specify in Assumptions)	0.00	-	
<b>Total Instructional Compensation</b>	<b>11.40</b>	<b>485,600</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	1.00	32,000	
Custodial Staff	0.00	-	
Operations	0.50	21,250	
Social Workers/Counseling	0.50	27,500	
Chief Financial Officer	0.25	37,500	
<b>Total Non-Instructional Compensation</b>	<b>2.25</b>	<b>118,250</b>	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
<b>Total Compensation</b>		<b>835,100</b>	

**Employer Benefits & Taxes**

<b>Year 1</b>
2023-24

		Assumption Notes
Social Security	51,776	
Medicare	12,109	
State Unemployment	6,560	
Disability/Life Insurance	-	
Workers Compensation Insurance	4,176	
Other Fringe Benefits	-	
Medical Insurance	98,400	
Dental Insurance	3,280	
Vision Insurance	820	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	100,212	
<b>Total Employer Benefits &amp; Taxes</b>	<b>277,333</b>	



**Operating Expenses**

<b>Year 1</b>
2023-24

**Contracted Services**

**Assumption Notes**

Professional Development	\$400	\$6,560	Amount per staff member (FTE)
Educational & Operational Support (SCS)	\$400	\$60,000	Amount per student
Audit Services	\$320	\$5,248	Amount per staff member (FTE)
Legal Fees	\$90	\$1,476	Amount per staff member (FTE)
Copier Lease and Usage	\$60	\$984	Amount per staff member (FTE)
Internet and Phone Service	\$500	\$8,200	Amount per staff member (FTE)
Cell Phone Service	\$100	\$1,640	Amount per staff member (FTE)
Payroll Services	\$500	\$8,200	Amount per staff member (FTE)
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$12,000	\$12,000	Amount per year
Contracted SPED Services	\$150	\$22,500	Amount per student
Insurance	\$19,500	\$19,500	Amount per year
Postal Charges	\$10	\$1,500	Amount per student
Bank Charges	\$10	\$1,500	Amount per student

**Supplies & Materials**

Textbooks and Instructional Supplies	\$200	\$30,000	Amount per student
Education Software	\$50	\$7,500	Amount per student
Student Supplies	\$25	\$3,750	Amount per student
Faculty Supplies	\$15	\$2,250	Amount per student
Library Books	\$40	\$6,000	Amount per student
Testing & Evaluation	\$75	\$11,250	Amount per student
Student Laptops	\$100	\$15,000	Amount per student - Add'l laptops - most purchased in Year 0
Faculty Laptops	\$500	\$8,200	Amount per staff member - Add'l laptops - most purchased in Year 0
Office Supplies	\$50	\$7,500	Amount per student
Printing Paper	\$50	\$7,500	Amount per student
Marketing Materials	\$50	\$7,500	Amount per student
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$25	\$3,750	Amount per student
Gifts & Awards - Teachers and Staff	\$25	\$3,750	Amount per student
Health Supplies	\$10	\$1,500	Amount per student

**Facility Related Expenses**

Rent	\$400	\$60,000	Amount per student (assumes \$/sf cost increases in Years 2-5 as facility needs expand)
Utilities	\$45,000	\$45,000	Amount per year
Custodial	\$30,000	\$30,000	Amount per year
Waste	\$0	\$0	Included in utilities
Faculty Furniture	\$0	\$0	Funded in Year 0
Student Furniture	\$0	\$0	Funded in Year 0
Internet/Network Equipment	\$0	\$0	Funded in Year 0
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other	\$0	\$0	
<b>Other Charges</b>			
Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$4,000	\$4,000	Amount per year
Parent & Staff Meetings	\$4,000	\$4,000	Amount per year
Authorizer Fee	3%	\$35,000	3% capped at \$35,000
Travel	\$5,000	\$5,000	Amount per year
<b>Debt Service</b>			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Operating Expenses</b>		<b>447,758</b>	
<b>Total Expenses</b>		<b>1,560,191</b>	

TISA - Year 1 FY24 Projections						
Element	Amount		Students/Services			Funding
Base	\$6,860.00	x	150	=		\$1,029,000.00
WEIGHTS	Weight		Students/Services			Funding
Economically Disadvantaged	25%	x	34	x \$6860	=	\$58,310.00
Concentrated Poverty	5%	x	15	x \$6860	=	\$5,145.00
Small	5%	x	0	x \$6860	=	\$0.00
Sparse	5%	x	0	x \$6860	=	\$0.00
Charter	4%	x	150	x \$6860	=	\$41,160.00
ULN 1	15%	x	75	x \$6860	=	\$77,175.00
ULN 2	20%	x	53	x \$6860	=	\$72,716.00
ULN 3	40%	x	34	x \$6860	=	\$93,296.00
ULN 4	60%	x	15	x \$6860	=	\$61,740.00
ULN 5	70%	x	8	x \$6860	=	\$38,416.00
ULN 6	75%	x	8	x \$6860	=	\$41,160.00
ULN 7	80%	x	0	x \$6860	=	\$0.00
ULN 8	100%	x	0	x \$6860	=	\$0.00
ULN 9	125%	x	0	x \$6860	=	\$0.00
ULN 10	150%	x	0	x \$6860	=	\$0.00
DIRECT						
K-3 Literacy	\$500.00	x	75	=		\$37,500.00
4th Grade Tutoring	\$500.00	x	17	=		\$8,500.00
CTE	\$5,000.00	x	0	=		\$0.00
Postsecondary (ACT)	\$185.34	x	0	=		\$0.00
OTHER FUNDING						
Outcomes Funding			Not Included Until Known			Calculated annually
Fast-Growing Funding			Not Included Until Known			Calculated annually
Salary Equity Funding			Not Included Until Known			Calculated annually
<b>TOTAL</b>						<b>\$1,564,118.00</b>

**Directions:** The only step you need to take is to fill-in the cells shaded in green. In each cell, enter the total number of students who qualify for that resource. For example, the Base would include all ADM in your district. The "economically disadvantaged" line would include all students who qualify as economically disadvantaged.

**Note:** Data for the formula will use the entire prior school year. Any projections reflect data available as of that point in time.

TISA - Year 2 FY25 Projections						
Element	Amount		Students/Services			Funding
Base	\$7,000.00	x	250	=		\$1,750,000.00
WEIGHTS	Weight		Students/Services			Funding
Economically Disadvantaged	25%	x	57	x \$6860	=	\$97,755.00
Concentrated Poverty	5%	x	25	x \$6860	=	\$8,575.00
Small	5%	x	0	x \$6860	=	\$0.00
Sparse	5%	x	0	x \$6860	=	\$0.00
Charter	4%	x	250	x \$6860	=	\$68,600.00
ULN 1	15%	x	125	x \$6860	=	\$128,625.00
ULN 2	20%	x	88	x \$6860	=	\$120,736.00
ULN 3	40%	x	56	x \$6860	=	\$153,664.00
ULN 4	60%	x	25	x \$6860	=	\$102,900.00
ULN 5	70%	x	13	x \$6860	=	\$62,426.00
ULN 6	75%	x	13	x \$6860	=	\$66,885.00
ULN 7	80%	x	0	x \$6860	=	\$0.00
ULN 8	100%	x	0	x \$6860	=	\$0.00
ULN 9	125%	x	0	x \$6860	=	\$0.00
ULN 10	150%	x	0	x \$6860	=	\$0.00
DIRECT						
K-3 Literacy	\$500.00	x	200	=		\$100,000.00
4th Grade Tutoring	\$500.00	x	25	=		\$12,500.00
CTE	\$5,000.00	x	0	=		\$0.00
Postsecondary (ACT)	\$185.34	x	0	=		\$0.00
OTHER FUNDING						
Outcomes Funding			Not Included Until Known			Calculated annually
Fast-Growing Funding			Not Included Until Known			Calculated annually
Salary Equity Funding			Not Included Until Known			Calculated annually
<b>TOTAL</b>						<b>\$2,672,666.00</b>

Directions: The only step you need to take is to fill-in the cells shaded in green. In each cell, enter the total number of students who qualify for that resource. For example, the Base would include all ADM in your district. The "economically disadvantaged" line would include all students who qualify as economically disadvantaged.

**Note:** Data for the formula will use the entire prior school year. Any projections reflect data available as of that point in time.

TISA - Year 3 FY26 Projections						
Element	Amount		Students/Services			Funding
Base	\$7,140.00	x	350	=		\$2,499,000.00
WEIGHTS	Weight		Students/Services			Funding
Economically Disadvantaged	25%	x	79	x \$6860	=	\$135,485.00
Concentrated Poverty	5%	x	35	x \$6860	=	\$12,005.00
Small	5%	x	0	x \$6860	=	\$0.00
Sparse	5%	x	0	x \$6860	=	\$0.00
Charter	4%	x	350	x \$6860	=	\$96,040.00
ULN 1	15%	x	175	x \$6860	=	\$180,075.00
ULN 2	20%	x	123	x \$6860	=	\$168,756.00
ULN 3	40%	x	79	x \$6860	=	\$216,776.00
ULN 4	60%	x	35	x \$6860	=	\$144,060.00
ULN 5	70%	x	18	x \$6860	=	\$86,436.00
ULN 6	75%	x	18	x \$6860	=	\$92,610.00
ULN 7	80%	x	0	x \$6860	=	\$0.00
ULN 8	100%	x	0	x \$6860	=	\$0.00
ULN 9	125%	x	0	x \$6860	=	\$0.00
ULN 10	150%	x	0	x \$6860	=	\$0.00
DIRECT						
K-3 Literacy	\$500.00	x	375	=		\$187,500.00
4th Grade Tutoring	\$500.00	x	33	=		\$16,500.00
CTE	\$5,000.00	x	0	=		\$0.00
Postsecondary (ACT)	\$185.34	x	0	=		\$0.00
OTHER FUNDING						
Outcomes Funding			Not Included Until Known			Calculated annually
Fast-Growing Funding			Not Included Until Known			Calculated annually
Salary Equity Funding			Not Included Until Known			Calculated annually
<b>TOTAL</b>						<b>\$3,835,243.00</b>

**Directions:** The only step you need to take is to fill-in the cells shaded in green. In each cell, enter the total number of students who qualify for that resource. For example, the Base would include all ADM in your district. The "economically disadvantaged" line would include all students who qualify as economically disadvantaged.

**Note:** Data for the formula will use the entire prior school year. Any projections reflect data available as of that point in time.

TISA - Year 4 FY27 Projections						
Element	Amount		Students/Services			Funding
Base	\$7,280.00	x	450	=		\$3,276,000.00
WEIGHTS	Weight		Students/Services			Funding
Economically Disadvantaged	25%	x	102	x \$6860	=	\$174,930.00
Concentrated Poverty	5%	x	45	x \$6860	=	\$15,435.00
Small	5%	x	0	x \$6860	=	\$0.00
Sparse	5%	x	0	x \$6860	=	\$0.00
Charter	4%	x	450	x \$6860	=	\$123,480.00
ULN 1	15%	x	225	x \$6860	=	\$231,525.00
ULN 2	20%	x	158	x \$6860	=	\$216,776.00
ULN 3	40%	x	101	x \$6860	=	\$277,144.00
ULN 4	60%	x	45	x \$6860	=	\$185,220.00
ULN 5	70%	x	23	x \$6860	=	\$110,446.00
ULN 6	75%	x	23	x \$6860	=	\$118,335.00
ULN 7	80%	x	0	x \$6860	=	\$0.00
ULN 8	100%	x	0	x \$6860	=	\$0.00
ULN 9	125%	x	0	x \$6860	=	\$0.00
ULN 10	150%	x	0	x \$6860	=	\$0.00
DIRECT						
K-3 Literacy	\$500.00	x	600	=		\$300,000.00
4th Grade Tutoring	\$500.00	x	42	=		\$21,000.00
CTE	\$5,000.00	x	0	=		\$0.00
Postsecondary (ACT)	\$185.34	x	0	=		\$0.00
OTHER FUNDING						
Outcomes Funding			Not Included Until Known			Calculated annually
Fast-Growing Funding			Not Included Until Known			Calculated annually
Salary Equity Funding			Not Included Until Known			Calculated annually
<b>TOTAL</b>						<b>\$5,050,291.00</b>

Directions: The only step you need to take is to fill-in the cells shaded in green. In each cell, enter the total number of students who qualify for that resource. For example, the Base would include all ADM in your district. The "economically disadvantaged" line would include all students who qualify as economically disadvantaged.

**Note:** Data for the formula will use the entire prior school year. Any projections reflect data available as of that point in time.



TISA - Year 5 FY28 Projections						
Element	Amount		Students/Services			Funding
Base	\$7,430.00	x	550	=		\$4,086,500.00
WEIGHTS	Weight		Students/Services			Funding
Economically Disadvantaged	25%	x	125	x \$6860	=	\$214,375.00
Concentrated Poverty	5%	x	55	x \$6860	=	\$18,865.00
Small	5%	x	0	x \$6860	=	\$0.00
Sparse	5%	x	0	x \$6860	=	\$0.00
Charter	4%	x	550	x \$6860	=	\$150,920.00
ULN 1	15%	x	275	x \$6860	=	\$282,975.00
ULN 2	20%	x	193	x \$6860	=	\$264,796.00
ULN 3	40%	x	124	x \$6860	=	\$340,256.00
ULN 4	60%	x	55	x \$6860	=	\$226,380.00
ULN 5	70%	x	28	x \$6860	=	\$134,456.00
ULN 6	75%	x	28	x \$6860	=	\$144,060.00
ULN 7	80%	x	0	x \$6860	=	\$0.00
ULN 8	100%	x	0	x \$6860	=	\$0.00
ULN 9	125%	x	0	x \$6860	=	\$0.00
ULN 10	150%	x	0	x \$6860	=	\$0.00
DIRECT						
K-3 Literacy	\$500.00	x	875	=		\$437,500.00
4th Grade Tutoring	\$500.00	x	50	=		\$25,000.00
CTE	\$5,000.00	x	0	=		\$0.00
Postsecondary (ACT)	\$185.34	x	0	=		\$0.00
OTHER FUNDING						
Outcomes Funding			Not Included Until Known			Calculated annually
Fast-Growing Funding			Not Included Until Known			Calculated annually
Salary Equity Funding			Not Included Until Known			Calculated annually
<b>TOTAL</b>						<b>\$6,326,083.00</b>

Directions: The only step you need to take is to fill-in the cells shaded in green. In each cell, enter the total number of students who qualify for that resource. For example, the Base would include all ADM in your district. The "economically disadvantaged" line would include all students who qualify as economically disadvantaged.

**Note:** Data for the formula will use the entire prior school year. Any projections reflect data available as of that point in time.

Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Year 1 Cash Flow

**Cash Flow Summary**

	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Beginning Cash</b>	<b>2,309</b>	<b>2,309</b>	<b>13,678</b>	<b>25,047</b>	<b>36,416</b>	<b>47,785</b>	<b>59,154</b>	<b>70,523</b>	<b>81,892</b>	<b>93,261</b>	<b>104,630</b>	<b>115,999</b>	<b>127,368</b>		
<b>Revenues</b>															
State Revenues	1,564,118	130,343	130,343	130,343	130,343	130,343	130,343	130,343	130,343	130,343	130,343	130,343	130,343	1,564,118	-
Federal Revenues	82,500	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	82,500	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-
<b>Total Revenues</b>	<b>1,696,618</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>1,696,618</b>	<b>-</b>
<b>Expenses</b>															
Staffing	835,100	69,592	69,592	69,592	69,592	69,592	69,592	69,592	69,592	69,592	69,592	69,592	69,592	835,100	-
Employer Benefits & Taxes	277,333	23,111	23,111	23,111	23,111	23,111	23,111	23,111	23,111	23,111	23,111	23,111	23,111	277,333	-
Contracted Services	149,308	12,442	12,442	12,442	12,442	12,442	12,442	12,442	12,442	12,442	12,442	12,442	12,442	149,308	-
Supplies & Materials	115,450	9,621	9,621	9,621	9,621	9,621	9,621	9,621	9,621	9,621	9,621	9,621	9,621	115,450	-
Facility-Related Expenses	135,000	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000	-
Other Charges	48,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>1,560,191</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>1,560,191</b>	<b>-</b>
<b>Operating Income (Loss)</b>	<b>136,427</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>11,369</b>	<b>136,427</b>	<b>-</b>
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>13,678</b>	<b>25,047</b>	<b>36,416</b>	<b>47,785</b>	<b>59,154</b>	<b>70,523</b>	<b>81,892</b>	<b>93,261</b>	<b>104,630</b>	<b>115,999</b>	<b>127,368</b>	<b>138,737</b>			

**Details of Cash Flow**

	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24	Year 1 2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Revenues</b>															
<b>State Revenues</b>															
Basic Education Program / TISA	1,564,118	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	\$130,343	1,564,118	-	-
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
BEP Capital Outlay	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>Federal Revenues</b>															
Title I	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-	-
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
IDEA Federal Special Education Fundin	22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	22,500	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>School Activity Revenues</b>															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-

**Fundraising & Philanthropy**

Local fundraising efforts	50,000	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	50,000	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Revenues</b>	<b>1,696,618</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>141,385</b>	<b>1,696,618</b>	<b>-</b>

**Compensation**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

**Compensation**

Executive Director / School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
Site Facilitator	75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	75,000	-
Special Education Coordinator	56,250	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	56,250	-
Deans, Directors	-	\$0	\$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	\$0	-	-
<b>Total Administrative Compensation</b>	<b>231,250</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>19,271</b>	<b>231,250</b>	<b>-</b>

**Assumption Notes**

**Instructional Staff**

Teachers	306,000	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500	306,000	-
Special Education Teachers	51,000	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	51,000	-
Educational Assistants/Aides	102,600	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	\$8,550	102,600	-
Elective Teachers	26,000	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	26,000	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Instructional Compensation</b>	<b>485,600</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>40,467</b>	<b>485,600</b>	<b>-</b>

**Non-Instructional Staff**

Clerical Staff	32,000	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	32,000	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	21,250	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	\$1,771	21,250	-
Social Workers/Counseling	27,500	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	27,500	-
Chief Financial Officer	37,500	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	\$3,125	37,500	-
<b>Compensation</b>	<b>118,250</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>9,854</b>	<b>118,250</b>	<b>-</b>

**Other Compensation**

Other Compensation	-	\$0	\$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	\$0	-	-
Other Compensation	-	\$0	\$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	\$0	-	-

**Total Compensation**

<b>Total Compensation</b>	<b>835,100</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>69,592</b>	<b>835,100</b>	<b>-</b>
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**Employer Benefits & Taxes**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security	51,776	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	\$4,315	51,776	-
Medicare	12,109	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	12,109	-
State Unemployment	6,560	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	6,560	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	4,176	\$348	\$348	\$348	\$348	\$348	\$348	\$348	\$348	\$348	\$348	\$348	\$348	\$348	4,176	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	98,400	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	98,400	-
Dental Insurance	3,280	\$273	\$273	\$273	\$273	\$273	\$273	\$273	\$273	\$273	\$273	\$273	\$273	\$273	3,280	-
Vision Insurance	820	\$68	\$68	\$68	\$68	\$68	\$68	\$68	\$68	\$68	\$68	\$68	\$68	\$68	820	-
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Certified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	100,212	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	\$8,351	100,212	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>277,333</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>23,111</b>	<b>277,333</b>	<b>-</b>

**Assumption Notes**

**Operating Expenses**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
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2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

**Assumption Notes**

<b>Contracted Services</b>															
Professional Development	6,560	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	\$547	6,560	-	Professional Development
Educational & Operational Support (S)	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-	Financial Services
Audit Services	5,248	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	5,248	-	Audit Services
Legal Fees	1,476	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	1,476	-	Legal Fees
Copier Lease and Usage	984	\$82	\$82	\$82	\$82	\$82	\$82	\$82	\$82	\$82	\$82	\$82	984	-	Copier Lease and Usage
Internet and Phone Service	8,200	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	8,200	-	Internet and Phone Service
Cell Phone Service	1,640	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	1,640	-	Cell Phone Service
Payroll Services	8,200	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	8,200	-	Payroll Services
Health Services	-	\$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	-	-	Transportation
IT Services	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-	IT Services
Contracted SPED Services	22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	22,500	-	Contracted SPED Services
Insurance	19,500	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	19,500	-	Insurance
Postal Charges	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Postal Charges
Bank Charges	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Bank Charges

**Supplies & Materials**

Textbooks and Instructional Supplies	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	Textbooks and Instructional Supplies
Education Software	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Education Software
Student Supplies	3,750	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	3,750	-	Student Supplies
Faculty Supplies	2,250	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	2,250	-	Faculty Supplies
Library Books	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Library Books
Testing & Evaluation	11,250	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	11,250	-	Testing & Evaluation
Student Laptops	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Student Laptops
Faculty Laptops	8,200	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	\$683	8,200	-	Faculty Laptops
Office Supplies	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Office Supplies
Printing Paper	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Printing Paper
Marketing Materials	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Uniforms
Gifts & Awards - Students	3,750	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	3,750	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	3,750	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	3,750	-	Gifts & Awards - Teachers and Staff
Health Supplies	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Health Supplies

**Facility Related Expenses**

Rent	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-	Rent
Utilities	45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	45,000	-	Utilities
Custodial	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$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	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$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	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$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	-	-	Staff Recruitment
Student Recruitment & Community En	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	Parent Meetings
Authorizer Fee	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-	Staff Meetings
Travel	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Other

**Debt Service**

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

<b>Total Operating Expenses</b>	<b>447,758</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>37,313</b>	<b>447,758</b>	<b>-</b>
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<b>Total Expenses</b>	<b>1,560,191</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>130,016</b>	<b>1,560,191</b>	<b>-</b>
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Springs Public Schools Tennessee - Empower Academy  
New Charter School Application Budget Template  
Year 2 Through 5 Budget

**Revenue Assumptions**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Revenue Increase	0.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%

**State Revenues**

**Assumption**

**Assumption Notes**

Basic Education Program	See TISA Tabs	1,564,118	\$2,672,666	\$3,835,243	\$5,050,291	\$6,326,083	
BEP Transportation Component	n/a	-	\$0	\$0	\$0	\$0	
BEP Capital Outlay	n/a	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

**Federal Revenues**

Title I	\$400	60,000	\$102,000	\$145,656	\$191,017	\$238,135	
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$0	-	\$0	\$0	\$0	\$0	
IDEA Federal Special Education Funding	\$150	22,500	\$38,250	\$54,621	\$71,632	\$89,301	
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**

Local fundraising efforts	\$50,000	50,000	\$65,000	\$75,000	\$87,500	\$95,000	
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**

	1,696,618	2,877,916	4,110,520	5,400,440	6,748,519
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**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**

Executive Director / School Leader	100,000	102,000	104,040	106,121	108,243	
Site Facilitator	75,000	153,000	156,060	238,772	243,547	
Special Education Coordinator	56,250	76,500	78,030	79,591	81,182	
Deans, Directors	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
<b>Total Administrative Compensation</b>	<b>231,250</b>	<b>331,500</b>	<b>338,130</b>	<b>424,483</b>	<b>432,973</b>	

**Instructional Staff**

Teachers	306,000	520,200	742,846	974,189	1,214,489	
Special Education Teachers	51,000	52,020	106,121	162,365	220,816	
Educational Assistants/Aides	102,600	174,420	249,072	326,640	407,211	
Elective Teachers	26,000	33,150	101,439	137,957	140,716	
Other (Specify in Assumptions)	-	-	-	-	-	
<b>Total Instructional Compensation</b>	<b>485,600</b>	<b>779,790</b>	<b>1,199,477</b>	<b>1,601,151</b>	<b>1,983,232</b>	

**Non-Instructional Staff**

Clerical Staff	32,000	65,280	99,878	169,793	242,465
Custodial Staff	-	29,580	60,343	61,550	62,781
Operations	21,250	43,350	88,434	135,304	184,013
Social Workers/Counseling	27,500	56,100	114,444	116,733	119,068
Chief Financial Officer	37,500	38,250	39,015	39,795	81,182
<b>Total Non-Instructional Compensation</b>	<b>118,250</b>	<b>232,560</b>	<b>402,115</b>	<b>523,176</b>	<b>689,509</b>
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
<b>Total Compensation</b>	<b>835,100</b>	<b>1,343,850</b>	<b>1,939,722</b>	<b>2,548,809</b>	<b>3,105,714</b>

**Employer Benefits & Taxes**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Social Security	51,776	83,319	120,263	158,026	192,554
Medicare	12,109	19,486	28,126	36,958	45,033
State Unemployment	6,560	10,900	16,260	21,220	25,480
Disability/Life Insurance	-	-	-	-	-
Workers Compensation Insurance	4,176	6,719	9,699	12,744	15,529
Other Fringe Benefits	-	-	-	-	-
Medical Insurance	98,400	163,500	243,900	318,300	382,200
Dental Insurance	3,280	3,444	3,616	3,797	3,987
Vision Insurance	820	861	904	949	997
TCRS Certified Legacy	-	-	-	-	-
TCRS Certified Hybrid	-	-	-	-	-
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-
Other Retirement	100,212	161,262	232,767	305,857	372,686
<b>Total Employer Benefits &amp; Taxes</b>	<b>277,333</b>	<b>449,491</b>	<b>655,534</b>	<b>857,851</b>	<b>1,038,465</b>

**Assumption Notes**

**Operating Expenses**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Annual Expense Increase</b>	0.00%	2.00%	2.00%	2.00%	2.00%
<b>Cumulative Increase</b>	100.00%	102.00%	104.04%	106.12%	108.24%

**Contracted Services**

	Year 1	Year 2	Year 3	Year 4	Year 5		
	2023-24	2024-25	2025-26	2026-27	2027-28		
Professional Development	\$400	\$6,560	\$11,118	\$16,917	\$22,519	\$27,580	Amount per staff member (FTE)
Educational & Operational Support (SCS)	\$600	60,000	\$153,000	\$218,484	\$286,526	\$357,203	Amount per student
Audit Services	\$320	5,248	\$8,894	\$13,534	\$18,015	\$22,064	Amount per staff member (FTE)
Legal Fees	\$90	1,476	\$2,502	\$3,806	\$5,067	\$6,206	Amount per staff member (FTE)
Copier Lease and Usage	\$60	984	\$1,668	\$2,538	\$3,378	\$4,137	Amount per staff member (FTE)
Internet and Phone Service	\$500	8,200	\$13,898	\$21,146	\$28,149	\$34,475	Amount per staff member (FTE)
Cell Phone Service	\$100	1,640	\$2,780	\$4,229	\$5,630	\$6,895	Amount per staff member (FTE)
Payroll Services	\$500	8,200	\$13,898	\$21,146	\$28,149	\$34,475	Amount per staff member (FTE)
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	-
Transportation	\$0	\$0	\$0	\$0	\$0	\$0	-
IT Services	based on enrollment	12,000	\$20,000	\$28,000	\$36,000	\$44,000	Increases based on pro-rata enrollment increase
Contracted SPED Services	\$150	22,500	\$38,250	\$54,621	\$71,632	\$89,301	Amount per student
Insurance	based on enrollment	19,500	\$32,500	\$45,500	\$58,500	\$71,500	Increases based on pro-rata enrollment increase
Postal Charges	\$10	1,500	\$2,550	\$3,641	\$4,775	\$5,953	Amount per student
Bank Charges	\$10	1,500	\$2,550	\$3,641	\$4,775	\$5,953	Amount per student

**Assumption Notes**

**Supplies & Materials**

	Year 1	Year 2	Year 3	Year 4	Year 5		
	2023-24	2024-25	2025-26	2026-27	2027-28		
Textbooks and Instructional Supplies	\$200	30,000	\$51,000	\$72,828	\$95,509	\$119,068	Amount per student
Education Software	\$50	7,500	\$12,750	\$18,207	\$23,877	\$29,767	Amount per student
Student Supplies	\$25	3,750	\$6,375	\$9,104	\$11,939	\$14,883	Amount per student
Faculty Supplies	\$15	2,250	\$3,825	\$5,462	\$7,163	\$8,930	Amount per student



Library Books	\$40	6,000	\$10,200	\$14,566	\$19,102	\$23,814	Amount per student
Testing & Evaluation	\$75	11,250	\$19,125	\$27,311	\$35,816	\$44,650	Amount per student
Student Laptops	\$100	15,000	\$25,500	\$36,414	\$47,754	\$59,534	Amount per student
Faculty Laptops	\$500	8,200	\$13,898	\$21,146	\$28,149	\$34,475	Amount per staff member (FTE)
Office Supplies	\$50	7,500	\$12,750	\$18,207	\$23,877	\$29,767	Amount per student
Printing Paper	\$50	7,500	\$12,750	\$18,207	\$23,877	\$29,767	Amount per student
Marketing Materials	\$50	7,500	\$12,750	\$18,207	\$23,877	\$29,767	Amount per student
Student Uniforms	\$0	-	\$0	\$0	\$0	\$0	-
Gifts & Awards - Students	\$25	3,750	\$6,375	\$9,104	\$11,939	\$14,883	Amount per student
Gifts & Awards - Teachers and Staff	\$25	3,750	\$6,375	\$9,104	\$11,939	\$14,883	Amount per student
Health Supplies	\$10	1,500	\$2,550	\$3,641	\$4,775	\$5,953	Amount per student

**Facility Related Expenses**

Rent	based on enrollment	60,000	\$150,000	\$210,000	\$270,000	\$600,000	Increases based on pro-rata enrollment increase
Utilities	based on enrollment	45,000	\$75,000	\$105,000	\$135,000	\$165,000	Increases based on pro-rata enrollment increase
Custodial	based on enrollment	30,000	\$50,000	\$70,000	\$90,000	\$110,000	Increases based on pro-rata enrollment increase
Waste	\$0	-	\$0	\$0	\$0	\$0	
Faculty Furniture	\$20,000	-	\$33,333	\$28,000	\$25,714	\$24,444	
Student Furniture	\$30,000	-	\$50,000	\$42,000	\$38,571	\$36,667	
Internet/Network Equipment	\$0	-	\$0	\$0	\$0	\$0	
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	
Building Decorum	\$0	-	\$0	\$0	\$0	\$0	
Tenant Improvements	\$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	
Other	\$0	-	\$0	\$0	\$0	\$0	

**Other Charges**

Staff Recruitment	\$0	-	-	-	-	-	
Student Recruitment & Community Engagement	based on enrollment	4,000	\$6,667	\$9,333	\$12,000	\$14,667	Increases based on pro-rata enrollment increase
Parent & Staff Meetings	based on enrollment	4,000	\$6,667	\$9,333	\$12,000	\$14,667	Increases based on pro-rata enrollment increase
Authorizer Fee	\$35,000	35,000	\$35,000	\$35,000	\$35,000	\$35,000	
Travel	based on enrollment	5,000	\$8,333	\$11,667	\$15,000	\$18,333	Increases based on pro-rata enrollment increase

**Debt Service**

Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	

**Total Operating Expenses**

447,758	914,829	1,239,043	1,575,992	2,188,663
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**Total Expenses**

1,560,191	2,708,169	3,834,299	4,982,652	6,332,842
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**Springs Public Schools Tennessee- Empower Academy  
New Charter School Application Budget Template  
Year 0 & Years 1 through 5 Summary**

**Revenue Assumptions**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Starting Fund Balance</b>	-	2,309	138,737	308,483	584,704	1,002,492
State Revenues	-	1,564,118	2,672,666	3,835,243	5,050,291	6,326,083
Federal Revenues	300,000	82,500	140,250	200,277	262,649	327,436
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	25,000	50,000	65,000	75,000	87,500	95,000
<b>Total Revenues</b>	<b>325,000</b>	<b>1,696,618</b>	<b>2,877,916</b>	<b>4,110,520</b>	<b>5,400,440</b>	<b>6,748,519</b>
Staffing	118,750	835,100	1,343,850	1,939,722	2,548,809	3,105,714
Employer Benefits & Taxes	33,741	277,333	449,491	655,534	857,851	1,038,465
Contracted Services	16,200	149,308	303,606	437,204	573,114	709,743
Supplies & Materials	64,000	115,450	196,223	281,506	369,592	460,142
Facility-Related Expenses	80,000	135,000	358,333	455,000	559,286	936,111
Other Charges	10,000	48,000	56,667	65,333	74,000	82,667
Debt Service	-	-	-	-	-	-
<b>Total Expenses</b>	<b>322,691</b>	<b>1,560,191</b>	<b>2,708,169</b>	<b>3,834,299</b>	<b>4,982,652</b>	<b>6,332,842</b>
<b>Net Income</b>	<b>2,309</b>	<b>136,427</b>	<b>169,747</b>	<b>276,221</b>	<b>417,787</b>	<b>415,676</b>
<b>Ending Fund Balance</b>	2,309	138,737	308,483	584,704	1,002,492	1,418,168

## ATTACHMENT O BUDGET NARRATIVE

As Attachment O, present a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. In this section include:

**a. A plan for compliance with state and federal accounting and reporting requirements;**

SPSTN-EA accounting and financial reporting adheres to Generally Accepted Accounting Principles (GAAP). Our accounting provider utilizes GAAP procedures for month-end and year-end accounting close and our auditor will complete the SPSTN nonprofit corporation audit in accordance with GAAP for its financial and internal control audit and the U.S. Office of Management and Budget Uniform Guidance to ensure compliance with significant Federal fund programs. SPSTN-EA will also adhere to all state accounting and reporting requirements as adopted.

**b. How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;**

The proposed budget shows revenues are sufficient in each budget year to ensure all costs of our proposed school model can be met, as well as ensuring sufficient net income to fund an ongoing reserve in the event of unforeseen economic conditions. SPSTN-EA will take advantage of economies of scale as it grows in size and scope, allowing for an additional percentage of gross revenues to be used for additional programmatic expenditures in later years.

**c. An explanation of student enrollment and BEP projections;**

Enrollment Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Kindergarten</b>	25	50	75	100	100
<b>1<sup>st</sup>-3<sup>rd</sup> Grade</b>	50	75	100	125	175
<b>4<sup>th</sup>-6<sup>th</sup> Grade</b>	50	75	100	125	150
<b>7<sup>th</sup>-8<sup>th</sup> Grade</b>	25	50	75	100	125
<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	N/A	N/A	N/A	N/A	N/A
<b>Total Enrollment</b>	<b>150</b>	<b>250</b>	<b>350</b>	<b>450</b>	<b>550</b>
<b>Projected BEP Rate</b>	\$6,860	\$6,860	\$6,860	\$6,860	\$6,860

SPSTN-EA will commence its K-8 academic program in 2023-24, and gradually infill enrollment in each grade over the subsequent four years as shown above. By Year 5 in fiscal year 2027-28, we project 550 students across grades K-8.

Our BEP assumptions are extrapolated from current rates within Rutherford County Schools. Following the initial 2023-24 operational year, while we anticipate the BEP rate will increase annually, without the exact figure we have taken the conservative approach of keeping funding stagnant, particularly we we anticipate Tennessee moving forward with a completely different funding model.

- d. 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.;

Sources of Funding
<b>State Revenue</b>
Basic Education Program
Basic Education Program – Capital Outlay
<b>Federal Revenue</b>
Title I
IDEA Special Education
CSP Startup Grant
<b>Fundraising</b>
Local Fundraising

During Year 0, SPSTN-EA will apply for the federal Charter School Planning grant, which will be issued through a competitive process. The Springs network has been very successful in receiving this federal startup grant in other states. The revenue model assumes SPSTN-EA will receive \$300,000 total through this grant, to be received during Year 0. While this funding source has been included within our assumptions, SPSTN-EA has the ability to receive funding from Springs Charter Schools, Inc. in the form of a recoverable grant in the event the federal startup grant is either not obtained or no longer available.

The primary source of recurring school funding will come from the BEP program and BEP Capital Outlay program. Excluding the CSP funding and any fundraising amounts, this will account for ~95% of total school funding. The school also anticipates the receipt of both Federal Title and IDEA funding.

SPSTN-EA will embark on an aggressive local fundraising campaign, which we project will generate \$25,000 in annual revenue in Year 0, increasing to \$50,000 in Year 1 and growing in subsequent years as enrollment grows. However, fundraising revenue is not required to general positive net income.

- e. An explanation of all anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds;

Below is an explanation of the assumptions regarding the anticipated significant expenditures for SPSTN-EA:

- **Salaries and Benefits:**
  - Salaries and Benefits are our largest projected expenditure, and account for over 60% of total expenses. In Year 0, we anticipate retaining our Executive Director for the entire year and our first Site Facilitator in April 2023, and then retaining other management and leadership staff at the beginning of Year 1 (July 2023) in anticipation for opening in early Fall 2023. Our staffing structure will then grow in subsequent years to reflect growth in enrollment. We are using a 2% Cost of Living Adjustment (COLA) factor in each year.
  - In aggregate, benefits—including FICA, SUI, Workers Compensation, Health insurance, and RCS

retirement benefits—are budgeted at ~25% of compensation for SPSTN-EA.

- **Contracted Services:**

- Professional Development: The school has budgeted \$400 per staff member per year for direct professional development contracted costs.
- Springs Support Services: we have budgeted \$400 per student in Year 1 and \$600 in Years 2-5 for the comprehensive body of operational and instructional support services obtained under contract with Springs Charter Schools, Inc., allowing SPSTN-EA to benefit from the over 20 years of charter school experience of the Springs network.
- Audit Services: The school has budgeted \$320 per staff member per year for our auditor.
- Copier Lease and Usage: The school has budgeted \$60 per student related to copier usage (and paper usage) per year. We also included an assumption that the need for copiers increases proportionately with enrollment growth.
- IT Services: SPSTN-EA will outsource its IT services. We have assumed that this will be \$12,000 per year in Year 1, increasing pro-rata with enrollment in subsequent years.
- Contracted SpEd Services: SPSTN-EA will outsource its special education support to a provider. We have budgeted \$150 per student.
- Insurance: The school has budgeted \$25K per annum for insurance, which includes General Liability and Property Insurance, amongst other policies.

- **Supplies and Materials:**

- Textbooks: The school has budgeted \$200 per student per year for textbooks.
- Education Software: The school has budgeted \$50 per student for education software.
- Student Laptops: The school has budgeted \$100 per student per year for student laptops, following the initial acquisition in Year 0 from CSP grant funds.
- Faculty Laptops: The school has budgeted \$500 per FTE per year for faculty laptops, following the initial acquisition in Year 0 from CSP grant funds.
- Office Supplies: The school has budgeted \$50 per student for Office Supplies.

- **Facilities:**

- Rent: The school has budgeted \$400 per student for facilities rental, which is projected to include tenant improvements. Rental expense will increase as enrollment increases.
- Utilities: The school has budgeted \$45K in Year 1, increasing as enrollment increases.
- Custodial: The school has budgeted \$30K in Year 1, increasing as enrollment increases. This is in addition to custodial/operational staff.
- Faculty Furniture: The school has budgeted \$20K in Year 0 for initial faculty furniture, with additional amounts in Years 2-5 as enrollment and facility square footage increases.
- Student Furniture: The school has budgeted \$40K in Year 0 for initial faculty furniture, with additional amounts in Years 2-5 as enrollment and facility square footage increases.
- Internet/Network Equipment: The school has budgeted \$20K in Year 0 for initial IT equipment, with additional amounts in Years 2-5 as enrollment and facility square footage increases.
- Depreciation: Depreciation related to our capital and facility investments is not currently included as we are not projecting significant amounts of capital assets required.

- **Other:**

- Authorizer Fee: The school has budgeted 3% of revenues, capped at \$35,000 for its annual authorizer fee.
- Student Recruitment & Community Engagement is budgeted at \$4K in Year 1, increasing as enrollment increases.

- o Parent & Staff Meetings is budgeted at \$4K in Year 1, increasing as enrollment increases.
- o Travel is budgeted at \$5K in Year 1, increasing as enrollment increases.

- **Debt Service:**

- o No debt or debt service is assumed. Debt service in the form of a recoverable grant payable will be added for startup funding in the event the federal startup grant is either not obtained or no longer available.

**f. The systems, processes, and policies by which the organization and school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls, etc.;**

Fiscal policies and procedures for SPSTN-EA will align to federal and state standards for public charter schools. A draft fiscal policy manual will be developed during Year 0 (fiscal year 2022-23) prior to commencement of operations.

**g. How the school will provide an independent annual audit of organizational and school level financial and administrative operations;**

The school has contracted with an auditor to complete the financial and internal control audit for the school to be submitted to its authorizer by December 31 each year beginning following the end of Year 1 (i.e. December 31, 2024).

**h. Your team's individual and collective qualifications and capacity for implementing the financial plan successfully;**

**Tanya Rogers, Interim Chief Financial Officer**

Ms. Rogers has worked in the highly specialized world of school finance for nearly 10 years. She currently serves as the Assistant Superintendent of Business for the Springs network of schools and will also serve as Interim Chief Financial Officer of SPS. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, payroll, and oversees the audit processes. Ms. Rogers earned her bachelor's degree at California State University San Marcos in business with a concentration in accounting, and earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (CPA) in the State of California. She also holds the designation as a Certified Fraud Examiner (CFE) and is currently enrolled in a doctoral program. It is the intent of the school to contract with Ms. Rogers for 0.25 FTE until Year 5, at which time a permanent CFO will be retained going forward.

**i. The roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;**

The Executive Director will work collaboratively with the Interim and permanent Chief Financial Officer to develop and monitor the school's finances, including but not limited to annual budget development. The Board of Directors is responsible for approving overall policy and budgets as developed and presented by the management team.

**j. The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;**

The school intends to secure a \$100,000 revolving line of credit with Springs Charter Schools, Inc. which will allow for temporary working capital during the Year 0 implementation phase as well as cash flow gaps during



operation. However, this support is intended to be temporary for cash flow only. To address unanticipated structural or longer-term revenue shortfalls, SPSTN-EA will work with its management and staff to develop a Corrective Action Plan including targeted expenditure reductions to ensure that the educational goals of SPSTN-EA can continue to be met while ensuring a balanced budget and sufficient reserves are maintained.

**k. The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;**

See above regarding \$100,000 revolving line of credit. We are not projecting the need to draw on this line during Year 1 to maintain positive cash flow.

**l. How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated; and**

The school budget includes significant levels of services for high needs students. Were the needs to exceed to current budgeted allotment, the SPSTN-EA team would work with the Springs Charter Schools, Inc. network to determine how student needs might best be met in such circumstances, including potentially drawing from a pooled fund through specifically for special needs students.

**m. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.**

SPSTN-EA plans to outsource payroll services to a locally experienced backoffice services provider, who will be selected through an open and competitive bidding process. All bidders must be experienced in local Tennessee payroll, accounting, and state reporting.

## ATTACHMENT U

### **Jared McLeod**

Mr. Jared McLeod has over 12 years of charter school experience ranging from classroom teaching to new charter school development and operations. He presently serves as the Senior Director of Pupil Services and Outreach for Springs Charter Schools. He is responsible for overseeing the pupil services department and provides ongoing support to continue the development of charter expansion locally and nationally. He began his career as a middle school teacher in Chino, California. Mr. McLeod moved into school administration and successfully opened three charter schools in San Diego and Orange Counties. His experience and advocacy for parent choice in education has led to the creation of hundreds of new seats for students in charter schools in Southern California.

Mr. McLeod has extensive leadership training through his clear administrative credential and courses in organizational change, multiple intelligences, GATE education, and PBIS. He has collaborated with the staff to develop high-achieving academic programs, summer school programming, and most recently, created and led the efforts to keep schools open and safe during the pandemic.

Mr. McLeod is passionate about nurturing collaboration and team-building between all the stakeholders within the unique charter school community in order to provide an exemplary program for students.

### **Dr. Kathleen Hermsmeyer**

Dr. Kathleen Hermsmeyer, the Lead Founder, has over 25 years of educational experience in private schools, traditional public schools, charter schools, as well as postsecondary education. Dr. Hermsmeyer is a champion of school choice and personalized learning. Dr. Hermsmeyer spent her early days as a teacher working with economically disadvantaged student populations in public school environments and continued to serve this population as the Superintendent of Springs Public Charter Schools. She has a successful track record as a school leader working in a high-needs community and overcoming the challenge of educating at-risk students. Dr. Hermsmeyer's extensive experience in educational leadership and commitment to achieving equality in education is an invaluable asset to the team.

For over 22 years, under Dr. Hermsmeyer's leadership, thousands of students are given an opportunity to succeed in a safe and welcoming school environment with high expectations for all every year. Dr. Hermsmeyer has founded schools that partner with parents, use the community as the classroom, and meet each child exactly where they are in order to succeed and make gains toward closing the achievement gap. She has a proven ability to put systems in place to ensure the charter school meets rigorous academic, financial, and organizational priorities. Most importantly, Dr. Hermsmeyer has a passion for providing every child with a high-quality, personalized education that every child deserves regardless of their zip code or economic status.

Dr. Hermsmeyer has presented at numerous conferences including California Charter Schools Association, The Aplus Personalized Learning Network, and California Small School Districts Association, and has created many [vodcasts](#) for the Springs community.

### **Amy Podratz**

Ms. Podratz has served as Assistant Superintendent, Administrative Operations of the Springs network since 2006. Prior to arriving at River Springs, she served as the Senior Director of Business and Administrative Operations of Eagles Peak Charter School. From 1997 to 2000, she served in numerous roles with Eagles Peak Charter School,

including Education Specialist (“ES”), ES Trainer, ES Advisor, Western Association of Schools and Colleges Chairperson, Director of Student Services, and Senior Director of Business and Administrative Operations. Ms. Podratz worked in a traditional K-12 setting from 1997 through 2000. She holds a Bachelor’s Degree in Political Science from California State University at Long Beach, a Master’s in Leadership from Walden University, a Certification in Legal Studies, a Secondary Credential, an Administrative Credential, and she has completed the coursework for her Chief Business Official certification.

### **Tanya Rogers**

Ms. Rogers has served as Assistant Superintendent, Business of the Springs network since 2015. Prior to this position, Ms. Rogers was a partner for an audit firm that specialized in audits of educational agencies. Prior to the auditing firm, Ms. Rogers worked in the hospitality industry, managing large full-service hotels such as Hilton and Embassy Suites. Ms. Rogers holds a Bachelor’s degree from California State University, San Marcos, and a Master's of Business Administration from the University of Phoenix. Ms. Rogers is a licensed Certified Public Accountant and has the designation as a Certified Fraud Examiner.

### **Dr. Vivian Price**

Dr. Vivian Price has served as Assistant Superintendent, Education of the Springs network since 2010. Previously she taught middle and high school English for nine years and reading intervention for elementary students. Dr. Price has taught in traditional, private, and charter schools. Dr. Price completed her doctoral studies at San Diego State University and wrote her dissertation on implementing personalized learning in a multisite school district. She has presented at numerous conferences including California Charter Schools Association, The Aplus Personalized Learning Network, California Small School Districts Association, iNACOL, and the National Charter School Conference.

### **Debra Daniel**

Ms. Daniel has served in the capacity of Assistant Superintendent of the Springs network since 2006. Areas of oversight have included Pupil Services, Special Education, Inclusion, and Program Improvement. Prior to her work in charter schools, Ms. Daniel worked in a large comprehensive high school district in the areas of career and guidance counseling and student information systems. Ms. Daniel holds master's degrees in Educational Counseling and Spiritual Formation and Soul Care, as well as a bachelor's degree in Developmental Psychology. Ms. Daniel is an active volunteer for the Western Association of Schools and Colleges (WASC) and has chaired over 45 accreditation teams over the past eight years.








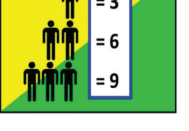
These founding members along with their board members have managed all aspects of their schools, including financial, human resources, academics, operations, and governing board relations. They have worked in schools composed of diverse student populations, including English Learners, and understand the interventions and supports that must be in place for students and their families.

Pre-Quiz	Date	Mastery	KINDERGARTEN MATH "I CAN" STATEMENTS
			<b>7. I CAN describe and compare measurable attributes.</b>
			K.7a) CAN I describe several measurable attributes of objects such as length or weight
			K.7b) CAN I directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describe the difference? (Child A is a little bit shorter than Child B)
			<b>8. I CAN classify objects and count the number of objects in each category.</b>
			K.8a) CAN I classify objects into given categories?
			K.8b) CAN I count the number of objects in a category?
			K.8c) CAN I sort categories by count?
			K.8d) CAN I understand concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, year)?
			K.8e) CAN I understand tools that measure time (clock, calendar)?
			K.8f) CAN I name the days of the week?
			K.8g) CAN I identify time (to the nearest hour) of everyday events (lunch is at 12:00)?
			<b>9. I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.</b>
			K.9a) CAN I describe objects in the environment using names of shapes?
			K.9b) CAN I describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to?
			K.9c) CAN I correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional or three-dimensional?
			<b>10. I CAN analyze, compare, create, and compose shapes.</b>
			K.10a) CAN I analyze and compare 2-D and 3-D shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides/corners) and other attributes?
			K.10b) CAN I model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes?
			K.10c) CAN I compose simple shapes to form larger shapes? e.g. "Can you join these two triangles with full sides touching to make a rectangle?"

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

### Standards for Mathematical Practice

	#1 Make sense of problems and persevere through solving them.		#5 Use appropriate tools strategically.
	#2 Reason abstractly and quantitatively.		#6 Attend to precision.
	#3 Construct viable arguments and critique the reasoning of others.		#7 Look for and make use of structure.
	#4 Model with mathematics.		#8 Look for and express regularity in repeated reasoning.

### iReady Scores

Fall	Winter	Spring
Comprehension - Literature K.1, K.2	Comprehension - Literature K.1, K.2	Comprehension - Literature K.1, K.2
Comprehension - Inform. Text K.3, K.4	Comprehension - Inform. Text K.3, K.4	Comprehension - Inform. Text K.3, K.4
Phonological Awareness: K.12, K.13	Phonological Awareness: K.12, K.13	Phonological Awareness: K.12, K.13
Phonics: K.14	Phonics: K.14	Phonics: K.14
High Frequency Words: K.14	High Frequency Words: K.14	High Frequency Words: K.14
Vocabulary K.9, K.10, K.11	Vocabulary K.9, K.10, K.11	Vocabulary K.9, K.10, K.11
Numbers and Operations: K.1, K.2, K.3, K.6	Numbers and Operations: K.1, K.2, K.3, K.6	Numbers and Operations: K.1, K.2, K.3, K.6
Algebra and Algebraic Thinking: K.4, K.5	Algebra and Algebraic Thinking: K.4, K.5	Algebra and Algebraic Thinking: K.4, K.5
Measurement & Data I CAN K.7, K.8	Measurement & Data I CAN K.7, K.8	Measurement & Data I CAN K.7, K.8
Geometry: I CAN K.9, K.10	Geometry: I CAN K.9, K.10	Geometry: I CAN K.9, K.10



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# ENGLISH LANGUAGE ARTS & MATH



Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_



Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.


- LEVEL 1 NOVICE**  
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**  
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**  
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.


### Additional Resources



Pre-Quiz	Date	Mastery	KINDERGARTEN ELA "I CAN" THEMES
			<b>THEMES</b>
			<b>1. I CAN read and understand kindergarten stories.</b>
			K.1.a) CAN I with prompting and support ask and answer questions about key details in a text?
			K.1.b) CAN I with prompting and support retell familiar stories including key details
			K.1.c) CAN I with prompting and support identify characters, setting and major events in a story?
			K.1.d) CAN I with prompting and support describe the relationship between illustrations and the story?
			K.1.e) CAN I with prompting and support compare and contrast the adventures and experiences of characters in familiar stories?
			<b>2. I CAN! use literature text features to read kindergarten stories and poetry.</b>
			K.2.a) CAN I ask and answer questions about unknown words in a text?
			K.2.b) CAN I recognize common types of texts (stories, poems, dramas)?
			K.2.c) CAN I with prompting and support name the author and illustrator of the story and define the role of each in telling the story?
			<b>3. I CAN! read kindergarten informational books.</b>
			K.3.a) CAN I with prompting and support ask and answer questions about key details in a text?
			K.3.b) CAN I with prompting and support identify the main topic and retell key details of a text?
			K.3.c) CAN I with prompting and support describe the connection between two individuals, events, ideas or pieces of information in a text?
			K.3.d) CAN I with prompting and support describe the relationship between illustrations and the text?
			K.3.e) CAN I with prompting and support identify the reasons an author gives to support points in a text?
			K.3.f) CAN I with prompting and support identify basic similarities in and differences between two texts on the same topic.
			<b>4. I CAN! use text features to read kindergarten informational texts.</b>
			K.4.a) CAN I with prompting and support ask and answer questions about unknown words in a text?
			K.4.b) CAN I identify the front cover, back cover, and title page of a book?
			K.4.c) CAN I name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text?
			<b>5. I CAN! write for different tasks and purposes.</b>
			K.5.a) CAN I use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state and opinion or preference about the topic or book.
			K.5.b) CAN I use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
			K.5.c) CAN I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the order in which they occurred and provide a reaction to what happened.



Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN ELA "I CAN" THEMES 
			<b>THEMES</b>
			<b>6. I CAN! use the writing process to develop my writing.</b>
			K.6.a CAN I with guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.
			K.6.b CAN I with guidance and support from adults explore a variety of digital tools to produce and publish writing including collaboration with peers.
			<b>7. I CAN! talk with others about kindergarten topics.</b>
			K.7.a CAN I participate in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
			K.7.b CAN I listen to others and take turns speaking about the topics and texts under discussion.
			K.7.c CAN I continue a conversation through multiple exchanges.
			K.7.d CAN I ask and answer questions to get help or information presented orally if something is not understood.
			<b>8. I CAN! Present my work and ideas.</b>
			K.8.a CAN I ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			K.8.b CAN I describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			K.8.c CAN I add drawings or other visual displays to descriptions as desired to provide additional detail.
			K.8.d CAN I speak audibly and express thoughts, feelings, and ideas clearly.
			<b>9. I CAN! Use word clues to understand new words.</b>
			K.9.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content?
			K.9.b CAN I identify new meanings for familiar words and apply them accurately?
			K.9.c CAN I use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word?
			<b>10. I CAN! with help from adults, show understanding of words and their particular meanings.</b>
			K.10.a CAN I sort common objects into categories to gain a sense of the concepts the categories represent?
			K.10.b CAN I demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites?
			<b>11. I CAN! use words and phrases I've learned in conversations, reading and being read to.</b>
			K.11.a CAN I identify real life connections between words and their use.
			K.11.b CAN I distinguish shades of meaning among verbs describing the same general action by acting out the meanings?

Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN ELA "I CAN" STEPS 
			<b>STEPS</b>
			<b>12. I CAN name the letters and understand how print works.</b>
			12.Ka) CAN I follow words from left to right, top to bottom, and page by page?
			12.Kb) CAN I recognize that spoken words are represented in written language by specific sequences of letters?
			12.Kc) CAN I understand that words are separated by spaces in print?
			12.Kd) CAN I recognize and name all upper-and lowercase letters of the alphabet?
			<b>13. I CAN demonstrate understanding of spoken words, syllables and sounds.</b>
			13.Ka) CAN I recognize and produce rhyming words?
			13.Kb) CAN I count, pronounce, blend, and segment syllables in spoken words?
			13.Kc) CAN I blend and segment onsets and rimes of single-syllable spoken words?
			13.Kd)CAN I blend two to three phonemes into recognizable words?
			13.Ke) CAN I isolate and pronounce the initial, medial vowel, and final sounds in CVC words?
			<b>14. I CAN use phonics and word analysis skills to sound out words both in isolation and in text.</b>
			14.Ka) CAN I demonstrate basic knowledge of one-to one letter/sound correspondences?
			14.Kb) CAN I associate the long and short sounds for each vowel?
			14.Kc) CAN I? Read common high-frequency words by sight.
			14.Kd) CAN I? Distinguish between similarly spelled words by identifying the sounds of the letters that differ? (e.g. pan/pen/pet)
			<b>15. I CAN read at grade level.</b>
			15.Ka) CAN I? Read emergent-reader texts with purpose and understanding.
			<b>16. I CAN use correct grammar and usage when writing or speaking.</b>
			16.Ka) CAN I print upper-and lowercase letters
			16.Kb) CAN I use frequently occurring nouns and verbs
			16.Kc) CAN I form regular plural nouns orally by adding s or es (e.g. dog, dogs; wish, wishes)
			16.Kd) CAN I? Understand and use question words)
			16.Ke) Use the most frequently occurring prepositions
			<b>17. I CAN use correct capitalization, punctuation and spelling when writing.</b>

### Kindergarten Sight Words

all	am	are	at	ate	be	black
brown	but	came	did	do	eat	four
get	good	have	he	into	like	must
new	no	now	on	our	out	please
pretty	ran	ride	saw	say	she	so
soon	that	there	they	this	too	under
want	was	well	went	what	white	who
will	with	yes				

### Sight Words Mastery

1st Quarter \_\_\_/12

2nd Quarter \_\_\_/25

3rd Quarter \_\_\_/37

4th Quarter \_\_\_/52

### Ways to practice sight words at home:

- Paper Plate Toss: Write sight words on paper plates. Use like Frisbees to throw after reading the word.
- Word Hunt: Look for target words in books, newspapers, or magazines.
- Play who am I? E.g. I rhyme with bed, I have 3 letters, and I end in "d".
- Children go outside and practice writing their words with chalk
- Flashlight words: Tape words on the wall or ceiling. Use the flashlight to shine on the word then read.
- Make words using play dough.
- Beat the clock - how many times can a word be written in 1 minute etc
- Play stepping stones - place words on the floor and children walk over them saying the word as they go to get to the other side of the stream.








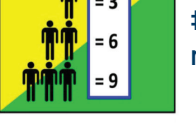
Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN MATH "I CAN" STATEMENTS 
			<b>1. I CAN tell you the number names and the count sequence.</b>
			K.1a) CAN I count to 100 by ones?
			K.1b) CAN I count to 100 by tens?
			K.1c) CAN I count forward beginning from a given number within the sequence?
			K.1d) CAN I write numbers from 0 to 20?
			<b>2. I CAN count to tell the number of objects.</b>
			K.2a) CAN I say the number names when counting pairing each object with only one number?
			K.2b) CAN I understand that the last number said tells the number of objects counted?
			K.2c) CAN I understand that rearranging a set of objects does not change the number of objects in the set?
			K.2d) CAN I understand that each successive number name refers to quantity that is one larger?
			K.2e) CAN I represent a number of objects with a written numeral 0-20?
			<b>3. I CAN compare numbers.</b>
			K.3a) CAN I identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group?
			K.3b) Can I compare two numbers between 1 and 10 presented as written numerals?
			<b>4. I CAN understand addition as putting together and adding to.</b>
			K.4a) CAN I represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions or equations?
			K.4b) CAN I solve addition word problems and add within 10 by using objects or drawings to represent the problem.
			K.4c) CAN I decompose number less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation? (e.g. 5=2+3 and 5=4+1)
			K.4d) CAN I find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation?
			K.4e) CAN I fluently add within 5?
			<b>5. I CAN understand subtraction as taking apart and taking from.</b>
			K.5a) CAN I represent subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations?
			K.5b) CAN I solve subtraction word problems, and add and subtract within 10 using objects or drawings to represent the problem?
			K.5c) CAN I decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record the answer with a drawing or equation? (5-4=1 and 5-3=2)
			<b>6. I CAN work with numbers 11-19 to gain foundations for place value.</b>
			K.6a) CAN I compose numbers from 11-19 as ten and some more ones using objects or drawings?
			K.6b) CAN I decompose numbers from 11-19 as ten and some more ones using objects or drawings?
			K.6c) CAN I record compositions and decompositions as equations?(11=10+1...19=10+9)

Pre-Quiz	Date	Mastery	FIRST GRADE MATH "I CAN" STATEMENTS
			<b>8. I CAN measure lengths indirectly and by iterating length units.</b>
			1.8a) CAN I order three objects by length; compare the lengths of two objects indirectly by using a third object?
			1.8b) CAN I express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end?
			1.8c) CAN I understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps? (Limit context to whole number length units)
			<b>9. I CAN tell and write time to the half hour.</b>
			1.9a) CAN I write/say the time given on a digital clock?
			1.9b) CAN I write/say the time given on an analog clock?
			1.9c) CAN I place hands on an analog clock to match a given time?
			1.9d) CAN I relate time events (before/after, shorter/longer)?
			<b>10. I CAN represent and interpret data.</b>
			1.10a) CAN I interpret data with up to three categories?
			1.10b) CAN I organize and represent data with up to three categories?
			1.10c) CAN I ask and answer questions about the number of data points in all and in categories?
			1.10d) CAN I compare the number of data points in two categories?
			1.10e) CAN I describe, extend, and explain ways to get to a next element in repeating patterns?
			<b>11. I CAN reason with shapes and their attributes.</b>
			1.11a) CAN I distinguish between defining attributes and non-defining attributes? e.g. Triangles have 3 sides, but color, size and orientation do not change the shape?
			1.11b) CAN I compose 2 dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) to create a composite shape?
			1.11c) CAN I compose 3 dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape?
			1.11d) CAN I compose new shapes from 2-D and 3-D composite shapes?
			1.11e) CAN I partition circles and rectangles into two and four equal shares?
			1.11f) CAN I describe the shares using the words halves, fourths, and quarters?
			1.11g) CAN I describe the whole as two of, or four of the shares?
			1.11h) CAN I understand that decomposing into more equal shares creates smaller shares?

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

### Standards for Mathematical Practice

 #1 Make sense of problems and persevere through solving them.	 #5 Use appropriate tools strategically.
 #2 Reason abstractly and quantitatively.	 #6 Attend to precision.
 #3 Construct viable arguments and critique the reasoning of others.	 #7 Look for and make use of structure.
 #4 Model with mathematics.	 #8 Look for and express regularity in repeated reasoning.

### iReady Scores

Fall	Winter	Spring
Comprehension - Literature 1.1, 1.2	Comprehension - Literature 1.1, 1.2	Comprehension - Literature 1.1, 1.2
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Phonics: 1.14	Phonics: 1.14	Phonics: 1.14
High Frequency Words: 1.14	High Frequency Words: K.14	High Frequency Words: K.14
Vocabulary 1.9, 1.10, 1.11	Vocabulary 1.9, 1.10, 1.11	Vocabulary 1.9, 1.10, 1.11
Numbers and Operations: 1.3, 1.5, 1.6, 1.7	Numbers and Operations: 1.3, 1.5, 1.6, 1.7	Numbers and Operations: 1.3, 1.5, 1.6, 1.7
Algebra and Algebraic Thinking: 1.1, 1.2, 1.4	Algebra and Algebraic Thinking: 1.1, 1.2, 1.4	Algebra and Algebraic Thinking: 1.1, 1.2, 1.4
Measurement & Data 1.8, 1.8, 1.10	Measurement & Data 1.8, 1.8, 1.10	Measurement & Data 1.8, 1.8, 1.10
Geometry: 1.11	Geometry: 1.11	Geometry: 1.11



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# ENGLISH LANGUAGE ARTS & MATH

# 1

Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_

# I CAN!

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Learners interact with the concept with help.
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Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.

### Additional Resources



Pre-Quiz	Date	Mastery	FIRST GRADE ELA "I CAN" THEMES
			<b>THEMES</b>
			<b>1. I CAN! read first grade books and poems.</b>
			1.1.a CAN I ask and answer questions about key details in a text.
			1.1.b CAN I retell stories, including key details, and demonstrate understanding of their central message or lesson.
			1.1.c CAN I describe characters, settings, and major events in a story, using key details.
			1.1.d CAN I use illustrations and details in a story to describe its characters, setting, or events.
			1.1.e CAN I compare and contrast the adventures and experiences of characters in stories.
			1.1.f CAN I with prompting and support read first grade prose and poetry.
			<b>2. I CAN! use text features to understand stories.</b>
			1.2.a CAN I identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
			1.2.b CAN I explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
			1.2.c CAN I identify who is telling the story at various points in a text.
			<b>3. I CAN! read and understand informational texts.</b>
			1.3.a CAN I ask and answer questions about key details in a text.
			1.3.b CAN I identify the main topic and retell key details of a text.
			1.3.c CAN I describe the connection between two individuals, events, ideas, or pieces of information in a text.
			1.3.d CAN I use the illustrations and details in a text to describe its key ideas.
			1.3.e CAN I identify the reasons an author gives to support points in a text.
			1.3.f CAN I identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
			1.3.g CAN I with prompting and support, read grade level informational texts.
			<b>4. I CAN! use text features to read and understand text books, websites, and reference books.</b>
			1.4.a CAN I ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
			1.4.b CAN I know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
			1.4.c CAN distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
			<b>5. I CAN write for different tasks, purposes and audiences.</b>
			1.5.a CAN I write opinion pieces introducing the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
			1.5.b CAN I write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
			1.5.c CAN I write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.



Pre-Quiz ✓	Date ✓	Mastery ✓	FIRST GRADE ELA "I CAN" THEMES <span style="float: right; background-color: #f4a460; border-radius: 50%; padding: 2px 10px; font-weight: bold;">1</span>
			<b>THEMES</b>
			<b>6. I CAN use the writing process to develop my writing.</b>
			1.6.a CAN I with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
			1.6.b CAN I with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
			<b>7. I CAN! listen to others and ask and answer questions.</b>
			1.7.a CAN I participate in collaborative conversations with partners about first grade topics and texts with peers and adults in small and larger groups.
			1.7.b CAN I follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
			1.7.c CAN I continue a conversation through multiple exchanges.
			1.7.d CAN I confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
			<b>8. I CAN! follow one and two step directions.</b>
			1.8.a CAN I ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			1.8.b CAN I describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
			1.8.c CAN I add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
			1.8.d CAN I produce complete sentences when appropriate to task and situation.
			<b>9. I CAN! use new vocabulary words correctly.</b>
			1.9.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
			1.9.b CAN I use sentence-level context as a clue to the meaning of a word or phrase.
			1.9.c CAN I use frequently occurring affixes as a clue to the meaning of a word.
			1.9.d CAN I identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
			<b>10. I CAN! with help from adults, explore word relationships and meanings.</b>
			1.10.a CAN I sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
			1.10.b CAN I define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
			<b>11. I CAN use words and phrases acquired through conversations, reading and being read to and responding to texts.</b>
			1.11.a CAN I identify real-life connections between words and their use (e.g., note places at home that are cozy).
			1.11.b CAN I distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
			1.11.c CAN I use frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much).

Pre-Quiz ✓	Date ✓	Mastery ✓	FIRST GRADE ELA "I CAN" STEPS <span style="float: right; background-color: #4f81bd; border-radius: 50%; padding: 2px 10px; font-weight: bold;">1</span>
			<b>STEPS</b>
			<b>12. I CAN name the letters and understand how print works.</b>
			12.1a) CAN I recognize the distinguishing features of a sentence?
			<b>13. I CAN demonstrate understanding of spoken words, syllables and sounds.</b>
			13.1a) CAN I distinguish long from short vowel sounds in spoken single-syllable words?
			13.1b) CAN I read single-syllable words by blending sounds including consonant blends?
			13.1c) CAN I isolate and pronounce the initial, medial vowel, and final sounds in spoken single-syllable words?
			13.1d) CAN I segment spoken single-syllable words into their complete sequence of individual sounds?
			<b>14. I CAN use phonics and word analysis skills both in isolation and in text.</b>
			14.1a) CAN I know the spelling-sound correspondences for common consonant digraphs?
			14.1b) CAN I decode regularly spelled one-syllable words?
			14.1c) CAN I know final -e and common vowel team conventions for representing long vowel sounds?
			14.1d) CAN I use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
			14.1e) CAN I decode two-syllable words following basic patterns by breaking the words into syllables?
			14.1f) CAN I read words with inflectional endings?
			14.1g) CAN I recognize and read grade-appropriate irregularly spelled words?
			<b>15. I CAN read at grade level.</b>
			15.1a) CAN I read 47 words per minute with 90 percent accuracy and appropriate expression?
			15.1b) CAN I use context to confirm or self-correct understanding, rereading as necessary?
			<b>16. I CAN use correct grammar and usage when writing or speaking.</b>
			16.1a) CAN I print ALL upper-and lowercase letters
			16.1b) CAN I use common, proper, and possessive nouns?
			16.1c) CAN I use singular and plural nouns with matching verbs?
			16.1d) CAN I use " I, me, my, they, them, their, anyone, everything" properly?
			16.1e) CAN I use verbs to convey a sense of past, present and future?
			16.1f) CAN I use simple and compound sentences to answer questions?
			<b>17. I CAN use correct capitalization, punctuation and spelling when writing.</b>
			17.1a) CAN I capitalize months and names of people?
			17.1b) CAN I use end punctuation for sentences?
			17.1c) CAN I use commas in dates and to separate items in a series?
			17.1d) CAN I spell words with common spelling patterns and common irregular words?
			17.1e) CAN I spell untaught words phonetically?

Grade 1 Sight Words						
after	again	am	any	as	ask	by
could	every	fly	from	give	going	had
has	her	him	his	how	just	know
let	live	may	of	old	once	open
over	put	round	some	stop	take	thank
them	then	think	walk	were	when	

**Sight Words Mastery**

1st Quarter \_\_\_/10      2nd Quarter \_\_\_/20      3rd Quarter \_\_\_/30      4th Quarter \_\_\_/41

**Ways to practice sight words at home:**

- Paper Plate Toss: Write sight words on paper plates. Use like Frisbees to throw after reading the word.
- Word Hunt: Look for target words in books, newspapers, or magazines.
- Play who am I? E.g. I rhyme with bed, I have 3 letters, and I end in "d".
- Children go outside and practice writing their words with chalk
- Flashlight words: Tape words on the wall or ceiling. Use the flashlight to shine on the word then read.
- Make words using play dough.
- Beat the clock - how many times can a word be written in 1 minute etc
- Play stepping stones - place words on the floor and children walk over them saying the word as they go to get to the other side of the stream.








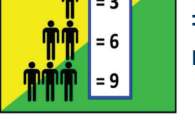
Pre-Quiz ✓	Date ✓	Mastery ✓	FIRST GRADE MATH "I CAN" STATEMENTS <span style="float: right; background-color: #003366; border-radius: 50%; padding: 2px 10px; font-weight: bold;">1</span>
			<b>1. I CAN represent and solve problems involving addition and subtraction within 20.</b>
			1.1a) CAN I solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions?
			1.1b) CAN I solve word problems that call for addition of three whole numbers by using objects, drawings and equations with a symbol for the unknown number to represent the problem?
			<b>2. I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.</b>
			1.2a) CAN I apply properties of operations as strategies to add and subtract? e.g. If 8+3=11 is known then 3 + 8 is also known (commutative property)
			1.2b) CAN I see subtraction as unknown-addend problems? e.g. 10-8 can be solved as 8 + ___ = 10
			<b>3. I CAN I can add and subtract within 20.</b>
			1.3a) CAN I relate counting to addition and subtraction? (e.g. count on 2 to add 2)
			1.3b) CAN I add and subtract within 20 with fluency for addition and subtraction within 10?
			<b>4. I CAN work with addition and subtraction equations within 20.</b>
			1.4a) CAN I understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false?
			1.4b) CAN I write and solve number sentences from word problems?
			1.4c) CAN I determine the unknown whole number in an addition or subtraction equation relating three whole numbers? e.g. 5 + ___ = 14
			<b>5. I CAN extend the counting sequence to 120.</b>
			1.5a) CAN I count within 120 from any given number?
			1.5b) CAN I read numerals in this range?
			1.5c) CAN I write numbers to 120 using base-ten numerals?
			<b>6. I CAN understand place value of tens and ones.</b>
			1.6a) CAN I understand that the digits of a two-digit number represent amounts of tens and ones?
			1.6b) CAN I understand that 10 can be thought of as a bundle of ten ones called a ten?
			1.6c) CAN I understand that the numbers 10, 20, ... 90 represent 1, 2, ... 9 tens (and zero ones)?
			1.6d) CAN I compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols >, = and <?
			<b>7. I CAN use place value understanding and properties of operations to add and subtract within 100.</b>
			1.7a) CAN I add a two-digit number and a one-digit number using concrete models or drawings?
			1.7b) CAN I add a two-digit number and a multiple of 10 using concrete models or drawings?
			1.7c) CAN I relate the strategies used in models or concrete drawings to a written equation?
			1.7d) CAN I explain that in adding two two-digit numbers, tens are added to tens and ones are added to ones, at times composing a ten when needed?
			1.7e) CAN I add and subtract multiples of 10 using mental strategies and concrete models?
			1.7f) CAN I subtract multiples of 10 from other multiples of 10 (up to 90) using concrete models or drawings and strategies based on place value?

Pre-Quiz	Date	Mastery	SECOND GRADE MATH "I CAN" STATEMENTS
			12. I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month.
			2.12a) CAN I write time using analog clocks?
			2.12b) CAN I write time using digital clocks?
			2.12c) CAN I label when a.m. and p.m. occur in the day?
			2.12d) CAN I tell time on an analog clock?
			2.12e) CAN I tell time on a digital clock?
			13. I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph.
			2.13a) CAN I read measurement tools to the nearest unit (thermometer, ruler, rain gauge, scale)?
			2.13b) CAN I make a line plot with a horizontal scale marked in whole numbers?
			2.13c) CAN I draw a picture graph to show data with up to 4 categories?
			2.13d) CAN I draw a bar graph to show data with up to 4 categories?
			2.13e) CAN I make repeated measurements of objects to gather data?
			14. I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.
			2.14a) CAN I name the attributes of 2D and 3D shapes (faces, angles, sides, vertices, etc.)?
			2.14b) CAN I identify 2D and 3D shapes based on given attributes?
			2.14c) CAN I describe and analyze shapes by looking at their attributes?
			2.14d) CAN I compare shapes by their attributes?
			2.14e) CAN I draw shapes with given attributes?
			15. I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts.
			2.15a) CAN I count to find the total number of same size squares within a shape?
			2.15b) CAN I describe how to partition a rectangle into same size squares?
			2.15c) CAN I identify two, three, and four equal shares of a whole?
			2.15d) CAN I describe shapes using fraction vocabulary: halves, thirds, fourths, half of, third of etc.?
			2.15e) CAN I explain why equal share of the same whole do not always have the same shape?

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

### Standards for Mathematical Practice

	#1 Make sense of problems and persevere through solving them.		#5 Use appropriate tools strategically.
	#2 Reason abstractly and quantitatively.		#6 Attend to precision.
	#3 Construct viable arguments and critique the reasoning of others.		#7 Look for and make use of structure.
	#4 Model with mathematics.		#8 Look for and express regularity in repeated reasoning.

### iReady Scores

Fall	Winter	Spring
Comprehension 2.1, 2.2, 2.3, 2.4	Comprehension 2.1, 2.2, 2.3, 2.4	Comprehension 2.1, 2.2, 2.3, 2.4
Comprehension - Close Reading 2.1, 2.2,	Comprehension - Close Reading 2.1, 2.2,	Comprehension - Close Reading 2.1, 2.2,
Phonological Awareness: 2.12	Phonological Awareness: 2.12	Phonological Awareness: 2.12
Phonics: 2.12	Phonics: 2.12	Phonics: 2.12
High Frequency Words: 2.12	High Frequency Words: 2.12	High Frequency Words: 2.12
Vocabulary 2.10, 2.11	Vocabulary 2.10, 2.11	Vocabulary 2.10, 2.11
Numbers and Operations: 2.3, 2.5, 2.6, 2.8, 2.9	Numbers and Operations: 2.3, 2.5, 2.6, 2.8, 2.9	Numbers and Operations: 2.3, 2.5, 2.6, 2.8, 2.9
Algebra and Algebraic Thinking: 2.1, 2.2, 2.4, 2.8	Algebra and Algebraic Thinking: 2.1, 2.2, 2.4, 2.8	Algebra and Algebraic Thinking: 2.1, 2.2, 2.4, 2.8
Measurement & Data 2.12, 2.11, 2.12, 2.13	Measurement & Data 2.12, 2.11, 2.12, 2.13	Measurement & Data 2.12, 2.11, 2.12, 2.13
Geometry: 2.14, 2.15	Geometry: 2.14, 2.15	Geometry: 2.14, 2.15



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# ENGLISH LANGUAGE ARTS & MATH

# 2

Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_

**I CAN!** Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.

- LEVEL 1 NOVICE**  
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**  
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**  
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.

### Additional Resources



Pre-Quiz	Date	Mastery	SECOND GRADE ELA "I CAN" THEMES
			<b>THEMES</b>
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			2.1a) CAN I ask and answer such questions as who, what, where, when, why, and how.
			2.1b) CAN I retell stories, fables, and folktales, and explain the message, lesson, or moral.
			2.1c) CAN I describe how characters in a story respond to events and challenges.
			2.1d) CAN I use information gained from the illustrations and words to better understanding the characters, setting, or plot.
			2.1e) CAN I compare two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			2.2.a) CAN I describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
			2.2.b) CAN I describe the structure of a story, including how the beginning introduces the story and the ending concludes the action.
			2.2.c) CAN I acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
			3. I CAN read and comprehend grade level informational texts including history, science, and online information.
			2.3.a) CAN I ask and answer such questions as who, what, where, when, why, and how.
			2.3.b) CAN I identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
			2.3.c) CAN I describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
			2.3.d) CAN I explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
			2.3.e) CAN I describe how reasons support specific points the author makes in a text.
			2.3.f) CAN I compare and contrast the most important points presented by two texts on the same topic.
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			2.4.a) CAN I determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
			2.4.b) CAN I know and use various text features (e.g., captions bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			2.4.c) CAN I identify the main purpose of a text, including what the author wants to answer, explain, or describe.
			5. I CAN write for different tasks, purposes and audiences.
			2.5.a) CAN I write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
			2.5.b) CAN I write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
			2.5.c) CAN I write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure.



Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE ELA "I CAN" THEMES <span style="float: right;">2</span>
			<b>THEMES</b>
			<b>6. I CAN use the writing process to develop my writing.</b>
			2.6.a CAN I focus on a topic and strengthen writing by editing and revising.
			2.6.b CAN I use digital tools to produce and publish writing, including collaborating with peers.
			<b>7. I CAN work with my peers to use our print and digital tools to answer a question we have about the world.</b>
			2.7.a CAN I participate in shared research and writing projects (read a number of books on a single topic to produce a report; record science observations).
			2.7.b CAN I recall information from experiences or gather information from provided sources to answer a question.
			<b>8. I CAN participate in conversations, about second grade topics and books.</b>
			2.8.a CAN I follow agreed-upon rules for discussion (taking turns speaking, listening fully, speaking one at a time about the texts and topics under discussion)
			2.8.b CAN I build on other's talk in conversations by linking their comments to the remarks of others.
			2.8.c CAN I ask for clarification and further explanation to better understand the discussion.
			2.8.d CAN I recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
			2.8.e CAN I ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
			<b>9. I CAN present ideas and experiences and use visual displays.</b>
			2.9.a CAN I tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
			2.9.b CAN I create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
			2.9.c CAN I produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
			<b>10. I CAN use print or digital tools to find the meaning of unknown and multiple-meaning words and phrases.</b>
			2.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase.
			2.10.b CAN I determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
			2.10.c CAN I use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
			2.10.d CAN I use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
			2.10.e CAN I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
			<b>11. I CAN understand word relationships and shades of meaning.</b>
			2.11.a CAN I identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
			2.11.b CAN I distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE ELA "I CAN" STEPS <span style="float: right;">2</span>
			<b>STEPS</b>
			<b>12. I CAN use my phonics skills to decode words as I read.</b>
			2.12a) CAN I distinguish between long and short vowels in regularly spelled one syllable words.
			2.12b) CAN I read words with common vowel teams?
			2.12c) CAN I decode regularly spelled two-syllable words with long vowels?
			2.12d) CAN I decode words with common prefixes and suffixes??
			2.12e) CAN I identify and use homophones?
			2.12f) CAN I recognize and read second grade sight words?
			<b>13. I CAN read with accuracy and fluency.</b>
			2.13a) CAN I read with purpose and understanding?
			2.13.b) CAN I read 87 words per minute with 97 percent accuracy with appropriate expression?
			2.13.c) CAN I use context to understand my reading and to self-correct?
			<b>14. I CAN! use proper grammar when I write and speak.</b>
			2.14a) CAN I use collective nouns (e.g. group)?
			2.14b) CAN I form and use frequently occurring irregular plural nouns (e.g. feet, mice)?
			2.14c) CAN I use reflexive pronouns (e.g. myself, ourselves)?
			2.14d) CAN I form and use irregular past tense verbs (e.g. sat, hid, told)?
			2.14e) CAN I use adjectives and adverbs, choosing between them depending on what is to be modified?
			2.14f) CAN I produce, expand, and rearrange complete simple and compound sentences?
			<b>15. I CAN! use proper capitalization, punctuation, and spelling in my writing.</b>
			2.15a) CAN I capitalize holidays, product names, and geographic names?
			2.15b) CAN I use commas in greetings and closings of letters?
			2.15c) CAN I use an apostrophe to form contractions and common possessives?
			2.15d) CAN I? my second grade word families correctly (-igh, -oo, -ue, -ew, -aw, -augh, -ough, -oy, -oi, -ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur).

### Grade 2 Sight Words

always	around	because	been	before	best	both
buy	call	cold	does	don't	fast	first
five	found	gave	goes	green	its	made
many	off	or	pull	read	right	sing
sit	sleep	tell	their	these	those	upon
us	use	very	wash	which	why	wish
work	would	write	your			

### Sight Words Mastery

1st Quarter \_\_\_/11      2nd Quarter \_\_\_/23      3rd Quarter \_\_\_/35      4th Quarter \_\_\_/46

### Reading Fluency Mastery

1st Quarter \_\_\_/50-60 wpm      2nd Quarter \_\_\_/60-70 wpm      3rd Quarter \_\_\_/70-80 wpm      4th Quarter \_\_\_/80-90 wpm

Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE MATH "I CAN" STATEMENTS <span style="float: right;">2</span>
			<b>1. I CAN add and subtract within 100 and use what I know to solve word problems.</b>
			2.1a) CAN I show the steps to solve a word problem?
			2.1b) CAN I find the missing number in a subtraction equation?
			2.1c) CAN I find the missing number in an addition equation?
			2.1d) CAN I name the strategy used to solve word problems?
			2.1e) CAN I use addition and/or subtraction to solve word problems?
			<b>2. I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.</b>
			2.2a) CAN I use models to show subtraction strategies?
			2.2b) CAN I use models to show addition strategies?
			2.2c) CAN I explain the difference between addition and subtraction?
			2.2d) CAN I draw a number line and use it to add and subtract numbers?
			2.2e) CAN I explain the mental strategies used to add and subtract?
			<b>3. I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s.</b>
			2.3a) CAN I explain the difference between odd and even?
			2.3b) CAN I group objects to show odd amounts and even amounts?
			2.3c) CAN I count a group of objects up to 20 by 2's?
			2.3d) CAN I write an equation to show an even number as the sum of two other numbers?
			2.3e) CAN I show why two equal numbers added together always give an even number?
			<b>4. I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples</b>
			2.4a) CAN I draw a rectangular array up to 5 rows and 5 columns?
			2.4b) CAN I show how arrays can be written as repeated addition problems?
			2.4c) CAN I write repeated addition problems as a strategy to multiply numbers?
			2.4d) CAN I Find the total number of objects using rectangular arrays?
			2.4e) CAN I skip count by 2's, 5's and 10's?
			<b>5. I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s</b>
			2.5a) CAN I count within 1,000 from any given number?
			2.5b) CAN I skip count by 2's, 5's and 10's from any given number?
			2.5c) CAN I read & write numbers to 1000 using base-ten numerals?
			2.5d) CAN I read & write numbers to 1000 using number names?
			2.5e) CAN I read & write numbers to 1000 using expanded form?
			<b>6. I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols &lt;, &gt;, and =.</b>
			2.6a) CAN I say the names of the place value columns?
			2.6b) CAN I name the value of each of the digits in a 3-digit number?
			2.6c) CAN I use base ten blocks, place value charts, and drawings to model a 3-digit number?
			2.6d) CAN I use <, > and = to compare number values?
			2.6e) CAN I identify a bundle of 10 tens as a "hundred"?

Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE MATH "I CAN" STATEMENTS <span style="float: right;">2</span>
			<b>7. I CAN add and subtract tens and hundreds in my head and explain how I found my answer.</b>
			2.7a) CAN I use place value knowledge to mentally add and subtract numbers?
			2.7b) CAN I apply properties of operations to add and subtract?
			2.7c) CAN I mentally add and subtract 10 from a number 100-900?
			2.7d) CAN I mentally add and subtract 100 from a number 100-900?
			2.7e) CAN I model place value strategies to add and subtract numbers?
			<b>8. I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.</b>
			2.8a) CAN I use properties of operations (associative and commutative) to add and subtract?
			2.8b) CAN I identify when to regroup for addition and subtraction?
			2.8c) CAN I explain the order in which to subtract three-digit numbers?
			2.8d) CAN I add and subtract fluently within 100?
			2.8e) CAN I use strategies to add up to four two-digit numbers?
			<b>9. I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.</b>
			2.9a) CAN I compose or decompose tens or hundreds to add or subtract?
			2.9b) CAN I use models, drawings and strategies to add and subtract within 1000?
			2.9c) CAN I write about the strategy used to solve an addition or subtraction problem?
			2.9d) CAN I apply properties of operations to add and subtract numbers?
			2.9e) CAN I explain the relationship between place value and adding/subtracting?
			<b>10. I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.</b>
			2.10a) CAN I identify and recognize the value of dollar bills, quarters, dimes, nickels and pennies?
			2.10b) CAN I count coin, dollar and dollar/coin combinations?
			2.10c) CAN I recognize how the decimal sign separates the whole from the part in money value?
			2.10d) CAN I solve word problems using symbols appropriate symbols (\$) and cent)?
			<b>11. I CAN measure, estimate and compare the lengths of objects using measuring tools.</b>
			2.11a) CAN I use rulers, yardsticks, meter sticks and measuring tapes to measure objects?
			2.11b) CAN I recognize units of measurements that can be compared (inch/cm, m/yard)?
			2.11c) CAN I estimate lengths and justify if they are reasonable?
			2.11d) CAN I recognize the size of inches, feet, centimeters and meters?
			2.11e) CAN I determine how much longer one object is than another?



Pre-Quiz	Date	Mastered	FIFTH GRADE ELA "I CAN" THEMES	5
			<b>THEMES</b>	
			5.8.c CAN I follow agreed-upon rules for discussions and carry out assigned roles.	
			5.8.d CAN I pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
			5.8.e CAN I review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
			5.8.f CAN I summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
			5.8.g CAN I summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
			<b>9. I CAN communicate ideas and experiences through oral and visual presentations.</b>	
			5.9.a CAN I report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
			5.9.b CAN I include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
			5.9.c CAN I adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
			<b>10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.</b>	
			5.10.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
			5.10.b CAN I use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
			5.10.c CAN I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
			5.10.d CAN I consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of keywords and phrases.	
			<b>11. I CAN understand figurative language, word relationships and nuances in word meanings.</b>	
			5.11.a CAN I interpret figurative language, including similes and metaphors, in context.	
			5.11.b CAN I recognize and explain the meaning of common idioms, adages, and proverbs.	
			5.11.c CAN I use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
			5.11.d CAN I acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	

Pre-Quiz	Date	Mastered	FIFTH GRADE ELA "I CAN" STEPS	5
			<b>STEPS</b>	
			<b>12. I CAN! apply phonics and word analysis skills in decoding words.</b>	
			12.5a) CAN read and understand words with common prefixes and suffixes?	
			12.5b) CAN I read and understand words with common Greek and Latin root words?	
			<b>13. I CAN! read with accuracy and fluency to support my comprehension</b>	
			13.5a) CAN I read fifth grade level books with purpose and understanding?	
			13.5b) CAN I read 130 words per minute with 99 percent accuracy with appropriate expression?	
			13.5c) CAN I use context to understand my reading and to self-correct?	
			<b>14. I CAN! use proper grammar when I write and speak.</b>	
			14.5a) CAN I explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences?	
			14.5b) CAN I form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked)	
			14.5c) CAN I use verb tense to convey various times, sequences, states and conditions?	
			14.5d) CAN I recognize and correct inappropriate shifts in verb tense?	
			14.5e) CAN I use correlative conjunctions (e.g., either/or, neither/nor)?	
			<b>15. I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.</b>	
			15.5a) CAN I use punctuation to separate items in a series?	
			15.5b) CAN I use a comma to separate an introductory element from the rest of the sentence?	
			15.5c) CAN I use a comma to set off the words yes and no (e.g., Yes, than you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)?	
			15.5d) CAN I use underlining, quotation marks, or italics to indicate titles of works?	
			15.5e) CAN I spell grade-appropriate words correctly, consulting references as needed?	

**Reading Fluency Mastery**

1st Quarter \_\_\_/115 wpm      2nd Quarter \_\_\_/120 wpm      3rd Quarter \_\_\_/125 wpm      4th Quarter \_\_\_/130 wpm

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.



Visit <http://springscharterschools.org>  
 Springs Charter Schools • 27740 Jefferson Avenue, Temecula, CA 92590  
 Telephone (951) 252-8800

# ENGLISH LANGUAGE ARTS

3-5

Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_

**I CAN!** Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.

- LEVEL 1 NOVICE**  
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**  
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**  
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.

Additional Resources



Pre-Quiz	Date	Mastered	THIRD GRADE ELA "I CAN" THEMES	3
			<b>THEMES</b>	
			<b>1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.</b>	
			3.1.a CAN ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	
			3.1.b CAN I recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
			3.1.c CAN I describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	
			3.1.d CAN I explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	
			3.1.e CAN I compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	
			<b>2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.</b>	
			3.2.a CAN I determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
			3.2.b CAN I refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections	
			3.2.c CAN I distinguish their own point of view from that of the narrator or those of the characters.	
			<b>3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.</b>	
			3.3.a CAN I ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
			3.3.b CAN I determine the main idea of a text; recount the key details and explain how they support the main idea.	
			3.3.c CAN I describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
			3.3.d CAN I use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
			3.3.e CAN I describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
			3.3.f CAN I compare and contrast the most important points and key details presented in two texts on the same topic.	
			<b>4. I CAN use text features to read and understand nonfiction text, including text books, online articles &amp; websites, and reference books.</b>	
			3.4.a CAN I determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
			3.4.b CAN I use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
			3.4.c CAN I distinguish their own point of view from that of the author of a text.	
			<b>5. I CAN write for different tasks, purposes and audiences.</b>	
			3.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons.	
			3.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			3.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
			<b>6. I CAN use the writing process to develop my writing.</b>	
			3.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
			3.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
			3.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
			<b>7. I CAN work collaboratively with peers to use print and digital tools to answer a question.</b>	
			3.7.a CAN I conduct short research projects that build knowledge about a topic.	
			3.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
			<b>8. I CAN participate in collaborative conversations about grade level topics and books.</b>	
			3.8.a CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
			3.8.b CAN I follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
			3.8.c CAN I ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
			3.8.d CAN I explain their own ideas and understanding in light of the discussion.	
			3.8.e CAN I determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	



Pre-Quiz	Date	Mastery	<b>THIRD GRADE ELA "I CAN" THEMES</b>	<b>3</b>
			<b>THEMES</b>	
			3.8.f CAN I ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
			<b>9. I CAN communicate ideas and experiences through oral and visual presentations.</b>	
			3.9.a CAN I report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
			3.9.b CAN I create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
			3.9.c CAN I speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
			<b>10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.</b>	
			3.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase.	
			3.10.b CAN I determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
			3.10.c CAN I use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
			3.10.d CAN I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
			<b>11. I CAN use appropriate vocabulary and identify literal and nonliteral words and phrases.</b>	
			3.11.a CAN I distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
			3.11.b CAN I identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	
			3.11.c CAN I identify multiple meaning words such as: synonyms, antonyms, homophones	
			3.11.d CAN I acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Item not tested on milestones)	

Pre-Quiz	Date	Mastery	<b>THIRD GRADE ELA "I CAN" STEPS</b>	<b>3</b>
			<b>STEPS</b>	
			<b>12. I CAN! use my phonics skills to decode words as I read.</b>	
			12.3a) CAN I identify and know the meaning of the most common prefixes and derivational suffixes?	
			12.3b) CAN I decode words with common Latin suffixes?	
			12.3c) CAN I decode multi-syllable words?	
			12.3d) CAN I recognize and read third grade sight words?	
			<b>13. I CAN! read with accuracy and fluency and self-correct when necessary.</b>	
			13.3a) CAN I read third grade level books with purpose and understanding?	
			13.3b) CAN I read out loud with accuracy, at a natural pace, and use expression.	
			13.3c) CAN I use context to understand my reading and to self-correct?	
			<b>14. I CAN! use proper grammar when I write and speak.</b>	
			14.3a) CAN I explain the function of nouns and pronouns?	
			14.3b) CAN I explain the function of verbs?	
			14.3c) CAN I explain the function of adverbs?	
			14.3d) CAN I explain the function of adjectives?	
			14.3e) CAN I form and use regular and irregular plural nouns?	
			14.3f) CAN I use abstract nouns (e.g. childhood)?	
			14.3g) CAN I form and use regular and irregular verbs?	
			14.3h) CAN I for and use simple verb tenses (e.g. I walked; I walk; I will walk)?	
			14.3i) CAN I ensure subject-verb and pronoun-antecedent agreement?	
			14.3j) CAN I form and use comparative and superlative adjectives and adverbs properly?	
			14.3k) CAN I use coordinating and subordinating conjunctions?	
			14.3l) CAN I produce simple, compound and complex sentences?	
			<b>15. I CAN! use proper capitalization, punctuation, and spelling in my writing.</b>	
			15.3a) CAN I capitalize appropriate words in titles?	
			15.3b) CAN I use commas in addresses?	
			15.3c) CAN I use commas and quotation marks in dialogue?	
			15.3d) CAN I form and use possessives?	
			15.3e) CAN I spell third grade sight words and words that add suffixes to base words?	
			15.3f) CAN I use spelling patterns and generalizations in writing words?	
			15.3g) CAN I use reference materials to check and correct spellings?	

**Reading Fluency Mastery**

1st Quarter \_\_\_/80-90 wpm      2nd Quarter \_\_\_/90 wpm      3rd Quarter \_\_\_/95 wpm      4th Quarter \_\_\_/100 wpm

Pre-Quiz	Date	Mastery	<b>FOURTH GRADE ELA "I CAN" THEMES</b>	<b>4</b>
			<b>THEMES</b>	
			<b>1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.</b>	
			4.1.a CAN I refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
			4.1.b CAN I determine a theme of a story, drama, or poem from details in the text; summarize the text.	
			4.1.c CAN I describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
			4.1.d CAN I make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
			4.1.e CAN I compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
			<b>2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.</b>	
			4.2.a CAN I determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	
			4.2.b CAN I explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
			4.2.c CAN I compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
			<b>3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.</b>	
			4.3.a CAN I refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
			4.3.b CAN I determine the main idea of a text and explain how it is supported by key details; summarize the text.	
			4.3.c CAN I explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
			4.3.d CAN I interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
			4.3.e CAN I explain how an author uses reasons and evidence to support particular points in a text	
			4.3.f CAN I integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
			<b>4. I CAN use text features to read and understand nonfiction text, including text books, online articles &amp; websites, and reference books.</b>	
			4.4.a CAN I determine the meaning of the language of the discipline	
			4.4.b CAN I describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
			4.4.c CAN I compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
			<b>5. I CAN write for different tasks, purposes and audiences.</b>	
			4.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons.	
			4.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			4.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
			<b>6. I CAN use the writing process to develop my writing.</b>	
			4.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
			4.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
			4.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
			<b>7. I CAN work collaboratively with peers to use print and digital tools to answer a question.</b>	
			4.7.a CAN I conduct short research projects that build knowledge about a topic.	
			4.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
			4.7.c CAN I draw evidence from informational texts to support analysis, reflection, and research	
			4.8.d CAN I draw evidence from literary text	
			<b>8. I CAN participate in collaborative conversations about grade level topics and books.</b>	
			4.8.a CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
			4.8.b CAN I follow agreed-upon rules for discussions	

Pre-Quiz	Date	Mastery	<b>FOURTH GRADE ELA "I CAN" THEMES</b>	<b>4</b>
			<b>THEMES</b>	
			4.8.c CAN I ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
			4.8.d CAN I explain my own ideas and understanding in light of the discussion.	
			4.8.e CAN I paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
			4.8.f CAN I identify the reasons and evidence a speaker provides to support particular points.	
			<b>9. I CAN communicate ideas and experiences through oral and visual presentations.</b>	
			4.9.a CAN I report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
			4.9.b CAN I add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
			4.9.c CAN I differentiate between contexts that call for formal English, and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	
			<b>10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.</b>	
			4.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase.	
			4.10.b CAN I determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
			4.10.c CAN I consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases.	
			<b>11. I CAN understand figurative language, word relationships and nuances in word meanings.</b>	
			4.11.a CAN I explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
			4.11.b CAN I recognize and explain the meaning of common idioms, adages, and proverbs.	
			4.11.c CAN I demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	

Pre-Quiz	Date	Mastery	<b>FOURTH GRADE ELA "I CAN" STEPS</b>	<b>4</b>
			<b>STEPS</b>	
			<b>12. I CAN! use what I know about Greek and Latin roots and affixes, and multiple meaning words to understand new words</b>	
			12.4a) CAN I read and understand words with common Greek and Latin prefixes and suffixes?	
			12.4b) CAN I read and understand words with common root words?	
			12.4c) CAN I read, understand and use synonyms and antonyms in my reading and writing?	
			12.4d) CAN I read, understand and use homophones and homonyms in my reading and writing?	
			12.4e) CAN I read, understand, and use commonly confused words?	
			12.4f) CAN I read my fourth grade sight words?	
			<b>13. I CAN! read with accuracy and fluency to support my comprehension</b>	
			13.4a) CAN I read fourth grade level books with purpose and understanding?	
			13.4b) CAN I read 115 words per minute with 98 percent accuracy with appropriate expression?	
			13.4c) CAN I use context to understand my reading and to self-correct?	
			<b>14. I CAN! use proper grammar when I write and speak.</b>	
			14.4a) CAN I use relative pronouns (who, whose, whom, which, that) and relative adverbs where, when, why)?	
			14.4b) CAN I form and use the progressive verb tenses (e.g. I was walking; I am walking; I will be walking)?	
			14.4c) CAN I use helping verbs (e.g. can, may, must...) to convey various conditions?	
			14.4d) CAN I order adjectives according to conventional patterns (e.g. a small red bag rather than a red small bag)?	
			14.4e) CAN I form and use prepositional phrases?	
			14.4f) CAN I produce complete sentences recognizing and correcting inappropriate fragments and run-ons?	
			14.4g) CAN I correctly use frequently confused homophones?	
			<b>15. I CAN! Correctly use the rules for capitalization, punctuation, and spelling when writing.</b>	
			15.4a) CAN I use correct capitalization?	
			15.4b) CAN I use commas and quotation marks to mark direct speech and quotations from a text?	
			15.4c) CAN I use a comma before a coordinating conjunction in a compound sentence?	
			15.4d) CAN I spell grade-appropriate words correctly, consulting references as needed?	

**Reading Fluency Mastery**

1st Quarter \_\_\_/100 wpm      2nd Quarter \_\_\_/105 wpm      3rd Quarter \_\_\_/110 wpm      4th Quarter \_\_\_/115 wpm

Pre-Quiz	Date	Mastery	<b>FIFTH GRADE ELA "I CAN" THEMES</b>	<b>5</b>
			<b>THEMES</b>	
			<b>1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.</b>	
			5.1.a CAN I quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
			5.1.b CAN I determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
			5.1.c CAN I compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
			5.1.d CAN I analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	
			5.1.e CAN I compare and contrast stories in the same genre on their approaches to similar themes and topics.	
			<b>2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.</b>	
			5.2.a CAN I determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
			5.2.b CAN I explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
			5.2.c CAN I describe how a narrator's or speaker's point of view influences how events are described.	
			<b>3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.</b>	
			5.3.a CAN I quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
			5.3.b CAN I determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
			5.3.c CAN I explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
			5.3.d CAN I draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
			5.3.e CAN I explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
			5.3.f CAN I integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
			<b>4. I CAN use text features to read and understand nonfiction text, including text books, online articles &amp; websites, and reference books.</b>	
			5.4.a CAN I determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
			5.4.b CAN I compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
			5.4.c CAN I analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
			<b>5. I CAN write for different tasks, purposes and audiences.</b>	
			5.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons.	
			5.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			5.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
			<b>6. I CAN use the writing process to develop my writing.</b>	
			5.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
			5.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
			5.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
			<b>7. I CAN work collaboratively with peers to use print and digital tools to answer a question.</b>	
			5.7.a CAN I conduct short research projects that build knowledge about a topic.	
			5.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
			5.7.c CAN I draw evidence from informational texts to support analysis, reflection, and research.	
			5.7.d CAN I draw evidence from literary text	
			<b>8. I CAN participate in collaborative conversations about grade level topics and books.</b>	
			5.8.a CAN I engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
			5.8.b CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	







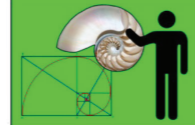
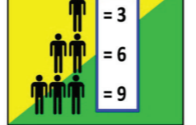


Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE MATH "I CAN" STATEMENTS <span style="float: right;">5</span>
			8. I CAN convert measurement within the same measuring system
			5.8a) CAN I identify different measuring systems?
			5.8b) CAN I know how to use measuring tools and name the size?
			5.8c) CAN I name common units of measurement?
			5.8d) CAN I compare the size of items and describe them?
			5.8e) CAN I convert measurement in multi-step real-world problems?
			9. I CAN make a line plot display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot.
			5.9a) CAN I read and gather data from a line plot?
			5.9b) CAN I analyze a data set to gather information?
			5.9c) CAN I use fraction measurement in data collection?
			5.9d) CAN I gather data and create a line plot to represent the data?
			5.9e) CAN I solve real-world problems from information given in line plots?
			10. I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.
			5.10a) CAN I describe the difference between two- and three-dimensional figures?
			5.10b) CAN I recognize volume as an attribute of solid figures?
			5.10c) CAN I use unit cubes to show the volume?
			5.10d) CAN I relate volume to multiplication and addition operations?
			5.10e) CAN I identify volume in the world and solve real-world problems?
			11. I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values.
			5.11a) CAN I draw a coordinate plane including: x-axis, y-axis and the origin?
			5.11b) CAN I label points (ordered pairs) on the coordinate plane?
			5.11c) CAN I generate patterns using given rules and graph the ordered pair?
			5.11d) CAN I describe the relationship between x- and y-coordinates of an ordered pair?
			5.11e) CAN I explain how the x-axis and y-axis relate to the x- and y-coordinates of an ordered pair?
			12. I CAN classify two-dimensional shapes into categories based on their properties.
			5.12a) CAN I identify attributes of two-dimensional figures?
			5.12b) CAN I identify and name right angles in a figure?
			5.12c) CAN I draw two-dimensional shapes and identify them in the world?
			5.12d) CAN I assign two-dimensional figures into categories and subcategories?
			5.12e) CAN I know the names of two-dimensional shapes?

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

### Standards for Mathematical Practice

 <p>#1 Make sense of problems and persevere through solving them.</p>	 <p>#5 Use appropriate tools strategically.</p>
 <p>#2 Reason abstractly and quantitatively.</p>	 <p>#6 Attend to precision.</p>
 <p>#3 Construct viable arguments and critique the reasoning of others.</p>	 <p>#7 Look for and make use of structure.</p>
 <p>#4 Model with mathematics.</p>	 <p>#8 Look for and express regularity in repeated reasoning.</p>

### MATH SCHOLARS WILL...

- Monitor their progress and make changes when necessary
- Ask questions to gather information when making a plan to solve a problem
- Test their answer to consider if it is reasonable and makes sense
- Help support their arguments with appropriate math vocabulary
- Summarize their conclusions and processes with words, both written and oral
- Carefully calculate and use precision
- Help explain data using pictures, models and graphs
- Observe and listen to other math scholars with discernment
- Look for patterns and consider different approaches to solving the same problem
- Access math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically
- Recognize repeated calculations, shortcuts and patterns that lead to a general formula
- See math in the world around them and make connections



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# MATH

# 3-5

Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_

**I CAN!** Welcome to your Springs I CAN! Mastery Folder.  
 This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.

- LEVEL 1 NOVICE**  
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**  
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**  
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.

Additional Resources



Pre-Quiz ✓	Date ✓	Mastery ✓	THIRD GRADE MATH "I CAN" STATEMENTS <span style="float: right;">3</span>
			1. I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10.
			3.1a) CAN I name the place value columns?
			3.1b) CAN I know when to round up and when to round down?
			3.1c) CAN I use place value to multiply one digit whole numbers by multiples of 10?
			3.1d) CAN I describe the relationship between addition and subtraction?
			3.1e) CAN I identify real life situations where rounding is needed?
			2. I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.
			3.2a) CAN I multiply two numbers and model the process?
			3.2b) CAN I divide two numbers and model the process?
			3.2c) CAN I use grouping, arrays, and equations to model multiplication and division?
			3.2d) CAN I explain number families in multiplication?
			3.2e) CAN I write equations using a symbol for the unknown number?
			3. I CAN know and apply multiplication properties of operations (associative, distributive and commutative).
			3.3a) CAN I give an example of the Commutative Property?
			3.3b) CAN I model the Distributive Property?
			3.3c) CAN I explain the Associative Property?
			3.3d) CAN I use multiplication facts to solve multiplication problems?
			3.3e) CAN I use Properties of Multiplication to solve problems mentally?
			4. I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem.
			3.4a) CAN I find the missing factor in a multiplication problem?
			3.4b) CAN I find the missing factor in a division problem?
			3.4c) CAN I explain multiplication fact families?
			3.4d) CAN I name the factors of a number?
			3.4e) CAN I explain the relationship between multiplication and division?
			5. I CAN fluently multiply and divide within 100 and, by the end of 3rd grade, know from memory all products of two one-digit numbers.
			3.5a) CAN I multiply two numbers up to 12 times 12?
			3.5b) CAN I name the factors in a multiplication or division family?
			3.5c) CAN I use tools to find the product or quotient?
			3.5d) CAN I draw arrays and shapes to find the area?
			3.5e) CAN I use mental math strategies to recall multiplication facts?
			6. I CAN use addition, subtraction, multiplication and division to solve two-step word problems, then use mental math to check my answers.
			3.6a) CAN I choose the best operations to solve a word problem?
			3.6b) CAN I check my answer using mental math?
			3.6c) CAN I use unit squares or multiplication to find the area and perimeter?
			3.6d) CAN I choose multiplication or division to solve a word problem?
			3.6e) CAN I test my answers using multiplication and division?
			7. I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
			3.7a) CAN I find patterns in a multiplication table?
			3.7b) CAN I explain patterns I see in multiplication and division?
			3.7c) CAN I locate patterns in the multiplication and addition tables?
			3.7d) CAN I justify patterns I see using properties of operations?
			3.7e) CAN I identify patterns in the world around me?
			8. I CAN show fractions are part of a whole and represent fractions on a number line.
			3.8a) CAN I identify the part and whole of a fraction?
			3.8b) CAN I describe what a fraction represents?
			3.8c) CAN I locate a fraction on a number line?
			3.8d) CAN I draw a number line and label fractions in order?
			3.8e) CAN I model fractions using models and pictures?



Taught ✓	Practiced ✓	Mastery Date	THIRD GRADE MATH "I CAN" STATEMENTS <b>3</b>
			<b>9. I CAN compare fractions (using &lt;, =, &gt;), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.</b>
			3.9a) CAN I know when fractions are equal even when they look different?
			3.9b) CAN I show fractions equal to 0 and 1?
			3.9c) CAN I describe fractions as part of a whole?
			3.9d) CAN I model with fractions using graphs, tables and gathered data?
			3.9e) CAN I identify parts of shapes using fractions?
			<b>10. I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes.</b>
			3.10a) CAN I identify the start time, end time and elapsed time of an event?
			3.10b) CAN I explain the difference between a.m. and p.m.?
			3.10c) CAN I tell the current time on an analog clock?
			3.10d) CAN I say how many minutes there are in an hour, hours there are in a day...?
			3.10e) CAN I find out how much time has passed between the start and end time?
			<b>11. I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass</b>
			3.11a) CAN I know measurement units for liquid and solids?
			3.11b) CAN I correlate the appropriate units to what is being measured?
			3.11c) CAN I use a graph to compare measurements?
			3.11d) CAN I estimate liquid volumes and masses of objects?
			3.11e) CAN I use drawings to represent measurement?
			<b>12. I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number.</b>
			3.12a) CAN I draw a picture graph to represent a set of data?
			3.12b) CAN I draw a scaled bar graph to represent a set of data?
			3.12c) CAN I use a graph to answer "how many more" and "how many less" problems?
			3.12d) CAN I use rulers marked with halves and fourths to gather measurement data?
			3.12e) CAN I model measurement data on a line plot?
			<b>13. I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.</b>
			3.13a) CAN I describe area measurement?
			3.13b) CAN I use unit squares to count area of shapes?
			3.13c) CAN I relate area to multiplication and addition using area models?
			3.13d) CAN I use correct units when describing area (square cm, square m, square in, square ft)?
			3.13e) CAN I partition shapes into parts with equal areas?
			<b>14. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.</b>
			3.14a) CAN I describe attributes of plane figures (rhombuses, rectangles, squares, and others) using math language?
			3.14b) CAN I name shapes that share attributes?
			3.14c) CAN I draw examples of plane figures and name their attributes?
			3.14d) CAN I express area of parts of figures as a fraction of the whole?
			3.14e) CAN I partition shapes into parts with equal areas?
			<b>15. I CAN find the area and perimeter of shapes applied in real world examples.</b>
			3.15a) CAN I draw and describe a unit square?
			3.15b) CAN I explain the difference between area and perimeter?
			3.15c) CAN I draw a picture to help me find the area?
			3.15d) CAN I draw a picture to help me find the perimeter?
			3.15e) CAN I find an unknown side length of a polygon?

Taught ✓	Practiced ✓	Mastery Date	FOURTH GRADE MATH "I CAN" STATEMENTS <b>4</b>
			<b>1. I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.</b>
			4.1a) CAN I name the digits in a multi-digit whole number?
			4.1b) CAN I explain how a digit in the ones place represents 10 times the number on its right?
			4.1c) CAN I write numbers in expanded form using place value?
			4.1d) CAN I use the symbols <, > and = to compare numbers?
			4.1e) CAN I know the rules of rounding for estimating numbers?
			<b>2. I CAN add and subtract numbers within 1,000,000.</b>
			4.2a) CAN I model adding and subtracting using base ten blocks?
			4.2b) CAN I explain how to regroup numbers?
			4.2c) CAN I know the vocabulary that means "add"?
			4.2d) CAN I know the vocabulary that means "subtract"?
			4.2e) CAN I use place value to apply the adding and subtracting algorithms?
			<b>3. I CAN determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite.</b>
			4.3a) CAN I explain the difference between a prime and composite number?
			4.3b) CAN I explain the difference between factors and multiples?
			4.3c) CAN I write a whole number as a multiplication problem of its factors?
			4.3d) CAN I fluently say my multiplication facts to 12?
			4.3e) CAN I list all of the prime numbers between 1 and 100?
			<b>4. I CAN create and analyze patterns to identify features of the pattern to follow a math rule.</b>
			4.4a) CAN I see patterns in the real-world?
			4.4b) CAN I describe math patterns using math language?
			4.4c) CAN I identify odd numbers and even numbers?
			4.4d) CAN I write a math pattern?
			4.4e) CAN I create a math rule such as "add 3" or subtract 4"?
			<b>5. I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.</b>
			4.5a) CAN I translate math equations into verbal statements?
			4.5b) CAN I describe multiplication equations as a comparison of numbers?
			4.5c) CAN I use drawings to show multiplication comparisons?
			4.5d) CAN I know the difference between comparing multiplication problems and addition problems?
			4.5e) CAN I solve real-world problems using multiplicative comparisons?
			<b>6. I CAN use what I know about the four operations to solve for an unknown value represented by a letter.</b>
			4.6a) CAN I write equations with an unknown value using a letter?
			4.6b) CAN I solve real-world problems using multiplication and division?
			4.6c) CAN I solve real-world problems using addition and subtraction?
			4.6d) CAN I interpret math problems that involve remainders?
			4.6e) Can I use mental estimation to check answers?
			<b>7. I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers</b>
			4.7a) CAN I add and subtract numbers within 1,000,000 using the algorithm?
			4.7b) CAN I find whole number quotients with remainders?
			4.7c) CAN I use rectangular area models to illustrate multiplication?
			4.7d) CAN I use arrays to model my understanding of multiplication?
			4.7e) CAN I explain the relationship between multiplication and division?
			<b>8. I CAN compare, order, and understand equivalence of fractions with different numerators and denominators.</b>
			4.8a) CAN I use fraction models to show fraction value?
			4.8b) CAN I explain that a fraction a/a is equal to one whole?
			4.8c) CAN I show how two fractions can be equal even when the parts are different sizes?
			4.8d) CAN I create a fraction that is equal to another fraction but has different numbers?
			4.8e) CAN I recognize equivalent fractions?

Taught ✓	Practiced ✓	Mastery Date	FOURTH GRADE MATH "I CAN" STATEMENTS <b>4</b>
			<b>9. I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer.</b>
			4.9a) CAN I use the symbols >, < and = to compare fractions and justify the reasoning?
			4.9b) CAN I name and locate benchmark fractions on a number line?
			4.9c) CAN I create common denominators and numerators with benchmark fractions?
			4.9d) CAN I create a visual fraction model?
			4.9e) CAN I know when fraction comparisons are valid only when they refer to the same whole?
			<b>10. I CAN use unit fractions to multiply fractions and model my answer.</b>
			4.10a) CAN I explain the difference between a fraction and a whole number?
			4.10b) CAN I fluently use multiplication facts to 12?
			4.10c) CAN I name the numerator and denominator of fractions?
			4.10d) CAN I write a fraction with a numerator greater than 1 as a sum of two fractions?
			4.10e) CAN I write a whole number as a fraction?
			<b>11. I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.</b>
			4.11a) CAN I use mental math to multiply by 10?
			4.11b) CAN I create an equivalent fraction by multiplying the number by 10/10 to add two fractions?
			4.11c) CAN I change fractions with denominator of 10 or 100 into a decimal? Ex. 62/100 = 0.62
			4.11d) CAN I compare decimals to hundredths?
			4.11e) CAN I use the symbols >, < and = to compare decimals and justify the reasoning?
			<b>12. I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures.</b>
			4.12a) CAN I define and draw geometric vocabulary: point, line, segment, ray, parallel lines and perpendicular lines?
			4.12b) CAN I draw, identify and measure angles: right, acute & obtuse?
			4.12c) CAN I classify two-dimensional figures and identify right triangles?
			4.12d) CAN I define and locate lines of symmetry?
			4.12e) CAN I explain how parallel and perpendicular lines define a figure?
			<b>13. I CAN understand concepts of angles, draw angles and measure angles using tools.</b>
			4.13a) CAN I draw an angle by connecting two rays at an endpoint?
			4.13b) CAN I measure and draw an angle using a protractor and name the size using degrees?
			4.13c) CAN I describe how an angle is related to the total angle measurement of a circle (360 degrees)?
			4.13d) CAN I solve addition and subtraction problems to find unknown angles on a diagram?
			4.13e) CAN I explain how angle measure can be additive, the whole of one angle is the sum of its parts?
			<b>14. I CAN represent and interpret data measured in fractions by making a line plot to display the data.</b>
			4.14a) CAN I collect data to create a data set?
			4.14b) CAN I use a line plot to display measurement data in fraction form?
			4.14c) CAN I interpret the meaning of data displayed in a line plot?
			4.14d) CAN I identify data in the real-world and justify the findings?
			4.14e) CAN I explain how data can be used to solve real-world scenarios?
			<b>15. I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit.</b>
			4.15a) CAN I know relative sizes of measurement units: km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec?
			4.15b) CAN I record measurement equivalents in a two-column table?
			4.15c) CAN I use four operations to solve real-world measurement problems?
			4.15d) CAN I represent measurement quantities using diagrams?
			4.15e) CAN I apply area & perimeter to measurement problems using formulas?

Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE MATH "I CAN" STATEMENTS <b>5</b>
			<b>1. I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.</b>
			5.1a) CAN I name each place value to the thousandths?
			5.1b) CAN I recognize a digit in the one place is 10 times as much as the number to its right and 1/10 of the number to its left?
			5.1c) CAN I explain the relationship between the number of zeros in a number and relate it to powers of 10?
			5.1d) CAN I describe decimal point placement when a number is multiplied or divided by a power of 10?
			5.1e) CAN I use rounding strategies to estimate decimals?
			<b>2. I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.</b>
			5.2a) CAN I use place value strategies to multiply & divide numbers?
			5.2b) CAN I use place value strategies to divide numbers?
			5.2c) CAN I apply properties of operations when multiplying and dividing?
			5.2d) CAN I describe the relationship between multiplication and division?
			5.2e) CAN I illustrate multiplication and division using equations, arrays and area models?
			<b>3. I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.</b>
			5.3a) CAN I use concrete models based on place value to compute with decimals?
			5.3b) CAN I apply properties of operations to decimal computations?
			5.3c) CAN I describe a strategy used to compute with decimals?
			5.3d) CAN I explain the relationship between addition and subtraction?
			5.3e) CAN I solve real-world problems involving decimals and explain my reasoning?
			<b>4. I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.</b>
			5.4a) CAN I identify and explain the parts of a fraction and what it represents?
			5.4b) CAN I explain the criteria for a fraction to be equal to 1?
			5.4c) CAN I find a common denominator of two fractions?
			5.4d) Can I mentally assess if my answers are reasonable using benchmark fractions?
			5.4e) CAN I create visual fraction models and equations to represent a real-world problem?
			<b>5. I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.</b>
			5.5a) CAN I explain how a fraction is related to division?
			5.5b) CAN I solve real-world problems involving of division of fractions sing models and equations?
			5.5c) CAN I solve real-world problems involving of multiplication of fractions using models and equations?
			5.5d) CAN I use multiplication of fractions to resize real-world models?
			5.5e) CAN I compare the size of a product to the size of one factor?
			<b>6. I CAN use parentheses, brackets and ordering of operations to write expressions and calculate numbers.</b>
			5.6a) CAN I know and apply the order of operations?
			5.6b) CAN I find prime factors of numbers?
			5.6c) CAN I multiply numbers using exponents?
			5.6d) CAN I write simple expressions without evaluating them?
			5.6e) CAN I recognize how operations change a number without evaluating them?
			<b>7. I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents.</b>
			5.7a) CAN I explain the relationship between exponents and multiplication?
			5.7b) CAN I give examples of prime numbers and explain what makes them prime?
			5.7c) CAN I give examples of composite numbers and explain what makes them composite?
			5.7d) CAN I name factors of numbers based on what I know about multiplication?
			5.7e) CAN I show factors as a product of numbers?



Pre-Quiz	Date	Mastered	EIGHTH GRADE ELA "I CAN" THEMES	8
			<b>THEMES</b>	
			8.3.b CAN I Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective text summary.	
			8.3.c CAN I Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
			8.3.d CAN I Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
			8.3.e CAN I Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
			8.3.f CAN I Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
			<b>4. I CAN use text features to read and understand nonfiction text, including text books, online articles &amp; websites, and reference books.</b>	
			8.4.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
			8.4.b CAN I Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
			8.4.c CAN I Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
			<b>5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.</b>	
			8.5.a CAN I Cite specific textual evidence to support analysis of primary and secondary sources.	
			8.5.b CAN I Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			8.5.c CAN I Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			8.5.d CAN I Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			8.5.e CAN I Describe how a text presents information (e.g., sequentially, comparatively..).	
			8.5.f CAN I Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			8.5.g CAN I Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			8.5.h CAN I Distinguish among fact, opinion, and reasoned judgment in a text.	
			8.5.i CAN I Analyze relationships between a primary and secondary source on the same topic.	
			<b>6. I CAN read and comprehend Science and Technical texts independently and proficiently.</b>	
			8.6.a CAN I Cite specific textual evidence to support analysis of science and technical texts.	
			8.6.b CAN I Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
			8.6.c CAN I Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
			8.6.d CAN I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	
			8.6.e CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	
			8.6.f CAN I Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	
			8.6.g CAN I Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually	
			8.6.h CAN I Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
			8.6.i CAN I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
			<b>7. I CAN write for different tasks, purposes, and audiences.</b>	
			8.7.a CAN I Write arguments to support claims with clear reasons and relevant evidence.	
			8.7.b CAN I Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			8.7.c CAN I Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
			<b>8. I CAN use the writing process to develop my writing.</b>	
			8.8.a CAN I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
			8.8.b CAN I Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			8.8.c CAN I Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting,	

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

Pre-Quiz	Date	Mastery	EIGHTH GRADE ELA "I CAN" THEMES	8
			<b>THEMES</b>	
			<b>9. I CAN work collaboratively with peers to use print and digital tools to answer a question.</b>	
			8.9.a CAN I Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
			8.9.b CAN I Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
			8.9.c CAN I Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			<b>10. I CAN participate in collaborative conversations about eighth grade topics and books.</b>	
			8.10.a CAN I Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
			8.10.b CAN I Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
			8.10.c CAN I Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
			8.10.d CAN I Acknowledge new information expressed by others and, when warranted, modify their own views.	
			8.10.e CAN I Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
			8.10.f CAN I Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
			<b>11. I CAN communicate ideas and experiences through oral and visual presentations.</b>	
			8.11.a CAN I Presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
			8.11.b CAN I Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
			8.11.c CAN I Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
			8.11.d CAN I Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
			<b>12. I CAN determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</b>	
			8.12.a CAN I Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
			8.12.b CAN I Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
			8.12.c CAN I Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
			8.12.d CAN I Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
			<b>13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>	
			8.13.a CAN I Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
			8.13.b CAN I Interpret figures of speech (e.g. verbal irony, puns) in context.	
			8.13.c CAN I Use the relationship between particular words to better understand each of the words.	
			8.13.d CAN I Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	

Pre-Quiz	Date	Mastery	EIGHTH GRADE ELA "I CAN" STEPS	8
			<b>STEPS</b>	
			<b>14. I CAN! use proper grammar when I write and speak.</b>	
			14.8a) CAN I explain the function of verbals in general (gerunds, participles, infinitives) and their function in particular sentences.	
			14.8b) CAN I form and use verbs in the active and passive voice?	
			14.8c) CAN I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood?	
			14.8d) CAN I recognize and correct inappropriate shifts in verb voice and mood?	
			<b>15. I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.</b>	
			15.8a) CAN I use punctuation to indicate a pause or break?	
			15.8b) CAN I use ellipsis to indicate an omission?	
			15.8c) CAN I spell grade-appropriate words correctly, consulting references as needed?	

# ENGLISH LANGUAGE ARTS

# 6-8

Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_

## I CAN!

Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



- The journey to mastery visits several levels.
- LEVEL 1 NOVICE**  
Learners interact with the concept with help.
  - LEVEL 2 APPRENTICE**  
Learners know the vocabulary and procedures related to the concept independently.
  - LEVEL 3 PRACTITIONER**  
Learners apply the concept to real world situations.
  - LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.



Pre-Quiz	Date	Mastered	SIXTH GRADE ELA "I CAN" THEMES	6
			<b>THEMES</b>	
			<b>1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.</b>	
			6.1.a CAN I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			6.1.b CAN I Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
			6.1.c CAN I Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
			6.1.d CAN I Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
			6.1.e CAN I Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
			<b>2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.</b>	
			6.2.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	
			6.2.b CAN I Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
			6.2.c CAN I Explain how an author develops the point of view of the narrator or speaker in a text.	
			<b>3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.</b>	
			6.3.a CAN I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			6.3.b CAN I Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
			6.3.c CAN I Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
			6.3.d CAN I Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to better understand the topic or issue.	
			6.3.e CAN I Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
			6.3.f CAN I Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
			<b>4. I CAN use text features to read and understand nonfiction text, including text books, online articles &amp; websites, and reference books.</b>	
			6.4.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
			6.4.b CAN I Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
			6.4.c CAN I Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
			<b>5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.</b>	
			6.5.a CAN I Cite specific textual evidence to support analysis of primary and secondary sources.	
			6.5.b CAN I Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			6.5.c CAN I Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			6.5.d CAN I Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			6.5.e CAN I Describe how a text presents information (e.g., sequentially, comparatively, causally).	
			6.5.f CAN I Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			6.5.g CAN I Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			6.5.h CAN I Distinguish among fact, opinion, and reasoned judgment in a text.	
			6.5.i CAN I Analyze the relationship between a primary and secondary source on the same topic.	
			<b>6. I CAN read and comprehend sixth grade science and technical texts independently and proficiently.</b>	
			6.6.a CAN I Cite specific textual evidence to support analysis of science and technical texts.	
			6.6.b CAN I Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
			6.6.c CAN I Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
			6.6.d CAN I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	



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 Telephone (951) 252-8800



Pre-Quiz	Date	Mastery	SIXTH GRADE ELA "I CAN" THEMES	6
			<b>THEMES</b>	
			6.6.e CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	
			6.6.f CAN I Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	
			6.6.g CAN I Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
			6.6.h CAN I Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
			6.6.i CAN I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
			<b>7. I CAN write for different tasks, purposes, and audiences.</b>	
			6.7.a CAN I Write arguments to support claims with clear reasons and relevant evidence.	
			6.7.b CAN I Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			6.7.c CAN I Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
			<b>8. I CAN use the writing process to develop my writing.</b>	
			6.8.a CAN I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
			6.8.b CAN I With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			6.8.c CAN I Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting.	
			<b>9. I CAN! conduct short research projects using print and digital sources.</b>	
			6.9.a CAN I Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
			6.9.b CAN I Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
			6.9.c CAN I Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			<b>10. I CAN! participate in small and large group conversations about topics and books we are reading.</b>	
			6.10.a CAN I Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
			6.10.b CAN I Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
			6.10.c CAN I Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
			6.10.d CAN I Explain their own ideas and understanding in light of the discussion.	
			6.10.e CAN I Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
			6.10.f CAN I Identify a speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
			<b>11. I CAN communicate ideas and experiences through oral and visual presentations.</b>	
			6.11.a CAN I Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
			6.11.b CAN I Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
			6.11.c CAN I Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
			<b>12. I CAN determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</b>	
			6.12.a CAN I Use sentence-level context as a clue to the meaning of a word or phrase.	
			6.12.b CAN I Determine the meaning of a work with Greek and Latin affixes and roots as clues to the meaning of a word.	
			6.12.c CAN I Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases.	
			6.12.d Verify the preliminary determination of the meaning of a word or phrase.	
			<b>13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>	
			6.13.a CAN I Interpret figures of speech (e.g., personification) in context.	
			6.13.b CAN I Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
			6.13.c CAN I Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhastful, thrifty).	

Pre-Quiz	Date	Mastery	SIXTH GRADE ELA "I CAN" STEPS	6
			<b>STEPS</b>	
			<b>14. I CAN! use proper grammar when I write and speak</b>	
			14.6a) CAN I ensure that pronouns are in the proper case (subjective, objective, possessive)?	
			14.6b) CAN I use intensive pronouns (e.g., myself, ourselves).	
			14.6c) CAN I recognize and correct inappropriate shifts in pronoun number and person?	
			14.6d) CAN I recognize and correct vague pronouns?	
			14.6e) CAN I recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language?	
			<b>15. I CAN! Correctly use the rules for capitalization, punctuation, and spelling when writing</b>	
			15.6a) CAN I use punctuation to set off nonrestrictive/parenthetical elements?	
			15.6b) CAN I use a comma to separate an introductory element from the rest of the sentence?	
			15.6c) CAN I spell grade-appropriate words correctly, consulting references as needed?	

Pre-Quiz	Date	Mastery	SEVENTH GRADE ELA "I CAN" THEMES	7
			<b>THEMES</b>	
			<b>1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.</b>	
			7.1.a CAN I Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			7.1.b CAN I Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
			7.1.c CAN I Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
			7.1.d CAN I Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
			7.1.e CAN I Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
			<b>2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.</b>	
			7.2.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
			7.2.b CAN I Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
			7.2.c CAN I Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
			<b>3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.</b>	
			7.3.a CAN I Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			7.3.b CAN I Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
			7.3.c CAN I Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
			7.3.d CAN I Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
			7.3.e CAN I Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
			7.3.f CAN I Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
			<b>4. I CAN use text features to read and understand nonfiction text, including text books, online articles &amp; websites, and reference books.</b>	
			7.4.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
			7.4.b CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
			7.4.c CAN I Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
			<b>5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.</b>	
			7.5.a CAN I Cite specific textual evidence to support analysis of primary and secondary sources.	
			7.5.b CAN I Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			7.5.c CAN I Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	

Pre-Quiz	Date	Mastery	SEVENTH GRADE ELA "I CAN" THEMES	7
			<b>THEMES</b>	
			7.5.d CAN I Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			7.5.e CAN I Describe how a text presents information (e.g., sequentially, comparatively, causally).	
			7.5.f CAN I Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			7.5.g CAN I Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			7.5.h CAN I Distinguish among fact, opinion, and reasoned judgment in a text.	
			7.5.i CAN I Analyze the relationship between a primary and secondary source on the same topic.	
			<b>6. I CAN read and comprehend Science and Technical texts independently and proficiently.</b>	
			7.6.a CAN I Cite specific textual evidence to support analysis of science and technical texts.	
			7.6.b CAN I Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
			7.6.c CAN I Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
			7.6.d CAN I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	
			7.6.e CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	
			7.6.f CAN I Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	
			7.6.g CAN I Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, graph, or table).	
			7.6.h CAN I Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
			7.6.i CAN I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
			<b>7. I CAN write for different tasks, purposes, and audiences.</b>	
			7.7.a CAN I Write arguments to support claims with clear reasons and relevant evidence.	
			7.7.b CAN I Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			7.7.c CAN I Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
			<b>8. I CAN use the writing process to develop my writing.</b>	
			7.8.a CAN I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
			7.8.b CAN I With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			7.8.c CAN I Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting.	
			<b>9. I CAN work collaboratively with peers to use print and digital tools to answer a question.</b>	
			7.9.a CAN I Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
			7.9.b CAN I Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
			7.9.c CAN I Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			<b>10. I CAN participate in collaborative conversations about seventh grade topics and books.</b>	
			7.10.a CAN I Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
			7.10.b CAN I Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
			7.10.c CAN I Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
			7.10.d CAN I Acknowledge new information expressed by others and, when warranted, modify their own views.	
			7.10.e CAN I Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
			7.10.f CAN I Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
			<b>11. I CAN communicate ideas and experiences through oral and visual presentations.</b>	
			7.11.a CAN I Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	

Pre-Quiz	Date	Mastery	SEVENTH GRADE ELA "I CAN" THEMES	7
			<b>THEMES</b>	
			7.11.b CAN I Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
			7.11.c CAN I Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
			<b>12. I CAN clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.</b>	
			7.12.a CAN I Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
			7.12.b CAN I Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
			7.12.c CAN I Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
			7.12.d CAN I Verify the preliminary determination of the meaning of a word or phrase	
			<b>13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>	
			7.13.a CAN I Interpret figures of speech in context.	
			7.13.b CAN I Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
			7.13.c CAN I Distinguish among the connotations (associations) of words with similar denotations (definitions)	

Pre-Quiz	Date	Mastery	SEVENTH GRADE ELA "I CAN" STEPS	7
			<b>STEPS</b>	
			<b>14. I CAN! use proper grammar when I write and speak.</b>	
			14.7a) CAN I explain the function of phrases and clauses in general and their function in specific sentences?	
			14.7b) CAN I choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas?	
			14.7c) CAN I place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers?	
			<b>15. I CAN! correctly use capitalization, punctuation, and spelling when writing.</b>	
			15.7a) CAN I use a comma to separate coordinate adjectives (e.g., it was a fascinating, enjoyable movie but not He wore and old [.] green shirt)?	
			15.7b) CAN I spell grade-appropriate words correctly, consulting references as needed?	

Pre-Quiz	Date	Mastery	EIGHTH GRADE ELA "I CAN" THEMES	8
			<b>THEMES</b>	
			<b>1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.</b>	
			8.1.a CAN I Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
			8.1.b CAN I Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
			8.1.c CAN I Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
			8.1.d CAN I Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
			8.1.e CAN I Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
			<b>2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.</b>	
			8.2.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
			8.2.b CAN I Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
			8.2.c CAN I Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	
			<b>3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.</b>	
			8.3.a CAN I Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	







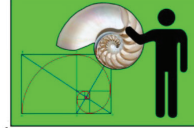
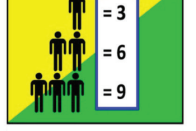


Taught ✓	Practiced ✓	Mastery Date	EIGHT GRADE MATH "I CAN" STATEMENTS <span style="float: right;">8</span>
			8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph. 8.8a) CAN I determine the rate of change of a function? 8.8b) CAN I relate a function to a real world situation? 8.8c) CAN I locate the initial value of a function? 8.8d) CAN I describe the relationship of two quantities illustrated by a graph? 8.8e) CAN I verbally describe a function by looking at a graph?
			9. I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse. 8.9a) CAN I restate the Pythagorean Theorem and what it represents? 8.9b) CAN I know various proofs of the Pythagorean Theorem? 8.9c) CAN I name the sides of a right triangle and how they relate to the Pythagorean Theorem? 8.9d) CAN I apply the Pythagorean Theorem to find the distance between points in the coordinate plane? 8.9e) CAN I solve for an unknown value in the Pythagorean Theorem?
			10. I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane. 8.10a) CAN I use math vocabulary to describe translations (line, segment, angle, parallel)? 8.10b) CAN I know when two geometric shapes are congruent? 8.10c) CAN I use models to demonstrate translations? 8.10d) CAN I describe translations in the coordinate planes by using coordinates of points? 8.10e) CAN I describe 2D figures by their geometric properties?
			11. I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles. 8.11a) CAN I use mathematical language to give informal arguments? 8.11b) CAN I define geometric terms: Parallel, exterior angle, transversal, and similarity? 8.11c) CAN I describe the angle-angle criterion for similarity of triangles? 8.11d) CAN I know and apply the angle sum theorem? 8.11e) CAN I describe the relationships between interior angles and exterior angles?
			12. I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. 8.12a) CAN I identify 3D shapes: Cone, cylinder and sphere? 8.12b) CAN I locate the various parts of 3D shapes? 8.12c) CAN I find the area and circumference of a circle? 8.12d) CAN I find the area and perimeter of quadrilaterals? 8.12e) CAN I locate and describe 3D shapes in the world?
			13. I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. 8.13a) CAN I identify bivariate data and identify its graph? 8.13b) CAN I define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association? 8.13c) CAN I find the line of best fit using statistical data? 8.13d) CAN I find patterns in bivariate data sets and scatter plots? 8.13e) CAN I use a linear equation $y=mx+b$ to summarize statistical data?

Student Name: \_\_\_\_\_

SSID: \_\_\_\_\_

### Standards for Mathematical Practice

	#1 Make sense of problems and persevere through solving them.		#5 Use appropriate tools strategically.
	#2 Reason abstractly and quantitatively.		#6 Attend to precision.
	#3 Construct viable arguments and critique the reasoning of others.		#7 Look for and make use of structure.
	#4 Model with mathematics.		#8 Look for and express regularity in repeated reasoning.

### MATH SCHOLARS WILL...

- Monitor their progress and make changes when necessary
- Ask questions to gather information when making a plan to solve a problem
- Test their answer to consider if it is reasonable and makes sense
- Help support their arguments with appropriate math vocabulary
- Summarize their conclusions and processes with words, both written and oral
- Carefully calculate and use precision
- Help explain data using pictures, models and graphs
- Observe and listen to other math scholars with discernment
- Look for patterns and consider different approaches to solving the same problem
- Access math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically
- Recognize repeated calculations, shortcuts and patterns that lead to a general formula
- See math in the world around them and make connections



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 Telephone (951) 252-8800

# MATH

# 6-8

Name: \_\_\_\_\_ Starting Year: \_\_\_\_\_

**I CAN!** Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.

- LEVEL 1 NOVICE**  
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**  
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**  
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**  
Learners apply the concept beyond their grade level expectations.

Additional Resources



Pre-Quiz ✓	Date ✓	Mastery ✓	SIXTH GRADE MATH "I CAN" STATEMENTS <span style="float: right;">6</span>
			1. I CAN add, subtract, multiply and divide whole numbers and decimals. I CAN add, subtract, multiply and divide whole numbers and decimals. 6.1a) CAN I describe decimals using place value? 6.1b) CAN I know the algorithm for multiplying and dividing decimals? 6.1c) CAN I know the algorithm for adding and subtracting decimals? 6.1d) CAN I read decimal numbers using math language? 6.1e) CAN I solve real world problems with decimals?
			2. I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. 6.2a) CAN I explain the difference between a prime and composite number? 6.2b) CAN I list the first 10 prime numbers? 6.2c) CAN I describe how to know the factors of numbers? 6.2d) CAN I find common multiples of two or more numbers? 6.2e) CAN I find common factors of two or more numbers?
			3. I CAN know and apply the Distributive Property. 6.3a) CAN I find common factors of numbers? 6.3b) CAN I explain order of operation rules? 6.3c) CAN I express a sum of two numbers as multiples with a common factor? Ex. $36 + 8 = 4(9 + 2)$ 6.3d) CAN I know the difference between a common factor and the greatest common factor? 6.3e) CAN I use the Distributive Property to solve real world problems?
			4. I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing. 6.4a) CAN I compute the quotient of fractions within word problems? 6.4b) CAN I divide a fraction by a fraction? 6.4c) CAN I use fraction models to explain how to compute with fractions? 6.4d) CAN I explain the relationship between multiplication and division of fractions? 6.4e) CAN I use an equation to represent a problem involving fractions?
			5. I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value. 6.5a) CAN I give real world examples of using positive and negative number values? 6.5b) CAN I explain the meaning of zero? 6.5c) CAN I locate rational numbers on a number line? 6.5d) CAN I locate all quadrants of the coordinate plane (I, II, III, IV)? 6.5e) CAN I find points in the coordinate plane with negative number coordinates?
			6. I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers. 6.6a) CAN I find the absolute value of numbers? 6.6b) CAN I find the distance between two numbers using absolute value? 6.6c) CAN I find the distance between numbers in a coordinate plane? 6.6d) CAN I order absolute value of rational numbers? 6.6e) CAN I graph points in all four quadrants of the coordinate plane?
			7. I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate. 6.7a) CAN I describe a ratio relationship between two quantities? 6.7b) CAN I explain the concept of unit rate $a/b$ and how it relates to a ratio $a:b$ ? 6.7c) CAN I use rate language in context of a ratio relationship? 6.7d) CAN I reason about the relationship of numbers using ratios? 6.7e) CAN I distinguish between ratio, rate and unit rate?

Taught ✓	Practiced ✓	Mastery Date	SIXTH GRADE MATH "I CAN" STATEMENTS <b>6</b>
			<b>8. I CAN find a percent of quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent.</b>
			6.8a) CAN I use equations to solve real-world problems involving ratio and rate?
			6.8b) CAN I use tables of equivalent ratios to solve real-world problems involving ratio and rate?
			6.8c) CAN I use tape diagrams to solve real-world problems involving ratio and rate?
			6.8d) CAN I use double number line diagrams to solve real-world problems involving ratio and rate?
			6.8e) CAN I explain my reasoning when solving real-world problems involving ratio and rate?
			<b>9. I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.</b>
			6.9a) CAN I write numerical expressions involving whole-number exponents?
			6.9b) CAN I evaluate numerical expressions involving whole-number exponents?
			6.9c) CAN I identify when two expressions are equivalent? Ex. $y + y + y = 3y$
			6.9d) CAN I evaluate expressions in which letters stand for numbers?
			6.9e) CAN I know and apply the order of operation rules when evaluating expressions?
			<b>10. I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.</b>
			6.10a) CAN I use substitution of values to determine whether an inequality is true?
			6.10b) CAN I explain the concept of variable and use it to represent an unknown number?
			6.10c) CAN I write an inequality to represent a constraint or condition in a real-world problem?
			6.10d) CAN I represent solutions of inequalities using a number line diagram?
			6.10e) CAN I write and solve equations using nonnegative rational numbers? Ex. $x + p = q$ and $px = q$ .
			<b>11. I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.</b>
			6.11a) CAN I identify the independent variable and the dependent variable in an equation?
			6.11b) CAN I explain the relationship between the independent and dependent variables in an equation?
			6.11c) CAN I design a table to generate numerical values from an equation?
			6.11d) CAN I model an equation using a graph?
			<b>12. I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume.</b>
			6.12a) CAN I find the area of triangles, quadrilaterals and polygons by composing into rectangles or decomposing into other shapes?
			6.12b) CAN I find the volume of 3D figures with fractional edge lengths using unit cubes and the formula for volume?
			6.12c) CAN I draw polygons in the coordinate plane using coordinates of the vertices?
			6.12d) CAN I use nets made up of rectangles and triangles to represent 3D figures?
			<b>13. I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context.</b>
			6.13a) CAN I recognize and develop statistical questions that can be measured by data?
			6.13b) CAN I describe the variability within a data set?
			6.13c) CAN I understand that a data distribution can be described by its center, spread and overall shape?
			6.13d) CAN I explain the difference between a measure of center and a measure of variation?
			6.13e) CAN I gather and analyze statistical data in the real-world?

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE MATH "I CAN" STATEMENTS <b>7</b>
			<b>1. I CAN add, subtract, multiply and divide rational and fractional numbers and apply number operations to real world problems.</b>
			7.1a) CAN I use a line diagram to model operations with rational numbers?
			7.1b) CAN I give real world examples applied to negative numbers?
			7.1c) CAN I convert a fraction into a decimal?
			7.1d) CAN I convert a decimal into a fraction?
			7.1e) CAN I compare the value of rational numbers (positive, negative, fraction, decimal)?
			<b>2. I CAN compute using absolute value and use it to find the distance.</b>
			7.2a) CAN I find the absolute value of a number?
			7.2b) CAN I use absolute value to find the distance from zero
			7.2c) CAN I give a definition of absolute value?
			7.2d) CAN I identify and apply rules of absolute value computation?
			7.2e) CAN I use absolute value to add and subtract negative numbers?
			<b>3. I CAN extend my understanding of fractions to multiply and divide rational numbers.</b>
			7.3a) CAN I solve real world problems involving complex fractions?
			7.3b) CAN I explain why an integer cannot be divided by zero?
			7.3c) CAN I demonstrate the operational rules of multiplication and division with negative numbers?
			7.3d) CAN I interpret quotients of rational numbers by describing real-world contexts?
			7.3e) CAN I interpret products of rational numbers by describing real-world contexts?
			<b>4. I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.</b>
			7.4a) CAN I factor expressions?
			7.4b) CAN I use properties to make equivalent expressions?
			7.4c) CAN I use properties to strategize and find patterns?
			7.4d) CAN I rewrite an expression in other forms without changing the expression?
			7.4e) CAN I use the Distributive Property to solve equations?
			<b>5. I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.</b>
			7.5a) CAN I describe inverse operations?
			7.5b) CAN I use variables to represent a real world problem and construct an equation?
			7.5c) CAN I use variables to represent a real world problem and construct an inequality?
			7.5d) CAN I use mental computation and estimation strategies to check an answer?
			7.5e) CAN I assess the reasonableness of my solutions to equations?
			<b>6. I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph.</b>
			7.6a) CAN I explain the relationship between fractions and proportional relationships?
			7.6b) CAN I compute the unit rate in quantities measured in like or different units?
			7.6c) CAN I use fractions to describe ratios?
			7.6d) CAN I tell whether quantities are proportional?
			7.6e) CAN I use number values and graphs to model rates?
			<b>7. I CAN solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest.</b>
			7.7a) CAN I relate ratio problems to percentages?
			7.7b) CAN I compute problems of ratio using fraction computation?
			7.7c) CAN I identify proportional relationships in the world?
			7.7d) CAN I use a graph to model proportional relationships?
			7.7e) CAN I explain the difference between increase and decrease?

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE MATH "I CAN" STATEMENTS <b>7</b>
			<b>8. I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, and scale drawing and angles then explain the relationships between them.</b>
			7.8a) CAN I reproduce a scale drawing at a different scale (enlarge and reduce)?
			7.8b) CAN I compute the area of geometric figures?
			7.8c) CAN I identify unique triangles by their angles and sides?
			7.8d) CAN I identify the shape of the cross section of right rectangular prisms and right rectangular pyramids?
			7.8e) I CAN draw geometric figures using a ruler, protractor and technology?
			<b>9. I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume.</b>
			7.9a) CAN I describe the relationship between area and circumference of a circle?
			7.9b) CAN I use correct units when solving for area (units squared) and circumference (units)?
			7.9c) CAN I use facts about angles (supplementary, complementary, vertical and adjacent) to solve multi-step problems?
			7.9d) CAN I identify two- and three-dimensional composite objects made from triangles, quadrilaterals, polygons, cubes and right prisms?
			7.9e) CAN I apply geometric problem solving to real world situations?
			<b>10. I CAN use random sampling to draw inferences about a population.</b>
			7.10a) CAN I explain how statistics can be used to get information and find patterns?
			7.10b) CAN I describe how to gather a sample?
			7.10c) CAN I use sampling to support inferences?
			7.10d) CAN I use data to estimate or predict?
			7.10e) CAN I model and measure statistical variations using data?
			<b>11. I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations.</b>
			7.11a) CAN I measure data using the Measures of Central Tendency (mean, median, mode and range)?
			7.11b) CAN I compare data variability using the Measures of Central Tendency?
			7.11c) CAN I find the Mean Absolute Deviation of a data set?
			7.11d) CAN I draw informal inferences about two populations based on numerical data?
			7.11e) CAN I apply statistical problem solving to real world situations?
			<b>12. I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events.</b>
			7.12a) CAN I explain why the probability is a number between 0 and 1?
			7.12b) CAN I approximate the probability something will happen based on data?
			7.12c) CAN I calculate the frequency given a probability?
			7.12d) CAN I develop a probability model and justify my model?
			7.12e) CAN I find probabilities of compound events using lists, tables, tree diagrams and situation?

Taught ✓	Practiced ✓	Mastery Date	EIGHTH GRADE MATH "I CAN" STATEMENTS <b>8</b>
			<b>1. I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line.</b>
			8.1a) CAN I tell the difference between a rational and irrational number?
			8.1b) CAN I know how to convert between fractions and decimals?
			8.1c) CAN I know when a decimal is terminal and when it is repeating?
			8.1d) CAN I find the decimal value of numbers with a radical sign?
			8.1e) CAN I explain how to compare fractions, decimals and numbers with radical sign?
			<b>2. I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number.</b>
			8.2a) CAN I describe what an exponent represents?
			8.2b) CAN I calculate numbers and expressions with negative exponents?
			8.2c) CAN I explain the difference between a cube root and a square root?
			8.2d) CAN I know fluently perfect squares and their square roots and perfect cubes and their cube roots?
			8.2e) CAN I explain why the square root of 2 is irrational?
			<b>3. I CAN use scientific notation to express measurement of very small and very large quantities.</b>
			8.3a) CAN I estimate large and small numbers using exponents?
			8.3b) CAN I use the integer power of 10 to express numbers?
			8.3c) CAN I relate decimal value to scientific notation value?
			8.3d) CAN I apply scientific notation to measurement?
			8.3e) CAN I interpret scientific notation that has been created by technology?
			<b>4. I CAN compare proportional values draw a graph of their relationships and know the unit rate is the slope of the graph.</b>
			8.4a) CAN I relate the parts of a proportion to the parts of a graph?
			8.4b) CAN I explain how to determine the unit rate?
			8.4c) CAN I compare proportional relationships by interpreting their graphs?
			8.4d) CAN I describe the slope of a graph?
			8.4e) CAN I tell how the slope of a graph and proportional value are related?
			<b>5. I CAN derive the equation of a line <math>y = mx + b</math> where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis.</b>
			8.5a) CAN I describe what makes two triangles similar?
			8.5b) CAN I draw a coordinate plane including: x-axis, y-axis, quadrants, the origin and unit values?
			8.5c) CAN I find the slope of a line using two distinct points on the line?
			8.5d) CAN I recall the equation of a line and name the parts?
			8.5e) CAN I explain the difference between a positive and negative slope?
			<b>6. I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).</b>
			8.6a) CAN I determine the difference between an expression and an equation?
			8.6b) CAN I combine like terms within an equation?
			8.6c) CAN I solve a linear equation in one variable?
			8.6d) CAN I use various methods to solve pairs of linear equations: Graphing, substitution & elimination?
			8.6e) CAN I know that when there is one solution I put my answer in the form (x, y)?
			<b>7. I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.</b>
			8.7a) CAN I create a function table and graph the values?
			8.7b) CAN I interpret the graph of a function to determine rate of change?
			8.7c) CAN I give examples of functions that are NOT linear and explain why?
			8.7d) CAN I describe & define the input and output of a function table?
			8.7e) CAN I relate a function to the equation $y=mx+b$ ?

Attachment W  
Springs ICAN | TN Academic Standards



TN	TN Description	ICAN! Standard	CAN I? Descriptor
<b>PRINT CONCEPTS</b>			
K.FL.PC.1	Demonstrate understanding of the organization and basic	k.12 I CAN! name the letters and understand how print works.	k.12 I CAN! name the letters and understand how print works.
K.FL.PC.1. a	a. Follow words from left to right, top to bottom, and page by page.	k.12 I CAN! name the letters and understand how print works.	k.12.a) CAN I? Follow words from left to right, top to bottom, and page by page.
K.FL.PC.1. b	b. Recognize that spoken words are represented in written language by specific sequences of letters.	k.12 I CAN! name the letters and understand how print works.	k.12.b) CAN I? Recognize that spoken words are represented in written language by specific sequences of letters.
K.FL.PC.1.c	c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print	k.12 I CAN! name the letters and understand how print works.	k.12.c) CAN I? Understand that words are separated by spaces in print.
K.FL.PC.1. d	d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	k.12 I CAN! name the letters and understand how print works.	k.12.d) CAN I? Recognize and name all upper- and lowercase letters of the alphabet.
K.FL.PC.1. e	e. Distinguish between pictures and words.	k.12 I CAN! name the letters and understand how print works.	CAN I? distinguish between pictures and sounds.
<b>PHONOLOGICAL AWARENESS</b>			
K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and	k.13 I CAN! blend sounds into words.	k.13 I CAN! blend sounds into words.
K.FFL.PA.2.a	a. Recognize and begin to produce rhyming words.	k.13 I CAN! blend sounds into words.	k.13.a) CAN I? Recognize and produce rhyming words.
	b. Count, pronounce, blend, and segment syllables in spoken words	k.13 I CAN! blend sounds into words.	k.13.b) CAN I? Count, pronounce, blend, and segment syllables in spoken words.
	c. Blend and segment onsets and rimes of single-syllable spoken words.	k.13 I CAN! blend sounds into words.	k.13.c) CAN I? Blend and segment onsets and rimes of single-syllable spoken words.
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/	k.13 I CAN! blend sounds into words.	k.13.e) CAN I? Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) *Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

TN	TN Description	ICAN! Standard	CAN I? Descriptor
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	k.13 I CAN! blend sounds into words.	k.13.c) CAN I? Blend and segment onsets and rimes of single-syllable spoken words.
<b>WORD RECOGNITION</b>			
K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	k.14 I CAN! sound out words.	<b>k.14 I CAN! sound out words.</b>
	a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	k.14 I CAN! sound out words.	k.14.a) CAN I? Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
	b. Associate the long and short phonemes with common spellings for the five major vowels.	k.14 I CAN! sound out words.	k.14.b) CAN I? Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel.
	c. Read common high-frequency words by sight	k.14 I CAN! sound out words.	k.14.c) CAN I? Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	d. Decode regularly spelled CVC words.	k.13 I CAN! blend sounds into words.	k.13.e) CAN I? Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) *Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.
	e. Distinguish between similarly spelled words by identifying the letters that differ.	k.14 I CAN! sound out words.	k.14.d) CAN I? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>WORD COMPOSITION</b>			
<b>K.FFL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</b>	<b>k.16 I CAN! use correct grammar.</b>	<b>k.16. I CAN! use correct grammar.</b>
K.FFL.WC.4.a	a. Write uppercase and lowercase manuscript letters from memory	k.16 k.16 I CAN! use correct grammar.	k.16.a) CAN I? Print many upper- and lowercase letters.
K.FFL.WC.4.b	b. Write a letter/letters for most consonant and short vowel sounds (phonemes).	k.17 I CAN! use letter sounds, capitals, and punctuation when I write.	k.17.c) CAN I? Write a letter or letters for most consonant and short-vowel sounds.
K.FFL.WC.4.c	c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope	k.17 I CAN! use letter sounds, capitals, and punctuation when I write.	k.17d) CAN I? Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

TN	TN Description	ICAN! Standard	CAN I? Descriptor
K.FFL.WC.4.d	d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels	k.17 I CAN! use letter sounds, capitals, and punctuation when I write.	k.17d) CAN I? Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
K.FFL.WC.4.e	e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	k.17 I CAN! use letter sounds, capitals, and punctuation when I write.	k.17c) CAN I? Write a letter or letters for most consonant and short-vowel sounds <b>and know that every syllable has a vowel.</b>
	f. Write some common, frequently used words (am, and, like, the).	k.16 I CAN! use correct grammar.	k.16.b) CAN I? Use frequently occurring nouns and verbs.
	g. Print many upper and lowercase letters.	k.16 I CAN! use correct grammar.	k.16.a) CAN I? Print many upper- and lowercase letters.
<b>FLUENCY</b>			
K.FFL.F.5	Read with sufficient accuracy and fluency to support comprehension.	k.15 I CAN! read my kindergarten books.	I CAN! read my kindergarten books.
	a. Read emergent-reader texts with purpose and understanding.	k.15 I CAN! read my kindergarten books.	k.15.a) CAN I? Read emergent-reader texts with purpose and understanding.
<b>SENTENCE COMPOSITION</b>			
K.FFL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support	k.16 I CAN! use correct grammar.	I CAN! use correct grammar.
	a. With modeling or verbal prompts, orally produce complete sentences.	k.16 I CAN! use correct grammar.	k.16.f) Produce and expand complete sentences in shared language activities.
	b. Follow one-to-one correspondence between voice and print when writing a sentence.	k.16 I CAN! use correct grammar.	CAN I? follow one-to-one correspondence between voice and print when writing a sentence.
	c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	k.16 I CAN! use correct grammar.	k.16.b) CAN I? Use frequently occurring nouns and verbs.
	d. Form regular plural nouns when speaking and in shared language activities	k.16 I CAN! use correct grammar.	k.16.c) CAN I? Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

TN	TN Description	ICAN! Standard	CAN I? Descriptor
	e. Understand and use question words (interrogatives) when speaking and in shared language activities.	k.16 I CAN! use correct grammar.	k.16.d) CAN I? Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	f. Use the most frequently occurring prepositions when speaking and in shared language activities.	k.16 I CAN! use correct grammar.	k.16.e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	g. Produce and expand complete sentences in shared language activities	k.16 I CAN! use correct grammar.	k.16.f) Produce and expand complete sentences in shared language activities.
	h. Capitalize the first word in a sentence and the pronoun I.	k.17 I CAN! use letter sounds, capitals, and punctuation when I write.	k.17.a) CAN I? Capitalize the first word in a sentence and the pronoun I.
	i. Recognize and name end punctuation.	k.17 I CAN! use letter sounds, capitals, and punctuation when I write.	k.17.b) CAN I? Recognize and name end punctuation.
<b>VOCABULARY ACQUISITION</b>			
K.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.	k.9 I CAN! Use word clues to understand new words.	k.9.a) CAN I? Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	i. Identify new meanings for familiar words and apply them accurately.	k.9 I CAN! Use word clues to understand new words.	k.9.b) CAN I? Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word	k.9 I CAN! Use word clues to understand new words.	k.9.c) CAN I? Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings	k.10 I CAN! sort words and their opposites with help.	I CAN! sort words and their opposites with help.
	i. Sort common objects into categories to gain a sense of the concepts the categories represent	k.10 I CAN! sort words and their opposites with help.	k.10.a) CAN I? Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

TN	TN Description	ICAN! Standard opposites with help.	CAN I? Descripton categories represent.
	ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	k.10 I CAN! sort words and their opposites with help.	k.10.b) CAN I? Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	iii. Make real-life connections between words and their use.	k.11 I CAN! use words and phrases I've learned.	k.11.a) CAN I? Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	iv. Distinguish shades of meaning among verbs describing the same general action.	k.11 I CAN! use words and phrases I've learned.	k.11.b) CAN I? Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
K.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	k.1 I CAN! read kindergarten books.	k.1.f) CAN I? Actively engage in group reading activities with purpose and understanding.

**KEY IDEAS AND DETAILS**

K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	k.1 I CAN! read kindergarten books.	k.1.a) CAN I? With prompting and support, ask and answer questions about key details in a text.
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.	k.1 I CAN! read kindergarten books.	k.1.b) CAN I? With prompting and support, retell familiar stories, including key details.
K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.	k.1 I CAN! read kindergarten books.	k.1.c) CAN I? With prompting and support, identify characters, settings, and major events in a story.

**CRAFT AND STRUCTURE**

K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	k.2 I CAN! talk about the story or poem I'm reading.	k.2.a) CAN I? Ask and answer questions about unknown words in a story or poem.
K.RL.CS.5	Recognize common types of texts.	k.2 I CAN! talk about the story or poem I'm reading.	k.2.b) CAN I? Recognize common types of texts (e.g., storybooks, poems).
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.	k.2 I CAN! talk about the story or poem I'm reading.	k.2.c) CAN I? With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

TN	TN Description	ICAN! Standard	CAN I? Descriptor
K.RL.IK1.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	k.1 I CAN! read kindergarten books.	k.1.d) CAN I? With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K.RL.IK1.9	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	k.1 I CAN! read kindergarten books.	k.1.e) CAN I? With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	k.1 I CAN! read kindergarten books.	k.1. I CAN! read kindergarten books.
<b>KEY IDEAS AND DETAILS</b>			
Informational Text - K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	k.3 I CAN! read kindergarten informational books.	k.3.a) CAN I? With prompting and support, ask and answer questions about key details in a text.
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.	k.3 I CAN! read kindergarten informational books.	k.3.b) CAN I? With prompting and support, identify the main topic and retell key details of an informational text.
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text	k.3 I CAN! read kindergarten informational books.	k.3.c) CAN I? With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>CRAFT AND STRUCTURE</b>			
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	k.9 I CAN! Use word clues to understand new words.	k.9.a) CAN I? Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
K.RI.CS.5	Know various text features.	k.4 I CAN! use text features to read kindergarten informational text.	k.9.b) CAN I? Identify the front cover, back cover, and title page of a book.
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	k.4 I CAN! use text features to read kindergarten informational text.	k.4.c) CAN I? Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.



TN	TN Description	ICAN! Standard	CAN I? Descriptor
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
K.RI.IK1.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	k.3 I CAN! read kindergarten informational books.	k.3.d) CAN I? With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
K.RI.IK1.8	With prompting and support, identify the reasons an author provides to support points in a text.	k.3 I CAN! read kindergarten informational books.	k.3.e) CAN I? With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.IK1.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	k.3 I CAN! read kindergarten informational books.	k.3.f) CAN I? With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
K.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.	k.3 I CAN! read kindergarten informational books.	<b>k.3. I CAN! read kindergarten informational books.</b>
<b>COMPREHENSION AND COLLABORATION</b>			
Speaking & Listening. K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	k.7 I CAN! talk with others about kindergarten topics.	k.7.a) CAN I? Participate in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	k.7 I CAN! talk with others about kindergarten topics.	k.7.d) CAN I? Ask and answer questions to get help or information presented orally if something is not understood.
K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	k.8 I CAN! Present my work and ideas.	k.8.a) CAN I? Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
K.SL.PK1.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	k.8 I CAN! Present my work and ideas.	k.8. b) CAN I? Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

TN	TN Description	ICAN! Standard	CAN I? Descriptor
K.SL.PK1.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.	k.8 I CAN! Present my work and ideas.	k.8.c) CAN I? Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.PK1.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	k.8 I CAN! Present my work and ideas.	k.8.d) CAN I? Speak audibly and express thoughts, feelings, and ideas clearly.
<b>TEXT TYPES AND PROTOCOL</b>			
Writing - K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	k.5 I CAN! write, draw, and tell about an event or book.	k.5.a) CAN I? Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	k.5 I CAN! write, draw, and tell about an event or book.	k.5.b) CAN I? Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	k.5 I CAN! write, draw, and tell about an event or book.	k.5.c) CAN I? Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	k.6 I CAN! add details to my writing with help.	k.6.a) CAN I? With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	k.6 I CAN! add details to my writing with help.	k.6.a) CAN I? With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	k.6 I CAN! add details to my writing with help.	k.6.b) CAN I? With guidance and support from adults, dictate a story or event to be typed or written and reread it.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	K.8 I CAN! Present my work and ideas.	CAN I? Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	k.7 I CAN! talk with others about kindergarten topics.	CAN I? With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	k.5 I CAN! write, draw, and tell about an event or book.	CAN I? With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

TN	TN Description	ICAN! Standard	CAN I? Descripton
<b>PRINT CONCEPTS</b>			
1.FL.PC.1	Demonstrate understanding of the organization and basic features of print	1.12 I CAN! identify the parts of a sentence.	<b>1.12 I CAN! identify the parts of a sentence.</b>
1.FL.PC.1.a.	Recognize the distinguishing features of a sentence, such as	1.12 I CAN! identify the parts of a sentence.	1.12.b) Recognize the features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PHONOLOGICAL AWARENESS</b>			
1.FL.PA.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.13 I CAN! blend sounds and syllables into words.	<b>1.13 I CAN! blend sounds and syllables into words.</b>
1.FL.PA.2.a	a. Distinguish long from short vowel sounds in spoken single-syllable words.	1.13 I CAN! blend sounds and syllables into words.	1.13.a) Distinguish long from short vowel sounds in spoken single-syllable words.
1.FL.PA.2.b	b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words	1.13 I CAN! blend sounds and syllables into words.	1.13.b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.FL.PA.2.c	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.13 I CAN! blend sounds and syllables into words.	1.13.c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.FL.PA.2.	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.13 I CAN! blend sounds and syllables into words.	1.13.d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>PHONICS AND WORD RECOGNITION</b>			
<b>1.FL.PWR.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>	1.14 I CAN! Use phonics and spelling rules to sound out words.	<b>1.14 I CAN! Use phonics and spelling rules to sound out words.</b>
1.FL.PWR.3.a	a. Know the sound-spelling correspondence for common consonant digraphs.	1.14 I CAN! Use phonics and spelling rules to sound out words.	a) Know the spelling-sound correspondences for common consonant digraphs.
1.FL.PWR.3.b	b. Decode regularly spelled one-syllable words.	1.14 I CAN! Use phonics and spelling rules to sound out words.	1.14.b) Decode regularly spelled one-syllable words.
1.FL.PWR.3.c	c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	1.14 I CAN! Use phonics and spelling rules to sound out words.	1.14.c) Know final -e and common vowel team conventions for representing long vowel sounds.
1.FL.PWR.3.d	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed	1.14 I CAN! Use phonics and spelling rules to	1.14.d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

TN	TN Description	ICAN! Standard	CAN I? Descripton
	word.	sound out words.	
1.FL.PWR.3.e	e. Decode two-syllable words following basic patterns by breaking the words into syllables	1.14 I CAN! Use phonics and spelling rules to sound out words.	1.14.e) Decode two-syllable words following basic patterns by breaking the words into syllables.
1.FL.PWR.3.f	f. Read words with inflectional endings	1.14 I CAN! Use phonics and spelling rules to sound out words.	1.14.f) Read words with inflectional endings.
1.FL.PWR.3.g	g. Recognize and read grade-appropriate irregularly spelled words	1.14 I CAN! Use phonics and spelling rules to sound out words.	1.14.g) Recognize and read grade-appropriate irregularly spelled words.
1.FL.PWR.3.h	h. Read grade-level decodable text with purpose and understanding.	1.15 I CAN! read my first grade books.	1.15.a) Read on-level text with purpose and understanding.
<b>WORD COMPOSITION</b>			
1.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	1.17 I CAN! use capitals, punctuation, and spelling rules.	1.17 I CAN! use capitals, punctuation, and spelling rules.
1.FL.WC.4.a	a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	1.17 I CAN! use capitals, punctuation, and spelling rules.	1.17.d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.FL.WC.4.b	b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels	1.17 I CAN! use capitals, punctuation, and spelling rules.	CAN I? Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels
1.FL.WC.4.c	c. Spell words with inflectional endings.	1.17 I CAN! use capitals, punctuation, and spelling rules.	CAN I? Spell words with inflectional endings.
1.FL.WC.4.d	d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables	1.17 I CAN! use capitals, punctuation, and spelling rules.	CAN I? Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables
1.FL.WC.4.e	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.17 I CAN! use capitals, punctuation, and spelling rules.	e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

TN	TN Description	ICAN! Standard	CAN I? Descripton
1.FL.WC.4.f	f. Write many common, frequently used words and some irregular words.	1.17 I CAN! use capitals, punctuation, and spelling rules.	d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.FL.WC.4.g	g. Print all upper and lowercase letters.	1.12 I CAN! identify the parts of a sentence.	1.12.a) Print all upper- and lowercase letters.
<b>FLUENCY</b>			
<b>1.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>	<b>1.15 I CAN! read my first grade books.</b>	<b>1.15 I CAN! read my first grade books.</b>
1.FL.F.5.a	a. Read grade-level text with purpose and understanding.	1.15 I CAN! read my first grade books.	1.15 a) Read on-level text with purpose and understanding.
1.FL.F.5.b	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.15 I CAN! read my first grade books.	1.15 b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.FL.F.5.c	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	1.15 I CAN! read my first grade books.	1.15 c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>SENTENCE COMPOSTIONS</b>			
1.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage		
1.FL.SC.6.a.	a. Use common, proper, and possessive nouns	1.16 I CAN! use parts of speech correctly.	1.16. a) Use common, proper, and possessive nouns.
1.FL.SC.6.b.	b. Use singular and plural nouns with correct verbs in basic sentences	1.16 I CAN! use parts of speech correctly.	1.16.b) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
1.FL.SC.6.c.	c. Use personal, possessive, and indefinite pronouns.	1.16 I CAN! use parts of speech correctly.	1.16.c) Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
1.FL.SC.6.d.	d. Use verbs to convey a sense of past, present, and future.	1.16 I CAN! use parts of speech correctly.	1.16.d) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
1.FL.SC.6.e.	e. Use frequently occurring adjectives.	1.16 I CAN! use parts of speech correctly.	CAN I? Use frequently occurring adjectives.
1.FL.SC.6.f.	f. Use frequently occurring conjunctions.	1.16 I CAN! use parts of speech correctly.	CAN I? Use frequently occurring conjunctions.
1.FL.SC.6.g.	g. Use articles and demonstratives.	1.16 I CAN! use parts of speech correctly.	CAN I? Use articles and demonstratives.
1.FL.SC.6.h.	h. Use frequently occurring prepositions, such as during, beyond, and toward.	1.16 I CAN! use parts of speech correctly.	CAN I? Use frequently occurring prepositions, such as during, beyond, and toward.
1.FL.SC.6.i.	i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in	1.16 I CAN! use parts of speech correctly.	1.16.e) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

TN	TN Description	ICAN! Standard	CAN I? Descripton
	response to prompts.		sentences in response to prompts.
1.FL.SC.6.j.	j. Capitalize names of people and dates.	1.17 I CAN! use capitals, punctuation, and spelling rules.	1.17.a) Capitalize dates and names of people.
1.FL.SC.6.k.	k. End sentences with correct punctuation.	1.17 I CAN! use capitals, punctuation, and spelling rules.	<b>I CAN! use capitals, punctuation, and spelling rules.</b> a) Capitalize dates and names of people. b) Use end punctuation for sentences. c) Use commas in dates and to separate single words in a series. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.FL.SC.6.l.	l. Use commas in dates and to separate single words in a series	1.17 I CAN! use capitals, punctuation, and spelling rules.	1.17.c) Use commas in dates and to separate single words in a series.
<b>VOCABULARY AQUISITION</b>			
1.FL.VA.7.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		<b>1.9 I CAN! tell the meaning of a word by breaking it apart or looking at the words around it.</b>
1.FL.VA.7.i	i. Use sentence-level context as a clue to the meaning of a word or phrase.	1.9 I CAN! tell the meaning of a word by breaking it apart or looking at the words around it.	1.9.b) CAN I? Use sentence-level context as a clue to the meaning of a word or phrase.
1.FL.VA.7.ii	ii. Use frequently occurring affixes as a clue to the meaning of a word.	1.9 I CAN! tell the meaning of a word by breaking it apart or looking at the words around it.	1.9.c) CAN I? Use frequently occurring affixes as a clue to the meaning of a word.
1.FL.VA.7.iii	iii. Identify frequently occurring root words and their inflectional forms.	1.9 I CAN! tell the meaning of a word by breaking it apart or looking at the words around it.	1.9.d) CAN I? Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.FL.VA.7b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1.10 I CAN! sort words and find word meanings	<b>1.10 I CAN! sort words and find word meanings</b>
	i. Sort words into categories to gain a sense of the concepts the categories represent.	1.10 I CAN! sort words and find word meanings	1.10.a) CAN I? Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	ii. Define words by category and by one or more key attributes	1.10 I CAN! sort words and find word meanings	1.10.b) CAN I? Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	iii. Identify real-life connections between words and their use.	1.10 I CAN! sort words and find word meanings	1.10.c) CAN I? Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings	1.11 I CAN! use words and phrases I've learned	1.11.a) CAN I? Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by



TN	TN Description	ICAN! Standard in conversations and books.	CAN I? Descripton and adjectives limiting in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.FL.VA.7c Literature	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	1.1 I CAN! retell stories with key details.	<b>I CAN! retell stories with key details.</b> a) CAN I? Ask and answer questions about key details in a text. (RL 1.1) b) CAN I? Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL 1.2) c) CAN I? Describe characters, settings, and major events in a story, using key details. (RL 1.3) d) CAN I? Use illustrations and details in a story to describe its characters, setting, or events. (RL 1.7) e) CAN I? Compare and contrast the adventures and experiences of characters in stories. (RL 1.9) f) CAN I? With prompting and support, read first grade prose and poetry. (RL 1.10)
<b>KEY IDEAS AND DETAILS</b>			
1.RL.KID.1	Ask and answer questions about key details in a text.		1.1.a) CAN I? Ask and answer questions about key details in a text.
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.1 I CAN! retell stories with key details.	1.1.b) CAN I? Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	1.1 I CAN! retell stories with key details.	1.1.c) CAN I? Describe characters, settings, and major events in a story, using key details.
<b>CRAFT AND STRUCTURE</b>			
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	1.2 I CAN! think about the type of book I'm reading.	1.2.a) CAN I? Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	1.2 I CAN! think about the type of book I'm reading.	1.2.b) CAN I? Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.CS.6	Identify who is telling the story at various points in a text.	1.2 I CAN! think about the type of book I'm reading.	1.2.c) CAN I? Identify who is telling the story at various points in a text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	1.1 I CAN! retell stories with key details.	<b>I CAN! retell stories with key details.</b> 1.1.d) CAN I? Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	1.1 I CAN! retell stories with key details.	1.1.e) CAN I? Compare and contrast the adventures and experiences of characters in stories.

TN	TN Description	ICAN! Standard	CAN I? Descripton
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	1.1 I CAN! retell stories with key details.	1.1.f) CAN I? With prompting and support, read first grade prose and poetry.
<b>KEY IDEAS AND DETAILS</b>			
Informational Text. 1.RL.KID.1	Ask and answer questions about key details in a text.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	1.3.a) CAN I? Ask and answer questions about key details in a text.
1.RI.KID.2	Identify the main topic and retell key details of a text.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	1.3.b) CAN I? Identify the main topic and retell key details of a text.
1.RI.KID.3	<del>Using graphic organizers or including written details and illustrations when</del> developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	1.3.c) CAN I? Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>CRAFT AND STRUCTURE</b>			
1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	<a href="#">CAN !! Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</a>
1.RI.CS.5	Know and use various text features to locate key facts or information in a text.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	CAN I? Know and use various text features to locate key facts or information in a text.
1.RI.CS.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	<a href="#">d) CAN I? Use the illustrations and details in a text to describe its key ideas.</a>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
1.RI.KI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	1.3.d) CAN I? Use the illustrations and details in a text to describe its key ideas.
1.RI.KI.8	Identify the reasons an author provides to support points in	1.3 I CAN! identify the	1.3.e) CAN I? Identify the reasons an author gives to support

TN	TN Description	ICAN! Standard	CAN I? Descripton
	a text.	main topic and retell key details from a book about real things.	points in a text.
1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	1.3.f) CAN I? Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
1.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for grade 1.	1.3 I CAN! identify the main topic and retell key details from a book about real things.	1.3.g) CAN I? With prompting and support, read grade level informational texts.
<b>COMPREHENSION AND COLLABORATION</b>			
Speaking & Listening. 1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	1.7 I CAN! listen to others and ask and answer questions.	1.7.a) CAN I? Participate in collaborative conversations with partners about first grade topics and texts with peers and adults in small and larger groups.
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.7 I CAN! listen to others and ask and answer questions.	1.7.d) CAN I? Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.8 I CAN! share my work and ideas.	1.8.a) CAN I? Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.8 I CAN! share my work and ideas.	1.8.b) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	1.8 I CAN! share my work and ideas.	1.8.c) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	1.8 I CAN! share my work and ideas.	1.8.d) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 18 and 19 for specific expectations.)
<b>TEXT TYPES AND PROTOCOL</b>			
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a	1.5 I CAN! write about a topic or event.	1.5 a) CAN I? Write opinion pieces introducing the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

<b>TN</b>	<b>TN Description</b> reason for the opinion, and providing some sense of closure.	<b>ICAN! Standard</b>	<b>CAN I? Descripton</b> reason for the opinion, and provide some sense of closure.
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	1.5 I CAN! write about a topic or event.	1.5.b) CAN I? Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	1.5 I CAN! write about a topic or event.	1.5.c) CAN I? Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
1.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1-3 above.)	1.6 I CAN! get help and add details to my writing.	<b>1.6 I CAN! get help and add details to my writing.</b>
1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	1.6 I CAN! get help and add details to my writing.	1.6.a) CAN I? With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	1.6 I CAN! get help and add details to my writing.	1.6.b) CAN I? With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
1.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.	1.7 I CAN! research a question with my peers.	CAN I? Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.
1.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.6 I CAN! get help and add details to my writing.	1.6.a) CAN I? With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>RANGE OF WRITING</b>			
1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	1.5 I CAN! write about a topic or event.	CAN I? With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
<b>PHONICS AND WORD RECOGNITION</b>			
<b>2.FL.PWR.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>	2.12 I CAN! sound out words I don't know.	<b>2.12 I CAN! sound out words I don't know.</b>
2.FL.PWR.3.a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.12 I CAN! sound out words I don't know.	2.12.a distinguish between long and short vowels when reading regularly spelled one-syllable words.
2.FL.PWR.3.b	b. Know spelling-sound correspondences for additional common vowel teams.	2.12 I CAN! sound out words I don't know.	2.12.b) read words with common vowel teams.
2.FL.PWR.3.c	c. Decode regularly spelled two-syllable words with long vowels.	2.12 I CAN! sound out words I don't know.	2.12.c) decode regularly spelled two-syllable words with long vowels.
2.FL.PWR.3.d	d. Decode words with common prefixes and suffixes.	CAN! sound out words I don't	2.12.d) decode words with common prefixes and suffixes.
2.FL.PWR.3.e	e. Identify words with inconsistent but common spelling-sound correspondences.	2.12 I CAN! sound out words I don't know.	2.12.f) recognize and read my second grade sight words.
2.FL.PWR.3.f	f. Recognize and read grade-appropriate irregularly spelled words.	2.12 I CAN! sound out words I don't know.	2.12.f) recognize and read my second grade sight words.
2.FL.PWR.3.g	g. Decode grade-level texts with purpose and understanding.	2.13 I CAN! understand what I'm reading.	2.13.a) read with purpose and understanding.
<b>WORD COMPOSITION</b>			
<b>2.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.
2.FL.WC.4	a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	2.15.d) spell my second grade word families correctly (-igh, -oo, -ue, -ew, -aw, -augh, -ough, -oy, -oi, ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur).
2.FL.WC.4	b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	CAN I? b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.
2.FL.WC.4	c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	CAN I? Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i
2.FL.WC.4	d. Write most common, frequently used words and most irregular words.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	CAN I? Write most common, frequently used words and most irregular words.
2.FL.WC.4	e. Consult reference materials, including beginning dictionaries, to check and correct spelling.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	2.15.e) consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
2.FL.WC.4	f. Print legibly in manuscript; write many upper and lowercase letters in cursive	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	CAN I? Print legibly in manuscript; write many upper and lowercase letters in cursive
<b>FLUENCY</b>			
<b>2.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	<b>2.13 I CAN! understand what I'm reading.</b>	2.13 I CAN! understand what I'm reading.
2.FL.F.5	a. Read grade-level text with purpose and understanding.	2.13 I CAN! understand what I'm reading.	2.13.a) read with purpose and understanding.
2.FL.F.5	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	2.13 I CAN! understand what I'm reading.	2.13.b) read out loud with accuracy, at a natural pace, and use expression.
2.FL.F.5	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	2.13 I CAN! understand what I'm reading.	2.13.c) use context to understand what I'm reading or to self correct.
<b>SENTENCE COMPOSITION</b>			
2.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	2.14 I CAN! use proper grammar when I write and speak.	2.14 I CAN! use proper grammar when I write and speak.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
	a. Use collective nouns.	2.14 I CAN! use proper grammar when I write and speak.	2.14.a) use collective nouns (e.g., group).
	b. Form and use frequently occurring irregular plural nouns.	<b>2.14</b> <b>I CAN! use proper grammar when I write and speak.</b>	2.14.b) form and use irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	c. Use reflexive pronouns, such as myself and ourselves.	2.14 I CAN! use proper grammar when I write and speak.	2.14.c) use reflexive pronouns (e.g., myself, ourselves).
	d. Form and use the past tense of frequently occurring irregular verbs.	2.14 I CAN! use proper grammar when I write and speak.	2.14.d) form and use the past tense of common irregular verbs (e.g., sat, hid, told).
	e. Use adjectives and adverbs correctly.	2.14 I CAN! use proper grammar when I write and speak.	2.14.e) use adjectives and adverbs, and choose between them depending on what is to be modified.
	f. Produce, expand, and rearrange simple and compound sentences.	2.14 I CAN! use proper grammar when I write and speak.	2.24.f) produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	g. Use common coordinating conjunctions.	2.14 I CAN! use proper grammar when I write and speak.	<a href="#">CAN I? Use common coordinating conjunctions.</a>
	h. Capitalize holidays, product names, and geographic names.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	2.15.a) capitalize holidays, product names, and geographic names.
	i. Use commas in the greeting and closing of a letter.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	2.15.b) use commas in greetings and closings of letters.
	j. Use an apostrophe to form contractions and frequently occurring possessives.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	2.15.c) use an apostrophe to form contractions and frequently occurring possessives.
	k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.	<a href="#">CAN I? With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</a>
<b>VOCABULARY ACQUISITION</b>			
2.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<b>2.10</b> <b>I CAN! use print or digital tools to find the meaning of words and phrases.</b>	<b>2.10</b> <b>I CAN! use print or digital tools to find the meaning of words and phrases.</b>
	i. Use sentence-level context as a clue to the meaning of a word or phrase.	2.10 I CAN! use print or digital tools to find the meaning of words and phrases.	a) CAN I? use sentence-level context as a clue to the meaning of a word or phrase.2.10.
	ii. Determine the meaning of the new word formed when a known affix is added to a known word.	2.10 I CAN! use print or digital tools to find the meaning of words and phrase	2.10.b) CAN I? determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	iii. Use a known root word as a clue to the meaning of an unknown word with the same root.	2.10 I CAN! use print or digital tools to find the meaning of words and phrase	2.10.c) CAN I? use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.	2.10 I CAN! use print or digital tools to find the meaning of words and phrase	2.10.d) CAN I? use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2.10 I CAN! use print or digital tools to find the meaning of words and phrase	2.10.e) CAN I? use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings.	<b>2.11</b> <b>I CAN! understand words with similar meanings.</b>	<b>2.11</b> <b>I CAN! understand words with similar meanings.</b>
	i. Identify real-life connections between words and their use.	2.11 I CAN! understand words with similar meanings.	2.11.a) CAN I? identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	ii. Distinguish shades of meaning among closely related words.	2.11 I CAN! understand words with similar meanings.	2.11.b) CAN I? distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
2.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	2.11 I CAN! understand words with similar meanings.	CAN I? Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
<b>KEY IDEAS AND DETAILS</b>			
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.1 I CAN! read second grade books and poems.	2.1.a) CAN I? ask and answer questions such as who, what, where, when, why, and how.
2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.3 I CAN! understand history books, science books, and diagrams.	2.3.a) CAN I? ask and answer such questions as who, what, where, when, why, and how.
2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.1 I CAN! read second grade books and poems.	2.1.b) CAN I? retell stories, fables, and folktales, and explain the message, lesson, or moral.
2.RI.KID.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.	2.3 I CAN! understand history books, science books, and diagrams.	2.3.b) CAN I? identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.	2.1 I CAN! read second grade books and poems.	2.1.c) CAN I? describe how characters in a story respond to events and challenges.
2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	2.3 I CAN! understand history books, science books, and diagrams.	2.3.c) CAN I? describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CRAFT AND STRUCTURE</b>			
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.	2.2 I CAN! use text features to read and understand stories and poems.	2.2.a) CAN I? describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.4 I CAN! use text features to help me understand informational texts.	2.4.a) CAN I? determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.2 I CAN! use text features to read and understand stories and poems.	2.2.b) CAN I? describe the structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	2.4 I CAN! use text features to help me understand informational texts.	2.4.b) CAN I? know and use various text features (e.g., captions bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.RL.CS.6	Determine when characters have different points of view.	2.2 I CAN! use text features to read and understand stories and poems.	2.2.c) CAN I? acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	2.4 I CAN! use text features to help me understand informational texts.	2.4.c) CAN I? identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.1 I CAN! read second grade books and poems.	2.1.d) CAN I? use information gained from the illustrations and words to better understanding the characters, setting, or plot.
2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.	2.3 I CAN! understand history books, science books, and diagrams.	2.3.d) CAN I? explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.	2.3 I CAN! understand history books, science books, and diagrams.	2.3.e) CAN I? describe how reasons support specific points the author makes in a text.
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.	2.1 I CAN! read second grade books and poems.	2.1.e) CAN I? compare two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2.RI.IKI.9	Compare and contrast the most important points presented by two texts on the same topic.	2.3 I CAN! understand history books, science books, and diagrams.	2.3.f) CAN I? compare and contrast the most important points presented by two texts on the same topic.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	2.1 I CAN! read second grade books and poems.	2.1 I CAN! read second grade books and poems.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
2.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	2.3 I CAN! understand history books, science books, and diagrams.	2.3 I CAN! understand history books, science books, and diagrams.
<b>COMPREHENSION AND COLLABORATION</b>			
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	2.8 I CAN! participate in group conversations about what we are reading.	2.8 I CAN! participate in group conversations about what we are reading.
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.8 I CAN! participate in group conversations about what we are reading.	2.8.d) CAN I? recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	2.8 I CAN! participate in group conversations about what we are reading.	2.8.e) CAN I? ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.9 I CAN! present information about a topic. (Item not tested on Milestones)	2.9.a) CAN I? tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.PKI.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	2.9 I CAN! present information about a topic. (Item not tested on Milestones)	2.9.b) CAN I? create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	2.9 I CAN! present information about a topic. (Item not tested on Milestones)	2.9.c) CAN I? produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>TEXT TYPES AND PROTOCOL</b>			
2.W.TTP.1	Write opinion pieces on topics or texts.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.a) CAN I? write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	a. Introduce topic or text.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.a) CAN I? write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	b. State an opinion.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.a) CAN I? write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	c. Supply reasons to support the opinion.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.a) CAN I? write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	d. Use linking words to connect the reasons to the opinion.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.a) CAN I? write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	e. Provide a concluding statement or section.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.a) CAN I? write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.TP.2	Write informative/explanatory texts.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.b) CAN I? write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	a. Introduce a topic.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.b) CAN I? write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	b. Use facts and definitions to provide information.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.b) CAN I? write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
	c. Provide a concluding statement or section.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.b) CAN I? write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.TTP.3	Write narratives recounting an event or short sequence of events.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.c) CAN I? write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure.
	a. Include details to describe actions, thoughts, and feelings.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.c) CAN I? write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure.
	b. Use time order words to signal event order.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.c) CAN I? write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure.
	c. Provide a sense of closure.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	2.5.c) CAN I? write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
2.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1-3 above.)	2.6 I CAN! improve my writing to stay on topic.	CAN I? With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	2.6 I CAN! improve my writing to stay on topic.	2.6.a) CAN I? focus on a topic and strengthen writing by editing and revising.
2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	2.6 I CAN! improve my writing to stay on topic.	2.6.b) CAN I? use digital tools to produce and publish writing, including collaborating with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
2.W.RBPK.7	Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.	2.7 I CAN! Research a question with my peers.	2.7.a) CAN I? participate in shared research and writing projects (read a number of books on a single topic to produce a report; record science observations).
2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.	2.7 I CAN! Research a question with my peers. (Item not tested on Milestone)	2.7.b) CAN I? recall information from experiences or gather information from provided sources to answer a question.
<b>RANGE OF WRITING</b>			
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	2.5 I CAN! write paragraphs to give my opinion, provide information, or retell an event.	CAN I? With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

TN	TN Description	ICAN! Standard	CAN I? Descriptor
<b>PHONICS AND WORD RECOGNITION</b>			
<b>3.FL.PWR.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>	3.12.I CAN! use phonics to decode words.	3.12.I CAN! use phonics to decode words.
	a. Identify and define the meaning of the most common prefixes and derivational suffixes.	3.12.I CAN! use phonics to decode words.	3.12.a) identify the meaning of the most common prefixes and derivational suffixes.
	b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.	3.12.I CAN! use phonics to decode words.	3.12.b) decode words with common Latin suffixes.
	c. Decode multi-syllable words.	3.12.I CAN! use phonics to decode words.	3.12.c) decode multisyllable words.
	d. Read grade-appropriate irregularly spelled words.	3.12.I CAN! use phonics to decode words.	3.12.d) read my third grade sight words.
<b>WORD COMPOSITION</b>			
<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>	3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing.
	a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words	3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.f) use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L3.2F
	b. Use conventional spelling for high-frequency words, including irregular words.	3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.e) spell my third grade sight words and words that add suffixes to base words (e.g., sitting, smiled, cries, happiness). L3.2E
	c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.	3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.g) use reference materials, including beginning dictionaries, as needed to check and correct spellings. L3.2G
	d. Write legibly in manuscript; write all lower and uppercase cursive letters.	3.15  I CAN! use proper capitalization, punctuation, and spelling in my writing.	CAN I? Write legibly in manuscript; write all lower and uppercase cursive letters.
<b>FLUENCY</b>			
2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	3.13 I CAN! read fluently with expression and self-correct when necessary.	3.13 I CAN! read fluently with expression and self-correct when necessary.
2.FL.F.5	a. Read grade-level text with purpose and understanding. .	3.13 I CAN! read fluently with expression and self-correct when necessary.	3.13.a) read third grade level books with purpose and understanding. RF3.4A
2.FL.F.5	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	3.13 I CAN! read fluently with expression and self-correct when necessary.	3.13.b) read out loud with accuracy, at a natural pace, and use expression. RF3.4B
2.FL.F.5	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	3.13 I CAN! read fluently with expression and self-correct when necessary.	3.13.c) use context to understand what I'm reading or to self correct. RF3.4C
<b>SENTENCE COMPOSITION</b>			
<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>	3.14  I CAN! use proper grammar when I write and speak.	3.14  I CAN! use proper grammar when I write and speak.
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.	3.14  I CAN! use proper grammar when I write and speak.	3.14.a) explain the function of nouns and pronouns, verbs, adverbs and adjectives.
	b. Form and use regular and irregular plural nouns.	3.14  I CAN! use proper grammar when I write and speak.	3.14.b) form and use regular and irregular plural nouns.
	c. Use abstract nouns.	3.14  I CAN! use proper grammar when I write and speak.	3.14.c) use abstract nouns (e.g., childhood).

TN	TN Description	ICAN! Standard	CAN I? Descripton
	d. Form and use regular and irregular verbs.	3.14 I CAN! use proper grammar when I write and speak.	3.14.d) form and use regular and irregular verbs.
	e. Form and use simple verb tenses.	3.14 I CAN! use proper grammar when I write and speak.	3.14.e) form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	f. Ensure subject-verb and pronoun-antecedent agreement.	3.14 I CAN! use proper grammar when I write and speak.	3.14.f) ensure subject-verb and pronoun-antecedent agreement.
	g. Form and use comparative and superlative adjectives and adverbs correctly.	3.14 I CAN! use proper grammar when I write and speak.	3.14.g) form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	h. Use coordinating and subordinating conjunctions.	3.14 I CAN! use proper grammar when I write and speak.	3.14.h) use coordinating and subordinating conjunctions.
	i. Produce simple, compound, and complex sentences.	3.14 I CAN! use proper grammar when I write and speak.	3.14.i) produce simple, compound, and complex sentences.
	j. Capitalize appropriate words in titles.	3.15 I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.a) capitalize appropriate words in titles. L3.2A
	k. Use commas in addresses.	3.15 I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.b) use commas in addresses. L3.2B
	l. Use commas and quotation marks in dialogue.	3.15 I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.c) use commas and quotation marks in dialogue. L3.2C
	m. Form and use possessives.	3.15 I CAN! use proper capitalization, punctuation, and spelling in my writing.	3.15.d) form and use possessives. L3.2D
	n. Write a cohesive paragraph with a main idea and detailed structure.	3.5 I CAN! write for different tasks using details, linking words and providing closure.	CAN I? Write a cohesive paragraph with a main idea and detailed structure.
<b>VOCABULARY ACQUISITION</b>			
3.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3.10 I CAN! look at roots and affixes, context, and print and digital tools to understand a word.	3.10 I CAN! look at roots and affixes, context, and print and digital tools to understand a word.
	i. Use sentence-level context as a clue to the meaning of a word or phrase.	3.10 I CAN! look at roots and affixes, context, and print and digital tools to understand a word.	3.10.a) use sentence-level context as a clue to the meaning of a word or phrase. 3.4a

TN	TN Description	ICAN! Standard	CAN I? Descripton
	ii. Determine the meaning of the new word formed when a known affix is added to a known word.	3.10  I CAN! look at roots and affixes, context, and print and digital tools to understand a word.	3.10.b) determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
	iii. Use a known root word as a clue to the meaning of an unknown word with the same root.	3.10  I CAN! look at roots and affixes, context, and print and digital tools to understand a word.	3.10.c) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). L 3.4C
	iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3.10  I CAN! look at roots and affixes, context, and print and digital tools to understand a word.	3.10.d) use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
3.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings.	3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral phrases.	3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral phrases.
	i. Distinguish the literal and nonliteral meanings of words and phrases in context.	3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral phrases.	3.11.a) distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps). L3.5A
	ii. Identify real-life connections between words and their use.	3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral phrases.	3.11.b) identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). L3.5B
	iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral phrases.	3.11.c) identify multiple meaning words such as: synonyms, antonyms, homophones L3.5C
3.FL.VA.7c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.	3.11  I CAN! use appropriate vocabulary and identify literal and nonliteral phrases.	3.11.d) acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Item not tested on milestones) L3.6
<b>KEY IDEAS AND DETAILS</b>			
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.1  I CAN! read and retell stories, and find the central message by looking at key details.	3.1.a) ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. RL3.1
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.3  I CAN! explain how the key details in a science or history text support the main idea.	3.3.a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.RI 3.1
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.1  I CAN! read and retell stories, and find the central message by looking at key details.	3.1.b) recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL3.2
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.3  I CAN! explain how the key details in a science or history text support the main idea.	3.3.b) determine the main idea of a text; recount the key details and explain how they support the main idea. RI 3.2
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	3.1  I CAN! read and retell stories, and find the central message by looking at key details.	3.1.c) describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL3.3



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3.RI.KID.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.3 I CAN! explain how the key details in a science or history text support the main idea.	3.3.c) describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>CRAFT AND STRUCTURE</b>			
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	3.2 I CAN! describe how a story or poem builds and the difference between the narrator and the characters' points of view.	3.2.a) determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.RL3.4
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	3.4 I CAN! use text features and search tools to find information and describe the author's point of view.	3.4.a) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	3.2 I CAN! describe how a story or poem builds and the difference between the narrator and the characters' points of view.	3.2.b) refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL3.5
3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	3.4 I CAN! use text features and search tools to find information and describe the author's point of view.	3.4.b) use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI 3.5
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	3.2 I CAN! describe how a story or poem builds and the difference between the narrator and the characters' points of view.	3.2.c) distinguish their own point of view from that of the narrator or those of the characters.
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.	3.4 I CAN! use text features and search tools to find information and describe the author's point of view.	3.4.c) distinguish their own point of view from that of the author of a text. RI 3.6
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	3.1 I CAN! read and retell stories, and find the central message by looking at key details.	3.1.d) explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	3.3 I CAN! explain how the key details in a science or history text support the main idea.	3.3.d) use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.	3.3 I CAN! explain how the key details in a science or history text support the main idea."	<b>CAN I? Explain how reasons support specific points an author makes in a text.</b>
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	3.1 I CAN! read and retell stories, and find the central message by looking at key details.	3.1.e) compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
3.RI.IKI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	3.3 I CAN! explain how the key details in a science or history text support the main idea.	3.3.f) compare and contrast the most important points and key details presented in two texts on the same topic.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			

TN	TN Description	ICAN! Standard	CAN I? Descriptor
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	3.13 I CAN! read fluently with expression and self-correct when necessary.	CAN I? Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.
3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	3.13 I CAN! read fluently with expression and self-correct when necessary.	CAN I? Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>COMPREHENSION AND COLLABORATION</b>			
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly	3.8  I CAN! discuss and learn information in a group discussion.	3.8.a) come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).c) ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) explain their own ideas and understanding in light of the discussion.
3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	3.8  I CAN! discuss and learn information in a group discussion.	3.8.e) determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.8  I CAN! discuss and learn information in a group discussion.	3.8.f) ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3.9  I CAN! present ideas and experiences clearly and use visual displays.	3.9.a) report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3.SL.PKI.5	Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	3.9  I CAN! present ideas and experiences clearly and use visual displays.	3.9.b) create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	3.9  I CAN! present ideas and experiences clearly and use visual displays.	3.9.c) speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>TEXT TYPES AND PROTOCOL</b>			
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.
	a. Introduce a topic or text.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.
	b. Develop an opinion with reasons that support the opinion.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.

TN	TN Description	ICAN! Standard	CAN I? Descriptor
	c. Create an organizational structure that lists supporting reasons.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.
	d. Provide a concluding statement or section.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.
	e. Use linking words and phrases to connect opinion and reasons.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.
	f. Apply language standards addressed in the Foundational Literacy standards.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.a) W.3.1 Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. provide reasons that support the opinion. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. provide a concluding statement or section.
3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
	a. Introduce a topic.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
	b. Group related information together, including illustrations when needed, to provide clarity to the reader.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
	c. Develop the topic with facts, definitions, and details.		3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
	d. Provide a conclusion.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.

TN	TN Description	ICAN! Standard	CAN I? Descripton
	e. Use linking words and phrases to connect ideas within categories of information.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
	f. Use precise language to inform about or explain the topic.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
	g. Apply language standards addressed in the Foundational Literacy standards.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.b)W.3.2 Informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. provide a concluding statement or section.
3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.c)W.3.3 Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. use temporal words and phrases to signal event order. provide a sense of closure.
	a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.c)W.3.3 Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. use temporal words and phrases to signal event order. provide a sense of closure.
	b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.c)W.3.3 Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. use temporal words and phrases to signal event order. provide a sense of closure.
	c. Use temporal words and phrases to signal event order.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.c)W.3.3 Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. use temporal words and phrases to signal event order. provide a sense of closure.
	d. Provide a sense of closure.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.c)W.3.3 Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. use temporal words and phrases to signal event order. provide a sense of closure.

TN	TN Description	ICAN! Standard	CAN I? Description
	e. Apply language standards addressed in the Foundational Literacy standards.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	3.5.c)W.3.3 Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. use temporal words and phrases to signal event order. provide a sense of closure.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1-3 above.)	I CAN! plan, revise and type out my writing with help.	3.6.a) with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)	I CAN! plan, revise and type out my writing with help.	3.6.b) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.W.PDW.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.	I CAN! plan, revise and type out my writing with help.	3.6.c) with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
3.W.RBPK.7	Conduct short research projects that build general knowledge about a topic.	3.7  I CAN! research and present on a topic citing evidence.	3.7.a) conduct short research projects that build knowledge about a topic.
3.W.RBPK.8	Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.	3.7  I CAN! research and present on a topic citing evidence.	3.7.b) recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.	3.7  I CAN! research and present on a topic citing evidence.	3.7  I CAN! research and present on a topic citing evidence.
<b>RANGE OF WRITING</b>			
3.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	3.5  I CAN! write for different tasks using details, linking words and providing closure.	CAN I? Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

TN Standard	TN Description	ICAN! Standard	CAN I? Description
<b>PHONICS AND WORD RECOGNITION</b>			
4.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<b>4.12**</b> <b>I CAN! apply phonics and morphology (Greek and Latin words) to read and use new words.</b>	4.12.a) CAN I? Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L.4.4B b) CAN I? read, understand, and use commonly confused words.
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	4.12** I CAN! apply phonics and morphology (Greek and Latin words) to read and use new words.	4.12.c) CAN I? decode multisyllabic words and recognize the patterns. RF4.3 d) CAN I? read my fourth grade sight words.
<b>WORD COMPOSITION</b>			
4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	4.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	4.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.
	a. Spell grade-appropriate words correctly, consulting references as needed.	4.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	4.15.d) CAN I? spell grade-appropriate words correctly, consulting references as needed. L4.2D
	b. Write legibly in manuscript and cursive.	4.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	<b>CAN I? Write legibly in manuscript and cursive.</b>
<b>FLUENCY</b>			
4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	4.13 I CAN! read a variety of genres at my grade level with accuracy and expression.	4.13 I CAN! read a variety of genres at my grade level with accuracy and expression.
	a. Read grade-level text with purpose and understanding.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.	4.13.a) CAN I? read fourth grade level books with purpose and understanding. RF.4.4A
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.	4.13.b) CAN I? read fourth grade books out loud with accuracy, at a natural pace, and use expression. RF.4.4B
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.	4.13.c) CAN I? use context to understand what I'm reading or to self correct. RF.4.4C
<b>SENTENCE COMPOSITION</b>			
4.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	<b>4.14</b> <b>I CAN! use proper grammar when I write and speak.</b>	4.14 I CAN! use proper grammar when I write and speak.
	a. Use relative pronouns and relative adverbs.	4.14 I CAN! use proper grammar when I write and speak	4.14.a) CAN I? use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	b. Form and use progressive verb tenses.	4.14 I CAN! use proper grammar when I write and speak	4.14.b) CAN I? form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	c. Use auxiliary verbs, such as can, may, and must, to clarify meaning.	4.14 I CAN! use proper grammar when I write and speak	4.14.c) CAN I? use helping verbs (and other modal auxiliaries) (e.g., can, may, must) to convey various conditions.
	d. Form and use prepositional phrases.	4.14 I CAN! use proper grammar when I write and speak	4.14.e) CAN I? form and use prepositional phrases.



	e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.	4.14 I CAN! use proper grammar when I write and speak	4.14.f) CAN I? produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	f. Use correct capitalization.	4.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	4.15.a) CAN I? use correct capitalization. L4.2A
	g. Use commas and quotation marks to mark direct speech and quotations from a text.	4.15 I CAN! correctly use	4.15.b) CAN I? use commas and quotation marks to mark direct speech and quotations from a text. L4.2B
	h. Use a comma before a coordinating conjunction in a compound sentence.	4.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	4.15.c) CAN I? use a comma before a coordinating conjunction in a compound sentence. L4.2C
	i. Write several cohesive paragraphs on a topic.		
<b>VOCABULARY ACQUISITION</b>			
4.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4.10 I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.	4.10 I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.
	i. Use context as a clue to the meaning of a word or phrase.	4.10 I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.	4.10.a) CAN I? use sentence-level context as a clue to the meaning of a word or phrase. L4.4A
	ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	4.10 I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.	4.10.b) CAN I? determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L4.4B
	iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4.10 I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.	4.10.c) CAN I? consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases. L4.4C
4.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4.11  I CAN! use and identify figurative language, word relationships, and nuances in word meanings.	4.11  I CAN! use and identify figurative language, word relationships, and nuances in word meanings.
	i. Explain the meaning of simple similes and metaphors in context.	4.11  I CAN! use and identify figurative language, word relationships, and nuances in word meanings.	4.11 a) CAN I? explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L4.5A
	ii. Recognize and explain the meaning of common idioms and proverbs.	4.11  I CAN! use and identify figurative language, word relationships, and nuances in word meanings.	4.11.b) CAN I? recognize and explain the meaning of common idioms, adages, and proverbs. L4.5B
	iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings	4.11  I CAN! use and identify figurative language, word relationships, and nuances in word meanings.	4.11.c) CAN I? demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L4.5C
4.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	4.11  I CAN! use and identify figurative language, word relationships, and nuances in word meanings.	<b>CAN I? Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</b>

<b>KEY IDEAS AND DETAILS</b>			
4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	4.1 I CAN! read and understand fourth grade stories, dramas, and poetry.	4.1.a) CAN I? refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL4.1
4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	4.3 I CAN! read and understand history, science, and other informational texts.	4.3.a) CAN I? refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI4.1
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	4.1 I CAN! read and understand fourth grade stories, dramas, and poetry.	4.1.b) CAN I? determine a theme of a story, drama, or poem from details in the text; summarize the text. RL4.2
4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	4.3 I CAN! read and understand history, science, and other informational texts.	4.3.b) CAN I? determine the main idea of a text and explain how it is supported by key details; summarize the text. RI4.2
4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	4.1 I CAN! read and understand fourth grade stories, dramas, and poetry.	4.1.c) CAN I? describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL4.3
4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	4.3 I CAN! read and understand history, science, and other informational texts.	4.3.c) CAN I? explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>CRAFT AND STRUCTURE</b>			
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	4.2 I CAN! use text features to understand fourth grade literature, including stories, dramas and poetry.	4.2.a) CAN I? determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	4.4 I CAN! use text features (table of contents, index, glossary, headings) to understand textbooks, online articles, and reference books.	4.4.a) CAN I? determine the meaning of the language of the discipline (general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area).
4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text	4.2 I CAN! use text features to understand fourth grade literature, including stories, dramas and poetry.	4.2.b) CAN I? explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL4.5
4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	4.4 I CAN! use text features (table of contents, index, glossary, headings) to understand textbooks, online articles, and reference books.	4.4.b) CAN I? describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI 4.5
4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.	4.2 I CAN! use text features to understand fourth grade literature, including stories, dramas and poetry.	4.2.c) CAN I? compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL4.6

4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	4.4  I CAN! use text features (table of contents, index, glossary, headings) to understand textbooks, online articles, and reference books.	4.4.c) CAN I? compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
4.RL.IK1.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	4.1  I CAN! read and understand fourth grade stories, dramas, and poetry.	4.1.d) CAN I? make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RI.IK1.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	4.3  I CAN! read and understand history, science, and other informational texts.	4.3.d) CAN I? interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.RI.IK1.8	Explain how an author uses reasons and evidence to support particular points in a text.	4.3  I CAN! read and understand history, science, and other informational texts.	4.3.e) CAN I? explain how an author uses reasons and evidence to support particular points in a text.R14.8
4.RL.IK1.9	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	4.1  I CAN! read and understand fourth grade stories, dramas, and poetry.	4.1.e) CAN I? compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
4.RI.IK1.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.3  I CAN! read and understand history, science, and other informational texts.	4.3.f) CAN I? integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.
4.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.	4.13** I CAN! read a variety of genres at my grade level with accuracy and expression.
<b>COMPREHENSION AND COLLABORATION</b>			
4.SL.CC.1	Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	4.8  I CAN! participate in small and large groups to discuss topics and books.	4.8.a) CAN I? come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) CAN I? follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) CAN I? ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) CAN I? explain my own ideas and understanding in light of the discussion.
4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	4.8  I CAN! participate in small and large groups to discuss topics and books.	4.8.e) CAN I? paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.	4.8  I CAN! participate in small and large groups to discuss topics and books.	4.8.f) CAN I? identify the reasons and evidence a speaker provides to support particular points.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
4.SL.PK1.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4.9  I CAN! communicate ideas and experiences through oral and visual presentations.	4.9.a) CAN I? report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.PK1.5	Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	4.9  I CAN! communicate ideas and experiences through oral and visual presentations.	4.9.b) CAN I? add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.PK1.6	Recognize that different situations call for formal vs. informal English, and use formal English when appropriate	4.9  I CAN! communicate ideas and experiences through oral and visual presentations.	4.9.c) CAN I? differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>TEXT TYPES AND PROTOCOL</b>			
4.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.5 I CAN! write opinion,	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	a. Introduce a topic or text.	4.5 I CAN! write opinion,	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	b. Develop an opinion with reasons that are supported by facts and details.	4.5 I CAN! write opinion,	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.	4.5 I CAN! write opinion,	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	d. Provide a concluding statement or section related to the opinion presented.	4.5 I CAN! write opinion,	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.

	e. Link opinion and reasons using words and phrases.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	f. Apply language standards addressed in the Foundational Literacy standards.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.a) W.4.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
4.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	a. Introduce a topic.	4.5  I CAN! write opinion, informative, and narrative pieces.	.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	b. Group related information in paragraphs and sections.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.

	d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	e. Provide a conclusion related to the information or explanation presented.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	f. Link ideas within categories of information using words and phrases.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	g. Use precise language and domain-specific vocabulary to inform about or explain the topic.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	h. Apply language standards addressed in the Foundational Literacy standards.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.b) W.4.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
4.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.	4.5  <b>I CAN! write opinion, informative, and narrative pieces.</b>	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.



	a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	b. Organize an event sequence that unfolds naturally and logically.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	d. Use a variety of transitional words and phrases to manage the sequence of events.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	e. Provide a conclusion that follows from the narrated experiences or events.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.

	f. Use precise words and phrases and use sensory details to convey experiences and events.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	g. Apply language standards addressed in the Foundational Literacy standards.	4.5  I CAN! write opinion, informative, and narrative pieces.	4.5.c) W.4.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
4.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4.6  I CAN! use the writing process and technology to publish final drafts.	4.6.a) CAN I? with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
4.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)	4.6  I CAN! use the writing process and technology to publish final drafts.	b) CAN I? with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	4.6  I CAN! use the writing process and technology to publish final drafts.	4.6.c) CAN I? with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
4.W.RBPK.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.7  I CAN! work collaboratively with peers on research projects.	4.7.a) CAN I? conduct short research projects that build knowledge about a topic.
4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	4.7  I CAN! work collaboratively with peers on research projects.	4.7.b) CAN I? recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	4.7  I CAN! work collaboratively with peers on research projects.	4.7.c) CAN I? Draw evidence from informational texts to support analysis, reflection, and research (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") d) CAN I? Draw evidence from literary text (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.")
<b>RANGE OF WRITING</b>			
4.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	4.5 I CAN! write opinion, informative, and narrative pieces.	CAN I? Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
<b>PHONICS AND WORD RECOGNITION</b>			
5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	5.12 I CAN! apply phonics and word analysis skills in decoding words.	<b>5.12 I CAN! apply phonics and word analysis skills in decoding words.</b>
5.FL.PWR.3	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	5.12 I CAN! apply phonics and word analysis skills in decoding words.	5.12.a) CAN I? Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>WORD COMPOSITION</b>			
5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	5.12 I CAN! apply phonics and word analysis skills in decoding words.	<b>5.12 I CAN! apply phonics and word analysis skills in decoding words.</b>
5.FL.WC.4	a. Spell grade-appropriate words correctly, consulting references as needed.	5.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	5.15. e) CAN I? spell grade-appropriate words correctly, consulting references as needed.
5.FL.WC.4	b. Write legibly in manuscript and cursive.	5.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	CAN I? write legibly in manuscript and cursive.
<b>FLUENCY</b>			
5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	5.13 I CAN! read a variety of genres with accuracy and expression.	<b>5.13 I CAN! read a variety of genres with accuracy and expression.</b>
	a. Read grade-level text with purpose and understanding.	5.13 I CAN! read a variety of genres with accuracy and expression.	5.13.a) CAN I? Read grade-level text with purpose and understanding
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	5.13 I CAN! read a variety of genres with accuracy and expression.	5.13.b) CAN I? Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary	5.13 I CAN! read a variety of genres with accuracy and expression.	5.13.c) CAN I? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>SENTENCE COMPOSITION</b>			
5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	<b>5.14 I CAN! use proper grammar when I write and speak.</b>	<b>5.14 I CAN! use proper grammar when I write and speak.</b>
	a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.	5.14 I CAN! use proper grammar when I write and speak.	5.14.a) CAN I? explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	b. Form and use the perfect verb tense.	5.14 I CAN! use proper grammar when I write and speak.	5.14.b) CAN I? form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	c. Use verb tense to convey various times, sequences, states, and conditions.	5.14 I CAN! use proper grammar when I write and speak.	5.14.c) CAN I? use verb tense to convey various times, sequences, states, and conditions.
	d. Recognize and correct inappropriate shifts in verb tense.	5.14 I CAN! use proper grammar when I write and speak.	5.14.d) CAN I? recognize and correct inappropriate shifts in verb tense.
	e. Use correlative conjunctions.	5.14 I CAN! use proper grammar when I write and speak.	5.14.e) CAN I? use correlative conjunctions (e.g., either/or, neither/nor).
	f. Use punctuation to separate items in a series	5.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	5.15.a) CAN I? use punctuation to separate items in a series. L5.2A
	g. Use a comma to separate an introductory element from the rest of the sentence	5.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	5.15.b) CAN I? use a comma to separate an introductory element from the rest of the sentence. L5.2B
	h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.	5.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	5.15.c) CAN I? use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). L5.2C
	i. Use underlining, quotation marks, or italics to indicate titles of works.	5.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling.	5.15.d) CAN I? use underlining, quotation marks, or italics to indicate titles of works. L5.2D
	j. Write multiple cohesive paragraphs on a topic	5.5 I CAN! write for different tasks, purposes, and audiences.	CAN I? Write multiple cohesive paragraphs on a topic
<b>VOCABULARY ACQUISITION</b>			
5.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5.10 I CAN! use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.	5.10.a) CAN I? Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
	i. Use context as a clue to the meaning of a word or phrase.	5.10 I CAN! use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.	5.10.b) CAN I? Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	5.10 I CAN! use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.	5.10.c) CAN I? Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	5.10 I CAN! use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.	5.10.d) CAN I? Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of keywords and phrases.
5.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>5.11 I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>	<b>5.11 I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
	i. Interpret figurative language, including similes and metaphors, in context.	5.11 I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5.11.a) CAN I? Interpret figurative language, including similes and metaphors, in context. L5.5A
	ii. Recognize and explain the meaning of common idioms and proverbs.	5.11 I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5.11.b) CAN I? Recognize and explain the meaning of common idioms, adages, and proverbs. L5.5B
	iii. Use the relationship between particular words to better understand each of the words.	5.11 I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5.11.c) CAN I? Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L5.5C
5.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	5.11 I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5.11.d) CAN I? Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L5.6
<b>KEY IDEAS AND DETAILS</b>			
5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.	5.1.a) CAN I? quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL5.1
5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3.a) CAN I? quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI5.1 b) CAN I? determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI5.2
5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.	5.1.b) CAN I? determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL5.2
5.RI.KID.2	Determine the central idea of a text and explain how it is supported by key details; summarize the text.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3.b) CAN I? determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI5.2
5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.	5.1.c) CAN I? compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL5.3
5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3.c) CAN I? explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>CRAFT AND STRUCTURE</b>			
5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	5.2 I CAN! use text features to understand fifth grade literature, including stories, dramas and poetry.	5.2.a) CAN I? determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	5.4 I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.	5.4.a) CAN I? determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	5.2 I CAN! use text features to understand fifth grade literature, including stories, dramas and poetry.	5.2.b) CAN I? explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL5.5

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	5.4 I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.	5.4.b) CAN I? compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI 5.5
5.RL.CS.6	Describe how a narrator's or speaker's point of view influences how events are described.	5.2 I CAN! use text features to understand fifth grade literature, including stories, dramas and poetry.	5.2.c) CAN I? describe how a narrator's or speaker's point of view influences how events are described. RL5.6
5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.	5.4 I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.	5.4.c) CAN I? analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
5.RL.IKI.7	Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.	5.1.d) CAN I? analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.RI.IKI.7	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3.d) CAN I? draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5.RI.IKI.8	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3.e) CAN I? explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).RI5.8
5.RL.IKI.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.	5.1.e) CAN I? compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
5.RI.IKI.9	Integrate information from two or more texts on the same topic in order to build content knowledge.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3.f) CAN I? integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.	5.1 I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.
5.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.	5.3 I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.
<b>COMPREHENSION AND COLLABORATION</b>			
5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	5.8 I CAN! collaborate effectively by reading material ahead of time, pose and answer questions in a discussion and identify how claims are supported.	5.8.a) CAN I? Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. b) CAN I? Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. c) CAN I? Follow agreed-upon rules for discussions and carry out assigned roles. d) CAN I? Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. e) CAN I? Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	5.8 I CAN! collaborate effectively by reading material ahead of time, pose and answer questions in a discussion and identify how claims are supported.	5.8.f) CAN I? Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.8 I CAN! collaborate effectively by reading material ahead of time, pose and answer questions in a discussion and identify how claims are supported.	5.8.g) CAN I? Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
5.SL.PKI.4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.	5.7 I CAN! work with my peers to use our print and digital tools to answer a question we have about the world.	a) CAN I? conduct short research projects that build knowledge about a topic.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
5.SL.PK1.5	Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	5.9 I CAN! communicate ideas and experiences through oral and visual presentations.	b) CAN I? Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.PK1.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5.9 I CAN! communicate ideas and experiences through oral and visual presentations.	c) CAN I? Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
TEXT TYPES AND PROTOCOL			
5.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	a. Introduce a topic or text.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	b. Develop an opinion through logically-ordered reasons that are supported by facts and details.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	d. Provide a concluding statement or section related to the opinion presented.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	e. Link opinion and reasons using words, phrases, and clauses.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.
	f. Apply language standards addressed in the Foundational Literacy standards.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.1 CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.	5.5.a) CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. provide reasons that are supported by facts and details.. link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). provide a concluding statement or section related to the opinion presented.



TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another,for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	a. Introduce a topic by providing a general observation and focus.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another,for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	b. Group related information logically.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another,for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another,for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5.5 I CAN! write for different tasks, purposes, and audiences.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another,for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	e. Provide a conclusion related to the information or explanation presented.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another,for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
	f. Link ideas within and across categories of information using words, phrases, and clauses.	5.5 I CAN! write for different tasks, purposes, and audiences.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	g. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
	h. Apply language standards addressed in the Foundational Literacy standards.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented.
5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	b. Organize an event sequence that unfolds naturally and logically	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
	c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.	5.5 I CAN! write for different tasks, purposes, and audiences. W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	e. Provide a conclusion that follows from the narrated experiences or events.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	f. Use precise words and phrases and use sensory details to convey experiences and events.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
	g. Apply language standards addressed in the Foundational Literacy standards.	5.5 I CAN! write for different tasks, purposes, and audiences.W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. use dialogue and description to develop experiences and events or show the responses of characters to situations. use a variety of transitional words and phrases to manage the sequence of events. use concrete words and phrases and sensory details to convey experiences and events precisely. provide a conclusion that follows from the narrated experiences or events.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	5.6 I CAN! use the writing process, peer editing, and technology to publish final drafts.	5.6.a) CAN I? with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)	5.6 I CAN! use the writing process, peer editing, and technology to publish final drafts.	5.6.b) CAN I? with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	5.6 I CAN! use the writing process, peer editing, and technology to publish final drafts.	5.6.c) CAN I? with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			

TN Standard	TN Description	ICAN! Standard	CAN I? Descripton
5.W.RBPK.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.	5.7 I CAN! work with my peers to use our print and digital tools to answer a question we have about the world. (Item not tested on milestones)	5.7.a) CAN I? conduct short research projects that build knowledge about a topic.
5.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	5.7 I CAN! work with my peers to use our print and digital tools to answer a question we have about the world. (Item not tested on milestones)	5.7.b) CAN I? recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
5.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	5.7 I CAN! work with my peers to use our print and digital tools to answer a question we have about the world. (Item not tested on milestones)	5.7.c) CAN I? Draw evidence from informational texts to support analysis, reflection, and research (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") d) CAN I? Draw evidence from literary text (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.")
<b>RANGE OF WRITING</b>			
5.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	5.5 I CAN! write for different tasks, purposes, and audiences.	5.5 CAN I? Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

TN	TN Description	ICAN! Standard	CAN I? Descripton
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
6.L.C SE.1	Demonstrate command of the conventions of standard English grammar and usage.	<b>6.14</b> I CAN! use proper grammar when I write and speak.	<b>6.14</b> I CAN! use proper grammar when I write and speak.
	a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).		
	b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.	6.14 I CAN! use proper grammar when I write and speak.	6.14.a) CAN I? Ensure that pronouns are in the proper case (subjective, objective, possessive). b) CAN I? Use intensive pronouns (e.g., myself, ourselves). c) CAN I? Recognize and correct inappropriate shifts in pronoun number and person. d) CAN I? Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	c. When reading and listening, explain the function of phrases and clauses.		
	d. When writing or speaking, use simple, compound, and complex sentences.		
6.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	6.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.	6.15.a) CAN I? Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L6.2A
<b>KNOWLEDGE OF LANGUAGE</b>			
6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone		
<b>VOCABULARY ACQUISITION AND USE</b>			
6.L.AU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.	<b>6.12</b> I CAN! determine the meaning of words and phrases by choosing from a range of strategies.	<b>6.12</b> I CAN! determine the meaning of words and phrases by choosing from a range of strategies.
	a. Use context as a clue to the meaning of a word or a phrase.	6.12 I CAN! determine the meaning of words and phrases by choosing from a range of strategies.	6.12.a) CAN I? Use sentence-level context as a clue to the meaning of a word or phrase.
	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	6.12 I CAN! determine the meaning of words and phrases by choosing from a range of strategies.	6.12.b) CAN I? Determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	6.12 I CAN! determine the meaning of words and phrases by choosing from a range of strategies.	6.12.c)) CAN I? Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases.
	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	6.12 I CAN! determine the meaning of words and phrases by choosing from a range of strategies.	6.12.d) CAN I? Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively	6.13 I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.13.a) CAN I? Interpret figures of speech (e.g., personification) in context. L6.5A b) CAN I? Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L6.5B c) CAN I? Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). L6.5C
6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.13 I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	CAN I? Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>KEY IDEAS AND DETAILS</b>			
6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	6.1  I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.	6.1.a) CAN I? Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	6.3  I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.	6.3.a) CAN I? Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.RI 6.1

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6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	6.1 I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.	6.1.b) CAN I? Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL6.2
6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	6.3 I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.	6.3.b) CAN I? Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI 6.2
6.RL.KID.3	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	6.1 I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.	6.1.c) CAN I? Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL6.3
6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	6.3 I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.	6.3.c) CAN I? Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>CRAFT AND STRUCTURE</b>			
6.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	6.2 I CAN! use literature text features to understand grade level stories, dramas and poetry.	6.2.a) CAN I? Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.4 I CAN! use text features to understand nonfiction text, including text books, online articles, and reference books.	6.4.a) CAN I? Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RL.CS.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	6.2 I CAN! use literature text features to understand grade level stories, dramas and poetry.	6.2.b) CAN I? Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL6.5
6.RI.CS.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6.2 I CAN! use literature text features to understand grade level stories, dramas and poetry.	6.2.b) CAN I? Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI 6.5
6.RL.CS.6	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	6.2 I CAN! use literature text features to understand grade level stories, dramas and poetry.	6.2.c) CAN I? Explain how an author develops the point of view of the narrator or speaker in a text. RL6.6
6.RI.CS.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	6.4 I CAN! use text features to understand nonfiction text, including text books, online articles, and reference books.	6.4.c) CAN I? Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
6.RL.IKI.7	Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	6.1 I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.	6.1.d) CAN I? Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
6.RI.IKI.7	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	6.3 I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.	6.3.d) CAN I? Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to better understand the topic or issue.



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6.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.3 I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.	6.3.e) CAN I? Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI 6.8
6.RL.IKI.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	6.1 I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.	6.1.e) CAN I? Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
6.RI.IKI.9	Compare and contrast two or more authors' presentation of the same topic or event.	6.3 I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.	6.3.f) CAN I? Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
6.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<b>6.1</b> <b>I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.</b>	<b>6.1</b> <b>I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.</b>
6.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<b>6.3</b> <b>I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.</b>	<b>6.3</b> <b>I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.</b>
<b>COMPREHENSION AND COLLABORATION</b>			
6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	6.10 I CAN! participate in small and large group conversations about topics and books we are reading.	6.10.a) CAN I? Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) CAN I? Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) CAN I? Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) CAN I? Explain their own ideas and understanding in light of the discussion.
6.SL.CC.2	Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	6.10 I CAN! participate in small and large group conversations about topics and books we are reading.	6.10.e) CAN I? Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.SL.CC.3	Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.10 I CAN! participate in small and large group conversations about topics and books we are reading.	6.10.f) CAN I? Identify a speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6.11 I CAN! present ideas and experiences and use visual displays.	6.11.a) CAN I? Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify information.	6.11 I CAN! present ideas and experiences and use visual displays.	6.11.b) CAN I? Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6.11 I CAN! present ideas and experiences and use visual displays.	6.11.c) CAN I? Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>TEXT TYPES AND PROTOCOL</b>			

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6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	a. Introduce claim(s).	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	d. Use credible sources and demonstrate an understanding of the topic or source material.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	e. Craft an effective and relevant conclusion that supports the argument presented.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	f. Use precise language and content-specific vocabulary.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.

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	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	h. Use varied sentence structure to enhance meaning and reader interest.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
	i. Establish and maintain a formal style.	6.7  I CAN! write for different tasks, purposes, and audiences. a) W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence. Introduce your claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

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	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	e. Craft an effective and relevant conclusion.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	f. Include formatting, graphics, and multimedia when appropriate.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.

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	h. Use precise language and domain-specific vocabulary.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	i. Use varied sentence structure to enhance meaning and reader interest.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
	j. Establish and maintain a formal style.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.6.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
	a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
	b. Organize an event sequence that unfolds naturally and logically	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

TN	TN Description	ICAN! Standard	CAN I? Descripton
	c. Create a smooth progression of experiences or events.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
	d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6.7  I CAN! write for different tasks, purposes, and audiences. W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	6.8  I CAN! use the writing process to develop my writing.	6.8.a) CAN I? Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)	6.8  I CAN! use the writing process to develop my writing.	6.8.b) CAN I? With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	6.8  I CAN! use the writing process to develop my writing.	6.8.c) CAN I? Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			



TN	TN Description	ICAN! Standard	CAN I? Descripton
6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate	6.9  I CAN! conduct short research projects using print and digital sources.	6.9.a) CAN I? Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.9  I CAN! conduct short research projects using print and digital sources.	6.9.b) CAN I? Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	6.9  I CAN! conduct short research projects using print and digital sources.	6.9.c) CAN I? Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>RANGE OF WRITING</b>			
6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	6.7  I CAN! write for different tasks, purposes, and audiences.	6.7  CAN I? Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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<b>CONVENTIONS OF STANDARD ENGLISH</b>			
7.L.C SE.1	Demonstrate command of the conventions of standard English grammar and usage.	7.14 I CAN! use proper grammar when I write and speak.	7.14 I CAN! use proper grammar when I write and speak.
	a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.	7.14 I CAN! use proper grammar when I write and speak.	7.14 a) CAN I? Explain the function of phrases and clauses in general and their function in specific sentences
	b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	7.14 I CAN! use proper grammar when I write and speak.	7.14 c) CAN I? Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
7.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	7.15 I CAN! correctly use capitalization, punctuation, and spelling when writing.	7.15 a) CAN I? Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but he wore an old[,] green shirt). L 7.2A b) CAN I? Spell grade-appropriate words correctly, consulting references as needed. L 7.2 B
<b>KNOWLEDGE OF LANGUAGE</b>			
7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Use precise language and domain-specific vocabulary to inform or explain the topic.
<b>VOCABULARY ACQUISITION AND USE</b>			
7.L.AU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.
	a. Use context as a clue to the meaning of a word or a phrase.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.	7.12 a) CAN I? Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.	7.12 b) CAN I? Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.	7.12 c) CAN I? Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.	<a href="#">CAN I? Use etymological patterns in spelling as clues to the meaning of a word or phrase.</a>
7.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	7.13 I CAN! demonstrate understanding of figurative language, word relationships and nuances in word meanings.	7.13 c) CAN I? Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L 7.5C
7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.12 I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.	<a href="#">CAN I? Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</a>
<b>KEY IDEAS AND DETAILS</b>			
7.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	7.1 I CAN! read and comprehend literature, including stories, dramas, and poetry.	7.1 a) CAN I? Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.1
7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	7.3 a) CAN I? Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary	7.1 I CAN! read and comprehend literature, including stories, dramas, and poetry.	7.1 b) CAN I? Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL 7.2
7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	7.3 b) CAN I? Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI 7.2
7.RL.KID.3	Analyze how specific elements of a story or drama interact with and affect each other.	7.1 I CAN! read and comprehend literature, including stories, dramas, and poetry.	7.1 c) CAN I? Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	7.3 c) CAN I? Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>CRAFT AND STRUCTURE</b>			
7.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	7.2 I CAN! use literature text features to understand grade level literature.	7.2 a) CAN I? Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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7.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	7.4 I CAN! use text features to read nonfiction text, including text books, online articles, websites, and reference books.	7.4 a) CAN I? Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
7.RL.CS.5	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	7.2 I CAN! use literature text features to understand grade level literature.	7.2 b) CAN I? Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL 7.5
7.RI.CS.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.4 I CAN! use text features to read nonfiction text, including text books, online articles, websites, and reference books.	7.4 b) CAN I? Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.5
7.RL.CS.6	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	7.2 I CAN! use literature text features to understand grade level literature.	7.2 c) CAN I? Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL 7.6
7.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others	7.4 I CAN! use text features to read nonfiction text, including text books, online articles, websites, and reference books.	7.4 c) CAN I? Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI 7.6
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
7.RL.IKI.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	7.1 I CAN! read and comprehend literature, including stories, dramas, and poetry.	7.1 d) CAN I? Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.RI.IKI.7	Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	7.3 d) CAN I? Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
7.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	7.3 e) CAN I? Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI 7.8
7.RL.IKI.9	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	7.1 I CAN! read and comprehend literature, including stories, dramas, and poetry.	7.1 e) CAN I? Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
7.RI.IKI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	7.3 f) CAN I? Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI 7.9
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			
7.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	7.1 I CAN! read and comprehend literature, including stories, dramas, and poetry.	CAN I? Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
7.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	7.3 I CAN! read and comprehend seventh grade nonfiction text.	CAN I? Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
<b>COMPREHENSION AND COLLABORATION</b>			
7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly	7.10 I CAN! participate in small and large group conversations about topics and books we are reading.	a) CAN I? Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
7.SL.CC.2	Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	7.10 I CAN! participate in small and large group conversations about topics and books we are reading.	7.10 e) CAN I? Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.CC.3	Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	7.10 I CAN! participate in small and large group conversations about topics and books we are reading.	7.10 f) CAN I? Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.11 I CAN! communicate ideas and experiences through oral and visual presentations.	7.11 a) CAN I? Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	7.11 I CAN! communicate ideas and experiences through oral and visual presentations.	7.11 b) CAN I? Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	7.11 I CAN! communicate ideas and experiences through oral and visual presentations.	7.11 c) CAN I? Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>TEXT TYPES AND PROTOCOL</b>			
7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) W.7.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.

TN	TN Description	ICAN! Standard	CAN I? Descripton
	a. Introduce claim(s).	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim (s).	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	d. Use credible sources and demonstrate an understanding of the topic or source material.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	e. Craft an effective and relevant conclusion that supports the argument presented.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Provide a concluding statement or section that follows from and supports the argument presented.
	f. Use precise language and content-specific vocabulary.	7.7 I CAN! write for different tasks, purposes, and audiences.	CAN I? f. Use precise language and content-specific vocabulary.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	h. Use varied sentence structure to enhance meaning and reader interest.	7.7 I CAN! write for different tasks, purposes, and audiences.	CAN I? Use varied sentence structure to enhance meaning and reader interest.
	i. Establish and maintain a formal style.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Establish and maintain a formal style.
7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) W.7.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 a) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	e. Craft an effective and relevant conclusion.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Provide a concluding statement or section that follows from and supports the information or explanation presented.
	f. Include formatting, graphics, and multimedia when appropriate.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use precise language and domain-specific vocabulary.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Use precise language and domain-specific vocabulary to inform or explain the topic.
	i. Use varied sentence structure to enhance meaning and reader interest.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	j. Establish and maintain a formal style.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 b) Establish and maintain a formal style.

TN	TN Description	ICAN! Standard	CAN I? Descripton
7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) W.7.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	b. Organize an event sequence that unfolds naturally and logically.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	c. Create a smooth progression of experiences or events.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Provide a conclusion that follows from and reflects on the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	7.7 I CAN! write for different tasks, purposes, and audiences.	7.7 c) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>			
7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	7.8 I CAN! use the writing process to develop my writing.	7.8 a) CAN I? Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)	7.8 I CAN! use the writing process to develop my writing.	7.8 b) CAN I? With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1–3.	7.8 I CAN! use the writing process to develop my writing.	7.8 c) CAN I? Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	7.9 I CAN! work with my peers to conduct short research projects.	7.9 a) CAN I? Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7.9 I CAN! work with my peers to conduct short research projects.	7.9 b) CAN I? Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	7.9 I CAN! work with my peers to conduct short research projects.	7.9 c) CAN I? Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>RANGE OF WRITING</b>			
7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	7.8 I CAN! use the writing process to develop my writing.	CAN I? Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

TN	TN Description	I CAN! Standard	CAN I? Descripton
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
8.L.C SE.1	Demonstrate command of the conventions of standard English grammar and usage.	<b>8.14 I CAN! use proper grammar when I write and speak.</b>	<b>8.14 I CAN! use proper grammar when I write and speak.</b>
	a. When reading or listening, analyze the use of phrases and clauses within a larger text..	8.14 I CAN! use proper grammar when I write and speak.	CAN I? When reading or listening, analyze the use of phrases and clauses within a larger text..
	b. When reading or listening, explain the function of verbs	8.14 I CAN! use proper grammar when I write and speak.	a) CAN I? Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.	8.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.	a) CAN I? Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2.A
	d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.	8.14 I CAN! use proper grammar when I write and speak.	8.14 b) CAN I? Form and use verbs in the active and passive voice. L. 8.1.B
	e. When writing or speaking, produce and use varied voice and mood of verbs.	8.14 I CAN! use proper grammar when I write and speak.	8.14 d) CAN I? Recognize and correct inappropriate shifts in verb voice and mood.
8.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	8.15 I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.	8.15 a) CAN I? Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2.A b) CAN I? Use an ellipsis to indicate an omission. L.8.2.B c) CAN I? Spell grade level appropriate words correctly. L.8.2.C
<b>KNOWLEDGE OF LANGUAGE</b>			
8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	8.14 I CAN! use proper grammar when I write and speak.	d) CAN I? Recognize and correct inappropriate shifts in verb voice and mood.
<b>VOCABULARY ACQUISITION AND USE</b>			
8.L.AU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.	8.12 I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.	8.12 I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.
	a. Use context as a clue to the meaning of a word or a phrase.	8.12 I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.	8.12 a) CAN I? Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	8.12 I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.	8.12 b) CAN I? Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) L.8.4.B
	c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	8.12 I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.	8.12 c) CAN I? Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.



TN	TN Description	I CAN! Standard	CAN I? Descripton
	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	8.13 I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	c) CAN I? Use the relationship between particular words to better understand each of the words. L.8.5.B
8.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	8.13 I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.13 I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.11 I CAN! communicate ideas and experiences through oral and visual presentations.	d) CAN I? Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>KEY IDEAS AND DETAILS</b>			
8.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	8.1 I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.	8.1 a) CAN I? Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL 8.1
8.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 a) CAN I? Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary	8.1 I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.	8.1 b) CAN I? Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL 8.2
8.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 b) CAN I? Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI 8.2
8.RL.KID.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.1 I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.	8.1c) CAN I? Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.3
8.RI.KID.3	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 c) CAN I? Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI 8.3
<b>CRAFT AND STRUCTURE</b>			
8.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	8.2 I CAN! use literature text features to read grade level literature, including stories, dramas and poetry.	8.2 a) CAN I? Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

TN	TN Description	I CAN! Standard	CAN I? Descripton
8.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	8.4 I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.	8.4 a) CAN I? Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.CS.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8.2 I CAN! use literature text features to read grade level literature, including stories, dramas and poetry.	8.2 b) CAN I? Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
8.RI.CS.5	Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	8.4 I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.	8.4 b) CAN I? Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RL.CS.6	Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	8.2 I CAN! use literature text features to read grade level literature, including stories, dramas and poetry.	8.2 c) CAN I? Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL 8.6
8.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8.4 I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.	8.4 c) CAN I? Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.(RI8.6)
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
8.RL.IKI.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	8.1 I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.	8.1 d) CAN I? Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8.RI.IKI.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 d) CAN I? Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.RI.IKI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 e) CAN I? Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI. 8.8
8.RL.IKI.9	Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	8.1 I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.	8.1 e) CAN I? Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
8.RI.IKI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 f) CAN I? Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>			

TN	TN Description	I CAN! Standard	CAN I? Descripton
8.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	8.1 I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.	CAN I? Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.
8.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	CAN I? Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<b>COMPREHENSION AND COLLABORATION</b>			
8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	8.10 I CAN! work in small and large group conversations to discuss topics and books we are reading.	a) CAN I? Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) CAN I? Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) CAN I? Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL 8.1c d) CAN I? Acknowledge new information expressed by others and, when warranted, modify their own views. SL 8.1.D
8.SL.CC.2	Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	8.10 I CAN! work in small and large group conversations to discuss topics and books we are reading.	e) CAN I? Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL 8.2
8.SL.CC.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	8.10 I CAN! work in small and large group conversations to discuss topics and books we are reading.	8.10 f) CAN I? Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8.11 I CAN! communicate ideas and experiences through oral and visual presentations.	8.11 a) CAN I? Presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.PKI.5	Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.	8.11 I CAN! communicate ideas and experiences through oral and visual presentations.	8.11 b) CAN I? Integrates multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
8.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8.11 I CAN! communicate ideas and experiences through oral and visual presentations.	8.11 c) CAN I? Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>TEXT TYPES AND PROTOCOL</b>			
8.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) W.8.1 CAN I? Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s).	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

TN	TN Description	I CAN! Standard	CAN I? Descripton
	d. Use credible sources and demonstrate an understanding of the topic or source material.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	e. Craft an effective and relevant conclusion that supports the argument presented.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Provide a concluding statement or section that follows from and supports the argument presented.
	f. Use precise language and content-specific vocabulary.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Use precise language and domain-specific vocabulary to inform about or explain the topic.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	h. Use varied sentence structure to enhance meaning and reader interest.	8.7 I CAN! write for different tasks, purposes, and audiences.	<a href="#">CAN I? Use varied sentence structure to enhance meaning and reader interest.</a>
	i. Establish and maintain a formal style.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 a) Establish and maintain a formal style.
8.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) W.8.2 CAN I? Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.	8.6 I CAN! read and comprehend Science and Technical texts independently and proficiently.	e) CAN I? Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.	8.3 I CAN! read and comprehend eighth grade nonfiction literature.	8.3 b) CAN I? Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI 8.2
	e. Craft an effective and relevant conclusion.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Provide a concluding statement or section that follows from and supports the information or explanation presented.
	f. Include formatting, graphics, and multimedia when appropriate.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use precise language and domain-specific vocabulary.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Use precise language and domain-specific vocabulary to inform about or explain the topic.
	i. Use varied sentence structure to enhance meaning and reader interest.	8.7 I CAN! write for different tasks, purposes, and audiences.	<a href="#">CAN I? Use varied sentence structure to enhance meaning and reader interest.</a>

TN	TN Description	I CAN! Standard	CAN I? Descripton
	j. Establish and maintain a formal style.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 b) Establish and maintain a formal style.
8.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) W.8.3 CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	b. Organize an event sequence that unfolds naturally and logically.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	c. Create a smooth progression of experiences or events.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Provide a conclusion that follows from and reflects on the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	8.7 I CAN! write for different tasks, purposes, and audiences.	8.7 c) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**PRODUCTION AND DISTRIBUTION OF WRITING**

8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	8.8 I CAN! use the writing process to develop my writing.	8.8 a) CAN I? Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)	8.8 I CAN! use the writing process to develop my writing.	8.8 b) CAN I? With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W 8.5
8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W. 1-3.	8.8 I CAN! use the writing process to develop my writing.	8.8 c) CAN I? Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W8.6

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8.9 I CAN! conduct short research projects to answer a question drawing on several sources.	8.9 a) CAN I? Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.9 I CAN! conduct short research projects to answer a question drawing on several sources.	8.9 b) CAN I? Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	8.9 I CAN! conduct short research projects to answer a question drawing on several sources.	8.9 c) CAN I? Draw evidence from literary or informational texts to support analysis, reflection, and research.

**RANGE OF WRITING**

TN	TN Description	I CAN! Standard	CAN I? Descripton
8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	8.7 I CAN! write for different tasks, purposes, and audiences.	<a href="#">CAN I? Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</a>



CANI? Description	ICAN! Standard	TN	TN Description
<b>COUNTING AND CARDINALITY</b>			
I CAN? Count to 100 by ones.	K.1 I CAN tell you the number names and the count sequence.	Standard K.CC.A.1	Count to 100 by ones, fives, and tens. Count backward from 10.
I CAN? Count to 100 by fives.			
I CAN? Count to 100 by tens.			
I CAN? Count backward to 100 from 10.			
Count forward beginning from a given number within the sequence?	K.1 I CAN tell you the number names and the count sequence.	Standard K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)
Write numbers from 0 to 20?	K.1 I CAN tell you the number names and the count sequence.	Standard K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
Represent a number of objects with a written numeral 0-20?	K.2 I CAN count to tell the number of objects.		
Say the number names when counting and pairing each object with only one number?	K.2 I CAN count to tell the number of objects.	Standard K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
Say the number names when counting and pairing each object with only one number?	K.2 I CAN count to tell the number of objects.	K.CC.B.4a	When counting objects, say the number names in the standard order, using one-to-one correspondence
Understand that the last number said tells the number of objects counted?	K.2 I CAN count to tell the number of objects.	K.CC.B.4b	Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Understand that each successive number name refers to quantity that is one larger?	K.2 I CAN count to tell the number of objects.	K.CC.B.4c	Recognize that each successive number name refers to a quantity that is one greater.
Represent a number of objects with a written numeral 0-20?	K.2 I CAN count to tell the number of objects.	Standard K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group?	K.3 I CAN compare numbers.	Standard K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
Compare two numbers between 1 and 10 presented as written numerals?	K.3 I CAN compare numbers.	Standard K.CC.C.7	Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.
<b>OPERATIONS AND ALGEBRAIC THINKING</b>			
Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions or equations?	K.4 I CAN understand addition as putting together and adding to.	Standard K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
Represent subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations?	K.5 I CAN understand subtraction as taking apart and taking from.		

CANI? Description	ICAN! Standard	TN	TN Description
Solve addition word problems and add within 10 by using objects or drawings to represent the problem.	K.4 I CAN understand addition as putting together and adding to.	Standard K.OA.A.2	Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.
Solve subtraction word problems, and add and subtract within 10 using objects or drawings to represent the problem?	K.5 I CAN understand subtraction as taking apart and taking from.		
Decompose numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation (e.g. $5=2+3$ and $5=4+1$ ).	K.4 I CAN understand addition as putting together and adding to.	Standard K.OA.A.3	Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ) by using objects or drawings. Record each decomposition using a drawing or writing an equation.
Find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation? (For sums up to 19)	K.4 I CAN understand addition as putting together and adding to.	Standard K.OA.A.4	Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.
Fluently add within 5?	K.4 I CAN understand addition as putting together and adding to.	Standard K.OA.A.5	Fluently add and subtract within 10 using mental strategies.
<b>Numbers and Operations in Base Ten (NBT)</b>			
Compose numbers from 11 to 19 as ten and some more ones using objects or drawings?	K.6 I CAN work with numbers 11-19 to gain foundations for place value.	Standard K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.
Decompose numbers from 11 to 19 as ten and some more ones using objects or drawings?			
Record compositions and decompositions as equations? ( $11=10+1$ , $12=10+2$ ... $19=10+9$ )			
<b>Measurement and Data (MD)</b>			
I CAN describe and compare measurable attributes. (additional or supporting I CAN)	K.7 I CAN describe and compare measurable attributes.	Standard K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Describe several measurable attributes of objects such as length or weight			
Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describe the difference. (Child A is a little bit shorter than Child B)	K.7 I CAN describe and compare measurable attributes.	Standard K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
CAN I? Identify the penny, nickel, dime, and quarter and recognize the value of each.	K.8 I CAN classify objects and count the number of objects in each category. (additional or supporting I CAN)	Standard K.MD.B.3	Identify the penny, nickel, dime, and quarter and recognize the value of each.
Classify objects into given categories?	K.8 I CAN classify objects and count the number of objects in each category. (additional or supporting I CAN)	Standard K.MD.C.4	Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.
Count the number of objects in a category?			
Sort categories by count?			
<b>Geometry (G)</b>			
Describe objects in the environment using names of shapes.	K.9 I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (additional or supporting I CAN)	Standard K.G.A.1	Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.
Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.			
Correctly name shapes regardless of their orientations or overall size.	K.9 I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes,	Standard K.G.A.2	Correctly name shapes regardless of their orientations or overall size.

CAN! Description	ICAN! Standard	TN	TN Description
Identify shapes as two-dimensional or three-dimensional.	K.9 I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (additional or supporting I CAN)	Standard K.G.A.3	Identify shapes as two-dimensional or three-dimensional.
I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (additional or supporting I CAN)	K.9 I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (additional or supporting I CAN)	Standard K.G.B.4	Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.
Analyze and compare 2-D and 3-D shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides/corners) and other attributes	K.10 I CAN analyze, compare, create, and compose shapes. (additional or supporting I CAN)		
Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes.	K.10 I CAN analyze, compare, create, and compose shapes. (additional or supporting I CAN)	Standard K.G.B.5	Model shapes in the world by building and drawing shapes.
Compose simple shapes to form larger shapes? e.g. "Can you join these two triangles with full sides touching to make a rectangle?"	K.10 I CAN analyze, compare, create, and compose shapes. (additional or supporting I CAN)	Standard K.G.B.6	Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.

CAN I? Description	ICAN Standard	TN Standard	TN Description
<b>Operations and Algebraic Thinking (OA)</b>			
Solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions?	1.1 I CAN represent and solve problems involving addition and subtraction within 20.	Standard 1.OA.A.1	Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Solve word problems that call for addition of three whole numbers by using objects, drawings and equations with a symbol for the unknown number to represent the problem?			
Solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions?	1.1 I CAN represent and solve problems involving addition and subtraction within 20.	Standard 1.OA.A.2	Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Solve word problems that call for addition of three whole numbers by using objects, drawings and equations with a symbol for the unknown number to represent the problem?			
Apply properties of operations as strategies to add and subtract?	1.2 I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.	Standard 1.OA.B.3	Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)
e.g. If $8+3=11$ is known then $3+8$ is also known (commutative property)			
Understand subtraction as an unknown-addend problem?	1.2 I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.	Standard 1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, to solve $10 - 8 = \underline{\quad}$ , a student can use $8 + \underline{\quad} = 10$ .
e.g. $10-8$ can be solved as $8 + \underline{\quad} = 10$			
Add and subtract within 20 demonstrating fluency for addition and subtraction within 10?	1.3 I CAN I can add and subtract within 20.	Standard 1.OA.C.5	Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/ decomposing numbers with an emphasis on making ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ or adding $6 + 7$ by creating the known equivalent $6 + 4 + 3 = 10 + 3 = 13$ ).
Add and subtract within 20 demonstrating fluency for addition and subtraction within 10? By the end of 1st grade, know from memory all sums up to 10.	1.3 I CAN I can add and subtract within 20.	Standard 1.OA.C.6	Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false?	1.4 I CAN work with addition and subtraction equations within 20.	Standard 1.OA.D.7	Understand the meaning of the equal sign (e.g., $6 = 6$ ; $5 + 2 = 4 + 3$ ; $7 = 8 - 1$ ). Determine if equations involving addition and subtraction are true or false.
Determine the unknown whole number in an addition or subtraction equation relating three whole number? e.g. $5 + \underline{\quad} = 14$	1.4 I CAN work with addition and subtraction equations within 20.	Standard 1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ ).
<b>Numbers and Operations in Base Ten (NBT)</b>			
Count within 120 from any given number? Read numerals in this range? Write numbers to 120 using base-ten numerals?	1.5 I CAN extend the counting sequence to 120.	Standard 1.NBT.A.1	Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral.
Understand that the two digits of a two-digit number represent amounts of tens and ones.			
Compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols $>$ , $=$ and $<$ ?			
Add a two-digit number and a one-digit number using concrete models or drawings and strategies based on place value	1.7 I CAN use place value understanding and properties of operations to add and subtract within 100.	Standard 1.NBT.C.4	Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
Add a two-digit number and a multiple of 10 using concrete models or drawings and strategies based on place value			
Relate the strategies used in models or concrete drawings to a written equation?			
Explain that in adding two two-digit numbers, tens are added to tens and ones are added to ones, at times composing a ten when needed?			
Mentally find 10 more or 10 less than any two-digit number?	1.7 I CAN use place value understanding and properties of operations to add and subtract within 100.	Standard 1.NBT.C.5	Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

CAN I? Description	ICAN Standard	TN Standard	TN Description
Subtract multiples of 10 from other multiples of 10 (up to 90) using concrete models or drawings and strategies based on place value	1.7   CAN! use place value understanding and properties of operations to add and subtract within 100.	Standard 1.NBT.C.6	Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
<b>Measurement and Data (MD)</b>			
Order three objects by length; compare the lengths of two objects indirectly by using a third object?	1.8   CAN! measure lengths indirectly and by iterating length units.	Standard 1.MD.A.1	Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end?			
Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps?			
(Limit context to whole number length units)			
1.8.a)   CAN measure lengths indirectly and by iterating length units.	1.8   CAN! measure lengths indirectly and by iterating length units.	Standard 1.MD.A.2	Measure the length of an object using non-standard units and express this length as a whole number of units.
Write/say the time given on a digital clock?	1.9   CAN tell and write time to the half hour. (additional or supporting I CAN)	Standard 1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
Write/say the time given on an analog clock?			
Place hands on an analog clock to match a given time?			
I CAN? Count the value of a set of like coins less than one dollar using the ¢ symbol only.	1.7   CAN use place value understanding and properties of operations to add and subtract within 100.	Standard 1.MD.B.4	Count the value of a set of like coins less than one dollar using the ¢ symbol only.
Interpret data with up to three categories	1.10   CAN represent and interpret data. (additional or supporting I CAN)	Standard 1.MD.C.5	Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Organize and represent data with up to three categories			
Ask and answer questions about the total number of data points and the number of data points in a category?			
Compare the number of data points in two categories			
<b>Geometry (G)</b>			
Distinguish between defining attributes and non-defining attributes? e.g. Triangles have 3 sides, but color, size and orientation do not change the shape.	1.11   CAN reason with shapes and their attributes. (additional or supporting I CAN)	Standard 1.G.A.1	Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.
Compose 2 dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) to create a composite shape.	1.11   CAN reason with shapes and their attributes. (additional or supporting I CAN)	Standard 1.G.A.2	Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).
Compose 3 dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape.			
Compose new shapes from 2-D and 3-D composite shapes?			
Partition circles and rectangles into two and four equal shares?	1.11   CAN reason with shapes and their attributes. (additional or supporting I CAN)	Standard 1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that partitioning into more equal shares creates smaller shares.
Describe the shares using the words Halves, fourths, and quarters.			
Describe the whole as two of, or four of the shares.			
Understand that decomposing into more equal shares creates smaller shares.			

Can I? Description	ICAN! Standard	TN Standard	TN Description
<b>Operations and Algebraic Thinking (OA)</b>			
Show the steps to solve a word problem?	2.1 I CAN add and subtract within 100 and use what I know to solve word problems.	Standard 2.OA.A.1	Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Find the missing number in a subtraction equation?			
Find the missing number in an addition equation?			
Use addition and/or subtraction to solve word problems?			
Use models to show subtraction strategies?	2.2 I CAN know my <b>addition and subtraction facts within 20</b> and know from memory all sums of two one-digit numbers.	Standard 2.OA.B.2	Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.
Use models to show addition strategies?			
Explain the difference between addition and subtraction?			
Draw a number line and use it to add and subtract numbers?			
I can explain the mental strategies used to add and subtract?			
Explain the difference between odd and even?	2.3 I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s. (additional or supporting I CAN)	Standard 2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.
Group objects to show odd and even amounts?			
Count a group of objects up to 20 by 2's?			
Write an equation to show an even number as the sum of two other numbers?			
Show why two equal numbers added together always give an even number?			
Draw a rectangular array up to 5 rows and 5 columns?	2.4 I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples.	Standard 2.OA.C.4	Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Show how arrays can be written as repeated addition problems?			
Write repeated addition problems as a strategy to multiply numbers?			
Find the total number of objects using rectangular arrays?			
Skip count by 2's 5's and 10's			
<b>Numbers and Operations in Base Ten (NBT)</b>			
Say the names of the place value columns?	2.6 I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols $<$ , $>$ , and $=$ .	Standard 2.NBT.A.1	Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).
Name the value of each of the digits in a 3-digit number?			
Use tools (base ten blocks, place value charts, drawings) to model a 3-digit number?			
Use $<$ , $>$ and $=$ to compare number values?			
Identify a bundle of 10 tens as a "hundred"?			
Count within 1,000 from any given number?	2.5 I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.	Standard 2.NBT.A.2	Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.
Skip count by 2's, 5's and 10's from any given number?			
Read & write numbers to 1000 using base-ten numerals?	2.5 I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.	Standard 2.NBT.A.3	Read and write numbers to 1000 using standard form, word form, and expanded form.
Read & write numbers to 1000 using number names?			
Read & write numbers to 1000 using expanded form?			
Say the names of the place value columns?	2.6 I CAN count, read,		



Can I? Description	ICAN! Standard	TN Standard	TN Description
Name the value of each of the digits in a 3-digit number?	2.8 I CAN compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols $<$ , $>$ , and $=$ .	Standard 2.NBT.A.4	Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.
Use tools (base ten blocks, place value charts, drawings) to model a 3-digit number?			
Use $<$ , $>$ and $=$ to compare number values?			
Identify a bundle of 10 tens as a "hundred"?			
Use properties of operations (associative and commutative) to add and subtract?	2.8 I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.	Standard 2.NBT.B.5	Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.
Identify when to regroup for addition and subtraction?			
Explain the order in which to subtract three-digit numbers?			
Explain the order in which to subtract three-digit numbers?			
Use strategies to add up to four two-digit numbers?	2.8 I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.	Standard 2.NBT.B.6	Add up to four two-digit numbers using properties of operations and strategies based on place value.
Compose or decompose tens or hundreds to add or subtract?	2.9 I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.	Standard 2.NBT.B.7	Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
Use models, drawings and strategies to add and subtract within 1000?			
Write about the strategy used to solve an addition or subtraction problem?			
Apply properties of operations to add and subtract numbers?			
Explain the relationship between place value and adding/subtracting?			
Mentally add and subtract 10 from a number 100-900?	2.7 I CAN add and subtract tens and hundreds in my head and explain how I found my answer.	Standard 2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100– 900.
Mentally add and subtract 100 from a number 100-900?			
Model place value strategies to add and subtract numbers?	2.7 I CAN add and subtract tens and hundreds in my head and explain how I found my answer.	Standard 2.NBT.B.9	Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawings, or objects.)
<b>Measurement and Data (MD)</b>			
Use rulers, yardsticks, meter sticks and measuring tapes to measure lengths of objects?	2.11 I CAN measure, estimate and compare the lengths of objects using measuring tools.	Standard 2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Recognize units of measurements that can be compared (inch/cm, m/yard)?	2.11 I CAN measure, estimate and compare the lengths of objects using measuring tools.	Standard 2.MD.A.2	Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.
Recognize the size of inches, feet, centimeters and meters?			
	2.11 I CAN measure.		

Can I? Description	ICAN! Standard	TN Standard	TN Description
Estimate lengths and justify if they are reasonable?	2.11 I CAN measure, estimate and compare the lengths of objects using measuring tools.	Standard 2.MD.A.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
Determine how much longer one object is than another?	2.11 I CAN measure, estimate and compare the lengths of objects using measuring tools.	Standard 2.MD.A.4	Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.
Compose or decompose tens or hundreds to add or subtract?	2.9 I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.	Standard 2.MD.B.5	Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.
Use models, drawings and strategies to add and subtract within 1000?			
Write about the strategy used to solve an addition or subtraction problem?			
Apply properties of operations to add and subtract numbers?	2.9 I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.	Standard 2.MD.B.6	Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.
Explain the relationship between place value and adding/subtracting?			
Write time using analog clocks?	2.12 I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month. (additional or supporting I CAN)	Standard 2.MD.C.7	Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.
Write time using digital clocks?			
Label when a.m. and p.m. occur in the day?			
Tell time on an analog clock?			
Tell time on a digital clock?			
Identify and recognize the value of dollar bills, quarters, dimes, nickels and pennies?	2.10 I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly. (additional or supporting I CAN)	Standard 2.MD.C.8	Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using ¢ and \$ symbols appropriately.
Count coin, dollar and dollar/coin combinations?			
Recognize how the decimal sign separates the whole from the part in money value?			
Solve word problems using appropriate symbols (\$ and cent)?			
Read tools of measurement to the nearest unit (thermometer, ruler, rain gauge, scale)?	2.13 I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph.	Standard 2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
Make a line plot with a horizontal scale marked in whole numbers?			
Draw a picture graph to show data with up to 4 categories?	2.13 I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph.	Standard 2.MD.D.10	Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.
Draw a bar graph to show data with up to 4 categories?			
Make repeated measurements of objects to gather data?			
<b>Geometry (G)</b>			
Name the attributes of 2D and 3D shapes (faces, angles, sides, vertices, etc.)?	2.14 I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and	Standard 2.G.A.1	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly
Identify 2D and 3D shapes based on given attributes?			

Can I? Description	ICAN! Standard	TN Standard	TN Description
Describe and analyze shapes by looking at their attributes?	pentagons, hexagons and cubes. (additional or supporting I CAN)	Standard 2.G.A.1	or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.
Compare shapes by their attributes?			
Draw shapes with given attributes?			
Count to find the total number of same size squares within a shape?	2.15 I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. (additional or supporting I CAN)	Standard 2.G.A.2	Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.
Describe how to partition a rectangle into same size squares?			
Identify two, three, and four equal shares of a whole?			
Describe shapes using fraction vocabulary: halves, thirds, fourths, half of, third of, etc.?			
Explain why equal share of the same whole do not always have the same shape?			
Count to find the total number of same size squares within a shape?	2.15 I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. (additional or supporting I CAN)	Standard 2.G.A.3	Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Describe how to partition a rectangle into same size squares?			
Identify two, three, and four equal shares of a whole?			
Describe shapes using fraction vocabulary: halves, thirds, fourths, half of, third of, etc.?			
Explain why equal share of the same whole do not always have the same shape?			

CAN I? Description	ICAN! Standard	TN	TN Description
Multiply two numbers and model the process?	3.2 I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.	Standard 3.OA.A.1	Interpret the factors and products in whole number multiplication equations (e.g., $4 \times 7$ is 4 groups of 7 objects with a total of 28 objects or 4 strings measuring 7 inches each with a total of 28 inches).
Multiply two numbers and model the process?	3.2 I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.	Standard 3.OA.A.2	Interpret the dividend, divisor, and quotient in whole number division equations (e.g., $28 \div 7$ can be interpreted as 28 objects divided into 7 equal groups with 4 objects in each group or 28 objects divided so there are 7 objects in each of the 4 equal groups).
Divide two numbers and model the process?			
Use grouping, arrays, and equations to model multiplication and division?	3.2 I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.	Standard 3.OA.A.3	Multiply and divide within 100 to solve contextual problems, with unknowns in all positions, in situations involving equal groups, arrays, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$ , $6 \times 16 = ?$ , $? \div 8 = 3$ , or $96 \div 6 = ?$ ) (See Table 2 - Multiplication and Division Situations).
Explain number families in multiplication?			
Write equations using a symbol for the unknown number?	3.2 I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.	Standard 3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100. For example, determine the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$ , $5 = ? \div 3$ , $6 \times 6 = ?$
Give an example of the Commutative Property?	3.3 I CAN know and apply multiplication properties of operations (associative, distributive and commutative).	Standard 3.OA.B.5	Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (Commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (Associative property of multiplication). One way to find $8 \times 7$ is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$ . By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , then $8 \times 7 = 40 + 16 = 56$ (Distributive property of multiplication over addition)
Model the Distributive Property?			
Explain the Associative Property?			
Use multiplication facts to solve multiplication problems?			
Use Properties of Multiplication to solve problems mentally?			
Find the missing factor in a multiplication problem?	3.4 I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem.	Standard 3.OA.B.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
Find the missing factor in a division problem?			
Explain multiplication fact families?			
Name the factors of a number?			
Explain the relationship between multiplication and division?			
Multiply two numbers up to 12 times 12?	3.5 I CAN fluently multiply and divide within 100 and know from memory all products of two one-digit numbers.	Standard 3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of 3rd grade, know from memory all products of two one-digit numbers and related division facts.
Name the factors in a multiplication or division family?			
Use tools to find the product or quotient?			
Draw arrays and shapes to find the area?			
Use mental math strategies to recall multiplication facts? <i>By the end of 3rd grade, know from memory all products of two one-digit numbers and related division facts.</i>			
Choose the best operations to solve a word problem?	3.6 I CAN use addition, subtraction, multiplication and division to solve two-step word problems, then use mental math to check my answers.	Standard 3.OA.D.8	Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations).
Check my answer using mental math?			
Use unit squares or multiplication to find the area and perimeter?			
Choose multiplication or division to solve a word problem?			
Test my answers using multiplication and division?			
Find patterns in a multiplication table?	3.7 I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work.	Standard 3.OA.D.9	Identify arithmetic patterns (including patterns in the addition and multiplication tables) and explain them using properties of operations. For example, analyze patterns in the multiplication table and observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$ , which uses the associative property of multiplication) (See Table 3 - Properties of Operations).
Explain patterns I see in multiplication and division?			
Locate patterns in the multiplication and addition tables?			
Justify patterns I see using properties of operations?			
Identify patterns in the world around me?			
Name the place value columns?			

CAN I? Description name the place value columns?	ICAN! Standard	TN	TN Description
Know when to round up and when to round down?	3.1 I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10 (additional or supporting I CAN).	Standard 3.NBT.A.1	Round whole numbers to the nearest 10 or 100 using understanding of place value.
Use place value to multiply one digit whole numbers by multiples of 10?	3.1 I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10 (additional or supporting I CAN).	Standard 3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Describe the relationship between addition and subtraction?			
Identify real life situations where rounding is needed?			
Know when to round up and when to round down?	3.1 I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10 (additional or supporting I CAN).	Standard 3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.
Use place value to multiply one digit whole numbers by multiples of 10?			
Identify the part and whole of a fraction?			
Describe what a fraction represents?	3.8 I CAN show fractions are part of a whole and represent fractions on a number line.	Standard 3.NF.A.1	Understand a fraction, $\frac{1}{b}$ , as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$ . For example, $\frac{3}{4}$ represents a quantity formed by 3 parts of size $\frac{1}{4}$ .
I CAN show fractions are part of a whole and represent fractions on a number line.			
Locate a fraction on a number line?	3.8 I CAN show fractions are part of a whole and represent fractions on a number line.	Standard 3.NF.A.2	Understand a fraction as a number on the number line. Represent fractions on a number line.
Draw a number line and label fractions in order?			
Draw a number line and label fractions in order?	3.8 I CAN show fractions are part of a whole and represent fractions on a number line.	Standard 3.NF.A.2a	Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint locates the number $\frac{1}{b}$ on the number line. For example, on a number line from 0 to 1, students can partition it into 4 equal parts and recognize that each part represents a length of $\frac{1}{4}$ and the first part has an endpoint at $\frac{1}{4}$ on the number line.
Model fractions using models and pictures?			
Draw a number line and label fractions in order?	3.8 I CAN show fractions are part of a whole and represent fractions on a number line.	Standard 3.NF.A.2b	Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. For example, $\frac{5}{3}$ is the distance from 0 when there are 5 iterations of $\frac{1}{3}$ .
Model fractions using models and pictures?			
Know when fractions are equal even when they look different?	3.9 I CAN compare fractions (using $<$ , $=$ , $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.	Standard 3.NF.A.3	Explain equivalence of fractions and compare fractions by reasoning about their size.
Know when fractions are equal even when they look different?	3.9 I CAN compare fractions (using $<$ , $=$ , $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.	Standard 3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.
Model with fractions using graphs, tables and gathered data?			
Recognize and generate simple equivalent fractions and explain why the fractions are equivalent using a visual fraction model.	3.9 I CAN compare fractions (using $<$ , $=$ , $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.	Standard 3.NF.A.3b	Recognize and generate simple equivalent fractions and explain why the fractions are equivalent using a visual fraction model.
Identify parts of shapes using fractions?			

CAN I? Description	ICAN! Standard	TN	TN Description
Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	3.9 I CAN compare fractions (using $<$ , $=$ , $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.	Standard 3.NF.A.3c	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = 3 \frac{1}{1}$ ; recognize that $6 \frac{1}{1} = 6$ ; locate 4 4 and 1 at the same point on a number line diagram.
Compare two fractions with the same numerator or the same denominator by reasoning about their size.	3.9 I CAN compare fractions (using $<$ , $=$ , $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.	Standard 3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$ , $=$ , or $<$ to show the relationship and justify the conclusions.
Identify the start time, end time and elapsed time of an event?	3.10 I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes.	Standard 3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes. For example, students may use a number line to determine the difference between the start time and the end time of lunch. Note: As unit conversions are not within grade 3, it is not necessary for students to convert lengths of time over 60 minutes into hours and minutes.
Explain the difference between a.m. and p.m.?			
Tell the current time on an analog clock?			
Say how many minutes there are in an hour, hours there are in a day...?			
Find out how much time has passed between the start and end time?			
Know measurement units for liquid and solids?	3.11 I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume.	Standard 3.MD.A.2	Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks.
Correlate the appropriate units to what is being measured?			
Use a graph to compare measurements?			
Estimate liquid volumes and masses of objects?			
Use drawings to represent measurement?			
Draw a picture graph to represent a set of data?	3.12 I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number. (additional or supporting I CAN)	Standard 3.MD.B.3	Draw a scaled pictograph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled graphs.
Draw a scaled bar graph to represent a set of data?			
Use a graph to answer "how many more" and "how many less" problems?			
Use rulers marked with halves and fourths to gather measurement data?	3.12 I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number. (additional or supporting I CAN)	Standard 3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters.
Model measurement data on a line plot?			
Describe area measurement?	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.5	Recognize that plane figures have an area and understand concepts of area measurement.
Use unit squares to count area of shapes?	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.5a	Understand that a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area.
Use correct units when describing area (square cm, square m, square in, square ft)?	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.5b	Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
Partition shapes into parts with equal areas?			
Use unit squares to count area of shapes?	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.6	Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).
	3.13 I CAN measure area by		



CAN I? Description	ICAN! Standard	TN	TN Description
Relate area to multiplication and addition using area models?	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.7	Relate area of rectangles to the operations of multiplication and addition.
Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.7a	Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.
Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.
Describe area measurement?	3.13 I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.	Standard 3.MD.C.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning. For example, in a rectangle with dimensions 4 by 6, students can decompose the rectangle into $4 \times 3$ and $4 \times 3$ to find the total area of $4 \times 6$ . (See Table 3 - Properties of Operations)
Use unit squares to count area of shapes?			
Relate area to multiplication and addition using area models?			
Use correct units when describing area (square cm, square m, square in, square ft)?			
Partition shapes into parts with equal areas?			
Describe attributes of plane figures (rhombuses, rectangles, squares, and others) using math language	3.14 I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.	Standard 3.MD.C.7d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.
Name shapes that share attributes?			
Draw examples of plane figures and name their attributes?			
Express area of parts of figures as a fraction of the whole?			
Partition shapes into parts with equal areas?			
Draw a picture to help me find the area?	3.15 I CAN find the area and perimeter of shapes applied in real world examples. (additional or supporting I CAN)	Standard 3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Draw a picture to help me find the perimeter?			
Find an unknown side length of a polygon?			
Describe attributes of plane figures (rhombuses, rectangles, squares, and others) using math language?	3.14 I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.	Standard 3.G.A.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.
Name shapes that share attributes?			
Draw examples of plane figures and name their attributes?			
Express area of parts of figures as a fraction of the whole?	3.14 I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.	Standard 3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
Partition shapes into parts with equal areas?			
CAN I? Determine if a figure is a polygon.	3.14 I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.	Standard 3.G.A.3	Determine if a figure is a polygon.

CAN I? Description	ICAN! Standard	TN	TN Description
Translate math equations into verbal statements?	4.5 I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.	Standard 4.OA.A.1	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
Describe multiplication equations as a comparison of numbers?			
Use drawings to show multiplication comparisons?			
Know the difference between comparing multiplication problems and addition problems?	4.5 I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.	Standard 4.OA.A.2	Multiply or divide to solve contextual problems involving multiplicative comparison, and distinguish multiplicative comparison from additive comparison. For example, school A has 300 students and school B has 600 students: to say that school B has two times as many students is an example of multiplicative comparison; to say that school B has 300 more students is an example of additive comparison.
Solve real-world problems using multiplicative comparisons?			
Write equations with an unknown value using a letter?	4.6 I CAN use what I know about the four operations to solve for an unknown value represented by a letter.	Standard 4.OA.A.3	Solve multi-step contextual problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Solve real-world problems using multiplication and division?			
Solve real-world problems using addition and subtraction?			
Interpret math problems that involve remainders?			
Use mental estimation to check answers?			
Explain the difference between a prime and composite number?	4.3 I CAN determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite. (additional or supporting I CAN)	Standard 4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
Explain the difference between factors and multiples?			
Write a whole number as a multiplication problem of its factors?			
Fluently say my multiplication facts to 12?			
List all of the prime numbers between 1 and 100?			
See patterns in the real-world?	4.4 I CAN create and analyze patterns to identify features of the pattern to follow a math rule. (additional or supporting I CAN)	Standard 4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way
Describe math patterns using math language?			
Identify odd numbers and even numbers?			
Write a math pattern?			
Create a math rule such as "add 3" or "subtract 4"?			
Name the digits in a multi-digit whole number?	4.1 I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.	Standard 4.NBT.A.1	Recognize that in a multi-digit whole number (less than or equal to 1,000,000), a digit in one place represents 10 times as much as it represents in the place to its right. For example, recognize that 7 in 700 is 10 times bigger than the 7 in 70 because $700 \div 70 = 10$ and $70 \times 10 = 700$ .
Explain how a digit in the ones place represents 10 times the number on its right?			
Write numbers in expanded form using place value?	4.1 I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.	Standard 4.NBT.A.2	Read and write multi-digit whole numbers (less than or equal to 1,000,000) using standard form, word form, and expanded form (e.g., the expanded form of 4256 is written as $4 \times 1000 + 2 \times 100 + 5 \times 10 + 6 \times 1$ ). Compare two multi-digit numbers based on meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.
Use the symbols $<$ , $>$ and $=$ to compare numbers?			
Know the rules of rounding for estimating numbers?	4.1 I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.	Standard 4.NBT.A.3	Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value.
Model adding and subtracting using base ten blocks?	4.2 I CAN add and subtract numbers within 1,000,000.	Standard 4.NBT.B.4	Fluently add and subtract within 1,000,000 using appropriate strategies and algorithms.
Explain how to regroup numbers?			
Know the vocabulary that means "add"?			
Know the vocabulary that means "subtract"?			
Use place value to apply the adding and subtracting algorithms?			
Use rectangular area models to illustrate multiplication?	4.7 I CAN use place value understanding and properties of operations to add, subtract, multiply, and	Standard 4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by

CAN I? Description	ICAN! Standard	TN	TN Description
Use arrays to model my understanding of multiplication?  Explain the relationship between multiplication and division?	add, subtract, multiply and divide multi-digit whole numbers.	Standard 4.NF.B.6	Using strategies based on place value and the properties of operations, illustrate and explain the calculation of using equations, rectangular arrays, and/or area models.
Explain the relationship between multiplication and division?	4.7 I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers.	Standard 4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Use fraction models to show fraction value?  Explain that a fraction $\frac{a}{a}$ is equal to one whole?  Show how two fractions can be equal even when the parts are different sizes?  Create a fraction that is equal to another fraction but has different numbers?  Recognize equivalent fractions?	4.8 I CAN compare, order, and understand equivalence of fractions with different numerators and denominators.	Standard 4.NF.A.1	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{a \times m}{b \times m}$ or $\frac{a \div n}{b \div n}$ by using visual fraction models, with attention to how the number and size of the parts differ, even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. For example, $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ .
Use the symbols $>$ , $<$ and $=$ to compare fractions and justify the reasoning?  Name and locate benchmark fractions on a number line?  Create common denominators and numerators with benchmark fractions?  Create a visual fraction model?  Know when fraction comparisons are valid only when they refer to the same whole?	4.9 I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer.	Standard 4.NF.A.2	Compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$ , $=$ , or $<$ to show the relationship and justify the conclusions.
Write a fraction with a numerator greater than 1 as a sum of two fractions?	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.3	Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ . For example, $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$ .
Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ; $\frac{2}{18} = \frac{1}{18} + \frac{1}{18} = \frac{8}{88} + \frac{8}{88} + \frac{1}{18}$ ), recording each decomposition by an equation. Justify decompositions by using a visual fraction model.	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ; $\frac{2}{18} = \frac{1}{18} + \frac{1}{18} = \frac{8}{88} + \frac{8}{88} + \frac{1}{18}$ ), recording each decomposition by an equation. Justify decompositions by using a visual fraction model.
Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.3c	Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.
Solve contextual problems involving addition and subtraction referring to the same whole and having like denominators.	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.3d	Solve contextual problems involving addition and subtraction referring to the same whole and having like denominators.
Fluently use multiplication facts to 12? Apply and extend previous understandings of multiplication as repeated addition to multiply a whole number by a fraction.	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.4	Apply and extend previous understandings of multiplication as repeated addition to multiply a whole number by a fraction.
Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ . For example, use a visual fraction model to represent $5 \frac{4}{4}$ as the product $5 \times \frac{1}{4}$ , recording the conclusion by the equation $5 \frac{4}{4} = 5 \times \frac{1}{4}$ .	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.4a	Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ . For example, use a visual fraction model to represent $5 \frac{4}{4}$ as the product $5 \times \frac{1}{4}$ , recording the conclusion by the equation $5 \frac{4}{4} = 5 \times \frac{1}{4}$ .

ICAN! Description	ICAN! Standard	TN	TN Description
Understand a multiple of $aa\ bb$ as a multiple of $1\ bb$ and use this understanding to multiply a whole number by a fraction. For example, use visual fraction model to express $3 \times 2\ 5$ as $6 \times 1\ 5$ , recognizing this product as $6\ 5$ . (In general, $nn \times aa\ bb = nn \times x\ aa\ bb = (nn \times aa) \times 1\ bb$ .)	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.4b	Understand a multiple of $aa\ bb$ as a multiple of $1\ bb$ and use this understanding to multiply a whole number by a fraction. For example, use visual fraction model to express $3 \times 2\ 5$ as $6 \times 1\ 5$ , recognizing this product as $6\ 5$ . (In general, $nn \times aa\ bb = nn \times x\ aa\ bb = (nn \times aa) \times 1\ bb$ .)
Solve contextual problems involving multiplication of a whole number by a fraction (e.g., by using visual fraction models and equations to represent the problem). For example, if each person at a party will eat $3\ 8$ of a pound of roast beef, and there will be 4 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	4.10 I CAN use unit fractions to multiply fractions and model my answer.	Standard 4.NF.B.4c	Solve contextual problems involving multiplication of a whole number by a fraction (e.g., by using visual fraction models and equations to represent the problem). For example, if each person at a party will eat $3\ 8$ of a pound of roast beef, and there will be 4 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.	4.11 I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.	Standard 4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express, $3\ 10$ as $30\ 100$ and add $3\ 10 + 4\ 100 = 34\ 100$ .
Use mental math to multiply by 10?			
Create an equivalent fraction by multiplying the number by $10/10$ to add two fractions?	4.11 I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.	Standard 4.NF.C.6	Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.
Change fractions with denominator of 10 or 100 into a decimal? Ex. $62/100$ is equal to 0.62			
Compare decimals to hundredths?	4.11	Standard 4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Use the symbols $>$ , $=$ , or $<$ to show the relationship and justify the conclusions.
Use the symbols $>$ , $<$ and $=$ to compare decimals and justify the reasoning?			
Know relative sizes of measurement units: km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec?	4.15 I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit. (additional or supporting I CAN)	Standard 4.MD.A.1	Measure and estimate to determine relative sizes of measurement units within a single system of measurement involving length, liquid volume, and mass/weight of objects using customary and metric units.
Record measurement equivalents in a two-column table?			
Use four operations to solve real-world measurement problems?	4.15 I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit. (additional or supporting I CAN)	Standard 4.MD.A.2	Solve one- or two-step real world problems involving measurement with all four operations within a single system of measurement including problems involving simple fractions.
Represent measurement quantities using diagrams?	4.15 I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit. (additional or supporting I CAN)	Standard 4.MD.A.3	Know and apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
Apply area & perimeter to measurement problems using formulas?			
Collect data to create a data set?	4.14 I CAN represent and interpret data measured in fractions by making a line plot to display the data. (additional or supporting I CAN)	Standard 4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
Use a line plot to display measurement data in fraction form?			
Interpret the meaning of data displayed in a line plot?			
Identify data in the real-world and justify the findings?			
Explain how data can be used to solve real-world scenarios?			
Draw an angle by connecting two rays at an endpoint?	4.13 I CAN understand concepts of angles, draw angles and measure angles using tools. (additional or supporting I CAN)	Standard 4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

CAN I? Description	ICAN! Standard (additional or supporting I CAN)	TN	TN Description
Describe how an angle is related to the total angle measurement of a circle (360 degrees)?	4.13 I CAN understand concepts of angles, draw angles and measure angles using tools. (additional or supporting I CAN)	Standard 4.MD.C.5.a	Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.
Understand that an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees and represents a fractional portion of the circle.	4.13 I CAN understand concepts of angles, draw angles and measure angles using tools. (additional or supporting I CAN)	Standard 4.MD.C.5.b	Understand that an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees and represents a fractional portion of the circle.
Measure and draw an angle using a protractor and name the size using degrees?	4.13 I CAN understand concepts of angles, draw angles and measure angles using tools. (additional or supporting I CAN)	Standard 4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Solve addition and subtraction problems to find unknown angles on a diagram?  Explain how angle measure can be additive, the whole of one angle is the sum of its parts?	4.13 I CAN understand concepts of angles, draw angles and measure angles using tools. (additional or supporting I CAN)	Standard 4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems (e.g., by using an equation with a symbol for the unknown angle measure).
Define and draw geometric vocabulary: point, line, segment, ray, parallel lines and perpendicular lines?  Draw, identify and measure angles: right, acute & obtuse?  Classify two-dimensional figures and identify right triangles?	4.12 I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures. (additional or supporting I CAN)	Standard 4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Classify two-dimensional figures and identify right triangles?	4.12 I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures. (additional or supporting I CAN)	Standard 4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Define and locate lines of symmetry?  Explain how parallel and perpendicular lines define a figure?	4.12 I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures. (additional or supporting I CAN)	Standard 4.G.A.3	Recognize and draw lines of symmetry for two-dimensional figures.

CAN I? Description	ICAN! Standard	TN	TN Description
Know and apply the order of operations? Recognize how operations change a number without evaluating them?	5.6 I CAN use parentheses, brackets and ordering of operations to write expressions and calculate numbers. (additional or supporting I CAN)	Standard 5.OA.A.1	Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).
Write simple expressions without evaluating them?	5.6 I CAN use parentheses, brackets and ordering of operations to write expressions and calculate numbers. (additional or supporting I CAN)	Standard 5.OA.A.2	Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$ . Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ , without having to calculate the indicated sum or product.
CAN I? Generate two numerical patterns using two given rules. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences.	5.13 I CAN! generate numerical patterns using rules and identify the relationships between corresponding terms.	Standard 5.OA.B.3	Generate two numerical patterns using two given rules. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences.
CAN I? Identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.	5.13 I CAN! generate numerical patterns using rules and identify the relationships between corresponding terms.	Standard 5.OA.B.3a	Identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.
Give real world examples of using positive and negative number values? Explain the meaning of zero? Locate rational numbers on a number line Locate all quadrants of the coordinate plane (I, II, III, IV)? Find points in the coordinate plane with negative number coordinates?	5.11 I CAN plot points on a coordinate grid and use it to solve problems.	Standard 5.OA.B.3b	Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.
<b>NUMBERS BASE TEN</b>			
Name each place value to the thousandths? Recognize a digit in the one place is 10 times as much as the number to its right and 1/10 of the number to its left?	5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.	Standard 5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.	Standard 5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Explain the relationship between the number of zeros in a number and relate it to powers of 10? Describe decimal point placement when a number is multiplied or divided by a power of 10?	5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.	Standard 5.NBT.A.3	Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.
Use rounding strategies to estimate decimals?	5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.	Standard 5.NBT.A.4	Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.
Use place value strategies to multiply & divide			



CAN I? Description	ICAN! Standard	TN	TN Description
Use place value strategies to multiply & divide numbers?	5.2 I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.	Standard 5.NBT.B.5	Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.
Apply properties of operations when multiplying and dividing?			
Describe the relationship between multiplication and division?			
Illustrate multiplication and division using equations, arrays and area models?			
Use place value strategies to multiply & divide numbers?	5.2 I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.	Standard 5.NBT.B.6	Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Use place value strategies to divide numbers?			
Apply properties of operations when multiplying and dividing?			
Describe the relationship between multiplication and division?			
Illustrate multiplication and division using equations, arrays and area models?	5.3 I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.	Standard 5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies (Limit division problems so that either the dividend or the divisor is a whole number).
Use concrete models based on place value to compute with decimals?			
Apply properties of operations to decimal computations?			
Describe a strategy used to compute with decimals?			
Explain the relationship between addition and subtraction?			
Solve real-world problems involving decimals and explain my reasoning?			
<b>NUMBERS AND OPERATIONS - FRACTIONS</b>			
Identify and explain the parts of a fraction and what it represents?	5.4 I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.	Standard 5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2\frac{3}{4} + 5\frac{4}{8} = 8\frac{12}{12} + 15\frac{12}{12} = 23\frac{12}{12}$ . (In general $aa\frac{bb}{cc} + cc\frac{dd}{dd} = (aaaa+bbbb)\frac{bbbb}{.}$ )
Explain the criteria for a fraction to be equal to 1?			
Find a common denominator of two fractions?			
Mentally assess if my answers are reasonable using benchmark fractions?			
Create visual fraction models and equations to represent a real-world problem?	5.4 I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.	Standard 5.NF.A.2	Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2\frac{5}{4} + 1\frac{2}{3} = 3\frac{7}{7}$ , by observing $3\frac{7}{7} < 1\frac{2}{3}$ .
Explain how a fraction is related to division?	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.3	Interpret a fraction as division of the numerator by the denominator. For example, $3\frac{4}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $3\frac{4}{4}$ . Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem.
Solve real-world problems involving of division of fractions using models and equations?			
Solve real-world problems involving of multiplication of fractions using models and equations?			
Use multiplication of fractions to resize real-world models?			
Compare the size of a product to the size of one factor?			
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction
Solve real-world problems involving of multiplication of fractions using models and equations?	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed	Standard 5.NF.B.4a	Interpret the product $aa\frac{bb}{cc} \times q$ as $a \times (q \div b)$ (partition the quantity $q$ into $b$ equal parts and then multiply by $a$ ). Interpret the product $aa\frac{bb}{cc} \times q$ as $(a \times q) \div b$ (multiply $a$ times the quantity $q$ and then partition the product into $b$ equal parts). For example, use a visual fraction model or write a story context to show that $2\frac{3}{4} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2$

CAN I? Description	ICAN! Standard fractions and mixed numbers.	TN	TN Description
			$\times 6) \div 3$ . Do the same with $2 \ 3 \times 4 \ 5 = 8 \ 15$ . (In general, $aa \ bb \times \ cc \ dd = aaaa \ bbbb$ .)
CAN I? Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.
Use multiplication of fractions to resize real-world models?	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.5	Interpret multiplication as scaling (resizing).
Compare the size of a product to the size of one factor?	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.5a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example, know if the product will be greater than, less than, or equal to the factors.
CAN I? Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $aa \ bb = aa \ xx \ nn \ bb \ xx \ nn$ to the effect of multiplying $aa \ bb$ by 1.	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.5b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence $aa \ bb = aa \ xx \ nn \ bb \ xx \ nn$ to the effect of multiplying $aa \ bb$ by 1.
Solve real-world problems involving of multiplication of fractions using models and equations?	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.
CAN I? Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
CAN I? Explain how a fraction is related to division? CAN I? Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $1 \ 3 \div 4 = 1 \ 12$ because $(1 \ 12) \times 4 = 1 \ 3$ .	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $1 \ 3 \div 4 = 1 \ 12$ because $(1 \ 12) \times 4 = 1 \ 3$ .
Interpret division of a whole number by a unit fraction and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $4 \div 1 \ 5 = 20$ because $20 \times (1 \ 5) = 4$ .	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.7b	Interpret division of a whole number by a unit fraction and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $4 \div 1 \ 5 = 20$ because $20 \times (1 \ 5) = 4$ .
Solve real-world problems involving of multiplication of fractions using models and equations?	5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.	Standard 5.NF.B.7c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem.

CAN I? Description	ICAN! Standard	TN	TN Description
<b>MEASUREMENT AND DATA</b>			
Identify different measuring systems?	5.8 I CAN convert measurement within the same measuring system. (additional or supporting I CAN)	Standard 5.MD.A.1	Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals).
Know how to use measuring tools and name the size?			
Name common units of measurement?			
Compare the size of items and describe them?			
Convert measurement in multi-step real-world problems?			
Read and gather data from a line plot?	5.9 I CAN make a line plot display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot. (additional or supporting I CAN)	Standard 5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
Analyze a data set to gather information?			
Use fraction measurement in data collection?			
Gather data and create a line plot to represent the data?			
Solve real-world problems from information given in line plots?			
Recognize volume as an attribute of solid figures?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
Use unit cubes to show the volume?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.3a	Understand that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume.
Describe the difference between two- and three-dimensional figures?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.3b	Understand that a solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.
Recognize volume as an attribute of solid figures?			
Use unit cubes to show the volume?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.4	Measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
Recognize volume as an attribute of solid figures?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms.
Relate volume to multiplication and addition operations?			
Identify volume in the world and solve real-world problems?			
Use unit cubes to show the volume?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g., to represent the associative property of multiplication).
CAN I? Know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where $B$ represents the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems.	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.5b	Know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where $B$ represents the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems.

CAN I? Description	ICAN! Standard	TN	TN Description
Relate volume to multiplication and addition operations?	5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.	Standard 5.MD.C.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.
Identify volume in the world and solve real-world problems?			
<b>GEOMETRY</b>			
Explain the meaning of zero?	5.11 I CAN plot points on a coordinate grid and use it to solve problems. (additional or supporting I CAN)	Standard 5.G.A.1	Graph ordered pairs and label points using the first quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x-axis from the origin and the second number indicates the vertical distance traveled along the y-axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
Locate rational numbers on a number line			
Locate all quadrants of the coordinate plane (I, II, III, IV)?			
Find points in the coordinate plane with negative number coordinates?			
Give real world examples of using positive and negative number values?	5.11 I CAN plot points on a coordinate grid and use it to solve problems. (additional or supporting I CAN)	Standard 5.G.A.2	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.
Identify attributes of two-dimensional figures?	5.12 I CAN classify two-dimensional shapes into categories based on their properties. (additional or supporting I CAN)	Standard 5.G.A.3	Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
Identify and name right angles in a figure?			
Draw two-dimensional shapes and identify them in the world?			
Assign two-dimensional figures into categories and subcategories?			
Know the names of two-dimensional shapes?			

CAN I? Description	ICAN! Standard	TN	TN Description
<b>RATIOS AND PROPORTIONAL RELATIONSHIPS</b>			
Describe a ratio relationship between two quantities?	6.7 I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	Standard 6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, the ratio of wings to beaks in a bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. Another example could be for every vote candidate A received, candidate C received nearly three votes.
Explain the concept of unit rate $a/b$ and how it relates to a ratio $a:b$ ?	6.7 I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	Standard 6.RP.A.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a : b$ with $b \neq 0$ . Use rate language in the context of a ratio relationship. For example, this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. Also, we paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger. (Expectations for unit rates in 6th grade are limited to non-complex fractions).
Use rate language in context of a ratio relationship?			
Reason about the relationship of numbers using ratios?			
Use rate language in context of a ratio relationship?	6.7 I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	Standard 6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
Reason about the relationship of numbers using ratios?			
Describe a ratio relationship between two quantities?	6.7 I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Distinguish between ratio, rate and unit rate?	6.7 I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	6.RP.A.3b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if a runner ran 10 miles in 90 minutes, running at that speed, how long will it take him to run 6 miles? How fast is he running in miles per hour?
Use equations to solve real-world problems involving ratio and rate?	6.8 I CAN find a percent of quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent.	6.RP.A.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
Use tables of equivalent ratios to solve real-world problems involving ratio and rate?			
Use tape diagrams to solve real-world problems involving ratio and rate?			
Use double number line diagrams to solve real-world problems involving ratio and rate?			
Explain my reasoning when solving real-world problems involving ratio and rate?			
Reason about the relationship of numbers using ratios?	6.7 I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.	6.RP.A.3d	Use ratio reasoning to convert customary and metric measurement units (within the same system); manipulate and transform units appropriately when multiplying or dividing quantities. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, the ratio of wings to beaks in a bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. Another example could be for every vote candidate A received, candidate C received nearly three votes.
<b>THE NUMBER SYSTEM</b>			
Compute the quotient of fractions within word problems?	6.4 I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing.	Standard 6.NS.A.1	Interpret and compute quotients of fractions, and solve contextual problems involving division of fractions by fractions (e.g., using visual fraction models and equations to represent the problem is suggested).
Divide a fraction by a fraction?			
Use fraction models to explain how to compute with fractions?			
Explain the relationship between multiplication and division of fractions?			
Use an equation to represent a problem involving fractions?			
Know the algorithm for multiplying and dividing decimals?	6.1 I CAN add, subtract, multiply and divide whole numbers and decimals.	Standard 6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.
Describe decimals using place value?	6.1 I CAN add, subtract, multiply and divide whole numbers and decimals.	Standard 6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.
Know the algorithm for multiplying and dividing decimals?			
Know the algorithm for adding and subtracting decimals?			
Read decimal numbers using math language?			
Solve real world problems with decimals?			
Find common factors of numbers?			

CAN I? Description	ICAN! Standard	TN	TN Description
Explain order of operation rules? Express a sum of two numbers as multiples with a Know the difference between a common factor and Use the Distributive Property to solve real world problems?	6.3 I CAN know and apply the Distributive Property.	Standard 6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .
Give real world examples of using positive and negative number values?	6.5 I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.	Standard 6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
Locate rational numbers on a number line?	6.5 I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.	Standard 6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
Explain the meaning of zero?	6.5 I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.	Standard 6.NS.C.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself. For example, $-(-3) = 3$ , and that 0 is its own opposite.
Locate all quadrants of the coordinate plane (I, II, III, IV)?	6.5 I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.	Standard 6.NS.C.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
Find points in the coordinate plane with negative number coordinates?	6.5 I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.	Standard 6.NS.C.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
Find the absolute value of numbers?	6.6 I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.	Standard 6.NS.C.7	Understand ordering and absolute value of rational numbers.
Find the distance between two numbers using absolute value?			
CAN I? Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.	6.6 I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.	Standard 6.NS.C.7a.	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.
Order absolute value of rational numbers?	6.6 I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.	Standard 6.NS.C.7b.	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .
Find the absolute value of numbers?	6.6 I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.	Standard 6.NS.C.7c.	Understand the absolute value of a rational number as its distance from 0 on the number line and distinguish comparisons of absolute value from statements about order in a real-world context. For example, an account balance of $-24$ dollars represents a greater debt than an account balance $-14$ dollars because $-24$ is located to the left of $-14$ on the number line.
Find the distance between two numbers using absolute value?			
Graph points in all four quadrants of the coordinate plane?	6.6 I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers.	Standard 6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
Find the distance between numbers in a coordinate plane?			
<b>EXPRESSIONS AND EQUATIONS</b>			
Write numerical expressions involving whole-	6.9 I CAN apply my knowledge of rational numbers to opposite	Standard 6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents



CAN I? Description	ICAN! Standard	TN Standard	TN Description
number exponents?	numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.1	write and evaluate numerical expressions involving whole-number exponents.
Evaluate expressions in which letters stand for numbers?	6.9 I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.2	Write, read, and evaluate expressions in which variables stand for numbers.
Evaluate expressions in which letters stand for numbers?	6.9 I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.2a	Write expressions that record operations with numbers and with variables. For example, express the calculation "Subtract y from 5" as $5 - y$ .
Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	6.9 I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
Evaluate numerical expressions involving whole-number exponents?	6.9 I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
Know and apply the order of operation rules when evaluating expressions?	6.9 I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.3	Apply the properties of operations (including, but not limited to, commutative, associative, and distributive properties) to generate equivalent expressions. The distributive property is prominent here. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .
Identify when two expressions are equivalent? Ex. $y + y + y = 3y$	6.9 I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.	Standard 6.EE.A.4	Identify when expressions are equivalent (i.e., when the expressions name the same number regardless of which value is substituted into them). For example, the expression $5b + 3b$ is equivalent to $(5 + 3)b$ , which is equivalent to $8b$ .
Use substitution of values to determine whether an inequality is true?	6.10 I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.	Standard 6.EE.B.5	Understand solving an equation or inequality is carried out by determining if any of the values from a given set make the equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Explain the concept of variable and use it to represent an unknown number?	6.10 I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.	Standard 6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
Write and solve equations using non negative rational numbers? Ex. $x + p = q$ and $px = q$ .	6.10 I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.	Standard 6.EE.B.7	Solve real-world and mathematical problems by writing and solving one-step equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ , and $x$ are all nonnegative rational numbers.
Write an inequality to represent a constraint or condition in a real-world problem?	6.10 I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.	Standard 6.EE.B.8	Interpret and write an inequality of the form $x > c$ or $x < c$ which represents a condition or constraint in a real-world or mathematical problem. Recognize that inequalities have infinitely many solutions; represent solutions of inequalities on number line diagrams.
Represent solutions of inequalities using a number line diagram?	6.10 I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.		
Identify the independent variable and the dependent variable in an equation?	6.11 I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.	Standard 6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another. For example, Susan is putting money in her savings account by depositing a set amount each week (\$50). Represent her savings account balance with respect to the number of weekly deposits ( $s = 50w$ , illustrating the relationship between balance amount $s$ and number of weeks $w$ ).
Explain the relationship between the independent and dependent variables in an equation?	6.11 I CAN use variables to represent the relationship between two quantities and analyze that	Standard 6.EE.C.9a	Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.

CAN I? Description and dependent variables in an equation.	ICAN! Standard quantities and analyze that relationship using graphs and tables.	TN	TN Description amount of as the independent variable.
Design a table to generate numerical values from an equation?  Model an equation using a graph?	6.11 I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.	Standard 6.EE.B.9b	Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
<b>GEOMETRY</b>			
Find the area of triangles, quadrilaterals and polygons by composing into rectangles or decomposing into other shapes?	6.12 I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. (additional or supporting I CAN)	Standard 6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; know and apply these techniques in the context of solving real-world and mathematical problems.
Find the volume of 3D figures with fractional edge lengths using unit cubes and the formula for volume?	6.12 I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. (additional or supporting I CAN)	Standard 6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Know and apply the formulas $V = lwh$ and $V = Bh$ where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
Draw polygons in the coordinate plane using coordinates of the vertices?	6.12 I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. (additional or supporting I CAN)	Standard 6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side that joins two vertices (vertical or horizontal segments only). Know and apply these techniques in the context of solving real-world and mathematical problems.
Use nets made up of rectangles and triangles to represent 3D figures?	6.12 I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. (additional or supporting I CAN)	Standard 6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems
Recognize and develop statistical questions that can be measured by data?	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SPA.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.
Understand that a data distribution can be described by its center, spread and overall shape?	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SPA.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean, median, mode), spread (range), and overall shape.
Explain the difference between a measure of center and a measure of variation?	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SPA.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
CAN I? Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SP.B.4	Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.
CAN I? Summarize numerical data sets in relation to their context.	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SP.B.5	Summarize numerical data sets in relation to their context.
CAN I? Report the number of observations.	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SP.B.5a	Report the number of observations.
Gather and analyze statistical data in the real-world? CAN I? Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.	6.13 I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting I CAN)	Standard 6.SP.B.5b	Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.

CAN I? Description	ICAN! Standard	TN	TN Description
<p>CAN I? Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.</p>	<p>6.13 ICAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting ICAN)</p>	<p>Standard 6.SP.B.5c</p>	<p>Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.</p>
<p>CAN I? Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.</p>	<p>6.13 ICAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. (additional or supporting ICAN)</p>	<p>Standard 6.SP.B.5d</p>	<p>Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.</p>

CAN I? Description	ICAN! Standard	TN	TN Description
Explain the relationship between fractions and proportional relationships? Compute the unit rate in quantities measured in like or different units? Use fractions to describe ratios?	7.6 I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equation and a graph.	Standard 7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.
Tell whether quantities are proportional?	7.6 I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equation and a graph.	Standard 7.RP.A.2	Recognize and represent proportional relationships between quantities.
Use number values and graphs to model rates?	7.6 I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equation and a graph.	Standard 7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
Relate ratio problems to percentages? Compute problems of ratio using fraction computation? Identify proportional relationships in the world? Use a graph to model proportional relationships? Explain the difference between increase and decrease?	7.7 I CAN solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest.	Standard 7.RP.A.3	Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
<b>THE NUMBER SYSTEM</b>			
7.2 I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.	7.2 I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.	Standard 7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
CAN I? Describe situations in which opposite quantities combine to make 0.	7.2 I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.	Standard 7.NS.A.1a	Describe situations in which opposite quantities combine to make 0.
Find the absolute value of a number? Define absolute value as the distance from zero?	7.2 I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.	Standard 7.NS.A.1b	Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
Identify and apply rules of absolute value computation?	7.2 I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.	Standard 7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
CAN I? Apply properties of operations as strategies to add and subtract rational numbers.	7.2 I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.	Standard 7.NS.A.1d	Apply properties of operations as strategies to add and subtract rational numbers.
7.3 I CAN extend my understanding of fractions to multiply and divide rational numbers.	7.3 I CAN extend my understanding of fractions to multiply and divide rational numbers.	Standard 7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
Demonstrate the operational rules of multiplication and division with negative numbers?	7.3 I CAN extend my understanding of fractions to multiply and divide rational numbers.	Standard 7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
Explain why an integer cannot be divided by	7.3 I CAN extend my understanding of fractions to	Standard 7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $n$ and $c$ are integers, then $-n/c = (-n)/c = n/(-c)$ . Interpret

CAN I? Description zero?	ICAN! Standard multiply and divide rational numbers.	TN Standard 7.NS.A.2b	TN Description (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
Demonstrate the operational rules of multiplication and division with negative numbers?	7.3 I CAN extend my understanding of fractions to multiply and divide rational numbers.	Standard 7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers
CAN I? Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	7.3 I CAN extend my understanding of fractions to multiply and divide rational numbers.	Standard 7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
Interpret quotients of rational numbers by describing real-world contexts? Interpret products of rational numbers by describing real-world contexts?	7.3 I CAN extend my understanding of fractions to multiply and divide rational numbers.	Standard 7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)
EXPRESSIONS AND EQUATIONS			
Factor expressions? Use properties to make equivalent expressions? Use properties to strategize and find patterns? Use the Distributive Property to solve equations?	7.4 I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.	Standard 7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
Rewrite an expression in other forms without changing the expression?	7.4 I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.	Standard 7.EE.A.2	Understand that rewriting an expression in different forms in a contextual problem can provide multiple ways of interpreting the problem and how the quantities in it are related.
CAN I? Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form (whole numbers, fractions, and decimals).	7.5 I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.	Standard 7.EE.B.3	Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form (whole numbers, fractions, and decimals).
CAN I? Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.	7.5 CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.	Standard 7.EE.B.3a	Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.
Use mental computation and estimation strategies to check an answer? Assess the reasonableness of my solutions to equations?	7.5 CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.	Standard 7.EE.B.3b	Assess the reasonableness of answers using mental computation and estimation strategies.
Use variables to represent a real world problem and construct an equation? Use variables to represent a real world problem and construct an inequality?	7.5 CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.	Standard 7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
Assess the reasonableness of my solutions to equations?	7.5 CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.	Standard 7.EE.B.4a	Solve contextual problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
Assess the reasonableness of my solutions to equations? CAN I? Solve contextual problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality on a number line and interpret it in the context of the problem.	7.5 CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.	Standard 7.EE.B.4b	Solve contextual problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality on a number line and interpret it in the context of the problem. (Note that inequalities using $>$ , $<$ , $\geq$ , and $\leq$ are included in this standard.) For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.
GEOMETRY			
Reproduce a scale drawing at a different scale	7.8 I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, and scale	Standard 7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas

CAN I? Description (enlarge and reduce)?	ICAN! Standard drawing and angles then explain the relationships between them. (additional or supporting I CAN)	TN Standard 7.G.A.1	TN Description from a scale drawing and reproducing a scale drawing at a different scale.
I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, and scale drawing and angles then explain the relationships between them. (additional or supporting I CAN)	7.8 I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, and scale drawing and angles then explain the relationships between them. (additional or supporting I CAN)	Standard 7.G.A.2	Draw geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
Reproduce a scale drawing at a different scale (enlarge and reduce)?			
Compute the area of geometric figures?			
Identify unique triangles by their angles and sides?			
Describe the relationship between area and circumference of a circle? Use correct units when solving for area (units squared) and circumference (units)	7.9 I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume. (additional or supporting I CAN)	Standard 7.G.B.3	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
Use facts about angles (supplementary, complementary, vertical and adjacent) to solve multi-step problems?	7.9 I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume. (additional or supporting I CAN)	Standard 7.G.B.4	Know and use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
Apply geometric problem solving to real world situations?	7.9 I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume. (additional or supporting I CAN)	Standard 7.G.B.5	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
<b>STATISTICS AND PROBABILITY</b>			
Explain how statistics can be used to get information and find patterns?	7.10 I CAN use random sampling to draw inferences about a population. (additional or supporting I CAN)	Standard 7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
Describe how to gather a sample?			
Use sampling to support inferences?			
Use data to estimate or predict?	7.10 I CAN use random sampling to draw inferences about a population. (additional or supporting I CAN)	Standard 7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
Model and measure statistical variations using data?			
Measure data using the Measures of Central Tendency (mean, median, mode and range)?	7.11 I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations. (additional or supporting I CAN)	Standard 7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team; on a dot plot or box plot, the separation between the two distributions of heights is noticeable.
Compare data variability using the Measures of Central Tendency?			
Find the Mean Absolute Deviation of a data set?			
Draw informal inferences about two populations based on numerical data?	7.11 I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations. (additional or supporting I CAN)	Standard 7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a 7th grade science book are generally longer than the words in a chapter of a 4th grade science book.
Apply statistical problem solving to real world situations?			
Explain why the probability is a number between 0 and 1?	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
Approximate the probability something will happen based on data?	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
Develop a probability model and justify my	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical	Standard 7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to



CAN I? Description model?	ICAN! Standard probability of simple and compound events. (additional or supporting I CAN)	TN Standard 7.SP.C.7	TN Description observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
Calculate the frequency given a probability?	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.C.7.a.	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
Develop a probability model and justify my model?  Find probabilities of compound events using lists, tables, tree diagrams and situation?	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.C.7.b.	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
CAN I? Summarize numerical data sets in relation to their context.	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.D.8	Summarize numerical data sets in relation to their context.
CAN I? Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.D.8.a.	Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
CAN I? Know and relate the choice of measures of center (median and/or mean) and variability (range and/or interquartile range) to the shape of the data distribution and the context in which the data were gathered.	7.12 I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. (additional or supporting I CAN)	Standard 7.SP.D.8.b.	Know and relate the choice of measures of center (median and/or mean) and variability (range and/or interquartile range) to the shape of the data distribution and the context in which the data were gathered.

CAN I? Description	ICAN! Standard	TN	TN Description
<b>The Number System (NS)</b>			
Tell the difference between a rational and irrational number	8.1 I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line. (additional or supporting I CAN)	Standard 8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually or terminates, and convert a decimal expansion which repeats eventually or terminates into a rational number.
Know how to convert between fractions and decimals			
Know when a decimal is terminal and when it is repeating			
Find the decimal value of numbers with a radical sign			
Explain how to compare fractions, decimals and numbers with radical sign	8.1 I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line. (additional or supporting I CAN)	Standard 8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers locating them approximately on a number line diagram. Estimate the value of irrational expressions such as $\pi \times 2$ . For example, by truncating the decimal expansion of $\sqrt{2}$ , show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
<b>EXPRESSIONS AND EQUATIONS</b>			
Describe what an exponent represents?	8.2 I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number.	Standard 8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.
Calculate numbers and expressions with negative exponents?			
Explain the difference between a cube root and a square root?	8.2 I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number.	Standard 8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $xx^2 = pp$ and $xx^3 = pp$ , where $pp$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
Know fluently perfect squares and their square roots and perfect cubes and their cube roots?			
Explain why 2 is irrational?			
Estimate large and small numbers using exponents?	8.3 I CAN use scientific notation to express measurement of very small and very large quantities.	Standard 8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other.
Use the integer power of 10 to express numbers?			
Relate decimal value to scientific notation value?	8.3 I CAN use scientific notation to express measurement of very small and very large quantities.	Standard 8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
Apply scientific notation to measurement?			
Interpret scientific notation that has been created by technology?			
Relate the parts of a proportion to the parts of a graph?	8.4 I CAN compare proportional values draw a graph of their relationships and know the unit rate is the slope of the graph.	Standard 8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
Describe what makes two triangles similar?	8.5 I CAN derive the equation of a line $y = mx + b$ where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis.	Standard 8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; know and derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
Draw a coordinate plane including: x-axis, y-axis, quadrants, the origin and unit values?			
Find the slope of a line using two distinct points on the line?			
Recall the equation of a line and name the parts?			
Explain the difference between a positive and negative slope?			
Determine the difference between an expression and an equation?	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.7	Solve linear equations in one variable.
Combine like terms within an equation?			
Solve a linear equation in one variable?			

CAN I? Description	ICAN! Standard	TN	TN Description
Use various methods to solve pairs of linear equations: Graphing, substitution & elimination? Know that when there is one solution I put my answer in the form (x, y)?	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where a and b are different numbers).
Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
Use various methods to solve pairs of linear equations: Graphing, substitution & elimination? Know that when there is one solution I put my answer in the form (x, y)?	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.8	Analyze and solve systems of two linear equations.
CAN I? Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
Use various methods to solve pairs of linear equations: Graphing, substitution & elimination? Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. Know that when there is one solution I put my answer in the form (x, y)?	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
Use various methods to solve pairs of linear equations: Graphing, substitution & elimination? Know that when there is one solution I put my answer in the form (x, y)?	8.6 I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).	Standard 8.EE.C.8c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
<b>FUNCTIONS</b>			
Create a function table and graph the values? Give examples of functions that are NOT linear and explain why? Describe & define the input and output of a function table?	8.7 I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.	Standard 8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in 8th grade.)
Interpret the graph of a function to determine rate of change?	8.7 I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.	Standard 8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and another linear function represented by an algebraic expression, determine which function has the greater rate of change.
Relate a function to the equation $y=mx+b$ ?	8.7 I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.	Standard 8.F.A.3	Know and interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
Determine the rate of change of a function? Relate a function to a real world situation?	8.8 I CAN construct a function to model the relationship between two quantities and describe the	Standard 8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including

CAN I? Description	ICAN! Standard	TN Standard	TN Description
Locate the initial value of a function?	quantities and describe the relationship by analyzing a table or sketching a graph.	Standard 8.F.B.4	reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values.
Describe the relationship of two quantities illustrated by a graph?	8.8 I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph.	Standard 8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Verbally describe a function by looking at a graph?			
<b>GEOMETRY</b>			
Use math vocabulary to describe translations (line, segment, angle, parallel)?	8.10 I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.	Standard 8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:
Know when two geometric shapes are congruent?			
Use models to demonstrate translations?			
Describe translations in the coordinate planes by using coordinates of points?			
Describe 2D figures by their geometric properties?			
Use math vocabulary to describe translations (line, segment, angle, parallel)?	8.10 I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.	Standard 8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.
Use math vocabulary to describe translations (line, segment, angle, parallel)?	8.10 I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.	Standard 8.G.A.1b	Angles are taken to angles of the same measure.
Use math vocabulary to describe translations (line, segment, angle, parallel)?	8.10 I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.	Standard 8.G.A.1c	Parallel lines are taken to parallel lines.
Use models to demonstrate translations?	8.10 I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.	Standard 8.G.A.2	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
Describe translations in the coordinate planes by using coordinates of points?			
Describe 2D figures by their geometric properties?			
Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	8.10 I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.	Standard 8.G.A.3	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
Restate the Pythagorean Theorem and what it represents?	8.9 I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.	Standard 8.G.B.4	Explain a proof of the Pythagorean Theorem and its converse.
Know various proofs of the Pythagorean Theorem?			

CAN I? Description	ICAN! Standard	TN	TN Description
Describe the angle-angle criterion for similarity of triangles?	8.11 I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles.	Standard 8.G.B.5	Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
Know and apply the angle sum theorem?			
Describe the relationships between interior angles and exterior angles?			
Apply the Pythagorean Theorem to find the distance between points in the coordinate plane?	8.9 I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.	Standard 8.G.B.6	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve for an unknown value in the Pythagorean Theorem?			
Identify 3D shapes: Cone, cylinder and sphere?	8.12 I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Standard 8.G.C.7	Know and understand the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.
Locate the various parts of 3D shapes?			
Find the area and circumference of a circle?			
Find the area and perimeter of quadrilaterals?			
Locate and describe 3D shapes in the world?			
STATISTICS AND PROBABILITY			
Identify bivariate data and identify its graph?	8.13 I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. (additional or supporting I CAN)	Standard 8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association?			
Identify bivariate data and identify its graph?	8.13 I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. (additional or supporting I CAN)	Standard 8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line.
Find the line of best fit using statistical data?			
Find patterns in bivariate data sets and scatter plots?			
Use a linear equation $y=mx+b$ to summarize statistical data?	8.13 I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. (additional or supporting I CAN)	Standard 8.SP.A.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	8.13 I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. (additional or supporting I CAN)	Standard 8.SP.A.4	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

# The First 2 Weeks of School

## Designing Your Personalized Learning Classroom

### GETTING STARTED

Here are a few ideas to get you started designing your personalized learning classroom for a smooth start.



### Setting Up Your Space

Your class environment (decor and space) can set the mood for a positive, focused personalized learning classroom. What type of environment would you want to work in?

Things to consider:

- Furniture - Are tables and chairs the right height for students? Do you have a variety of workspaces? Are the quiet areas (reading, working) separate from the noisy ones (small group lessons)? Do you have good visibility of the whole class from your desk and small group lesson table? Do you have space outside to set up a work area for an aide to help a small group of students?
- Traffic Flow - If there are 2 exits, are they unobstructed? Can you freely walk around work areas and furniture to high traffic areas?
- Wall Space - Keep it minimal (mandatory postings, class contract, school news, artwork, Power Tools, GLOs, & calendar). Create an environment that is calming and peaceful, not over-stimulated or cluttered. Student work is displayed along with Mastery Learning Levels.
- Light and Dark - Natural light is best. How will you make it dark for video presentations or lockdowns?
- Materials - Students need access to supplies, books, and computers without bugging you.
- Entrance - Sign-In/Out Sheet, Emergency Supplies
- Appeal - Is your classroom appealing... clean, bright, and orderly?
- Storage: curriculum that is not being used should be stored, and important documents should be stored in a secure file cabinet.



## Procedures

Have a procedure for everything! Model and practice the procedure often!

What's the procedure for:

- Coming to school before class starts
- Entering the classroom when class starts (Do they line up? Do they walk right in?)
- Entering the classroom after a break or coming late (Knock? Open the door quietly and wave to the teacher? Sign-in?)
- Starting the day (Bell Work? Chores? Signing-In? Getting supplies and getting right to work)
- Using the Bathroom (Sign-out? Ask the Aide? Bathroom Pass?)
- Turning in Work (Name and date format? Inbox? When is work corrected and turned in? When do parents see what they've done that week?)
- Everything that needs to be done (check out/in computers, clean room, etc.)
  
- Practice Routines for:
  - Homework/Homestudy
  - How to pass out papers
  - Absences
  - Attention signal/callbacks
  - How to ask questions
  - How to work in groups
  - Finishing early
  - Students who do not follow procedures
  - Fire, tornado, lockdown drills
  
  - Guests in the room
  - Test-taking
  - Hall procedures
  - Leaving the classroom
  - Cleaning up
  - Getting ready to go home



## Student Materials

All students need access to school supplies (whether or not their parents can afford/brought them.) Setting up a home where materials “live” as well as procedures for retrieving items (e.g. need to sharpen a pencil, need a stapler, or colored pencils) will minimize distractions during work time.

- ❑ Where do their backpacks go during the day so they are not in the way?
- ❑ What is the phone/music policy?
- ❑ Where are student materials kept? Do they have easy access to computers, paper, pens, pencils, glue, staplers, crayons or colored pencils, stickies, and tape?
- ❑ Do students have a cubby space for personal items to help provide a feeling of classroom ownership?

## FIRST DAYS of School

Overplan work for the first week. If you don't get to everything that's okay.

- ❑ Consider your age group and how you want them to enter the classroom starting on the first day. For older students, you can leave a note on the door to have them line up alphabetically outside the door. (They have to talk to each other.) Have their name on their desk along with an icebreaker activity, and shake their hand as they walk in. Kindergarten and TK students might have a 20-minute playtime with playdoh, then a wave goodbye to parents before circle/story time.
- ❑ First Week Activity Ideas: students copy the schedule for their binder, practice daily routines, create the class contract, assessments, school tour, practice group discussion etiquette, practice recess games, and rules, choose class chores, choose a silent reading book, journaling
- ❑ Students should always have a list of items to work on. (\*See sample work plan). This list can start out very specific with choice gradually added as the student shows they are ready.
- ❑ Use multiple assessments to assess student entry points for math and ELA and get them working on skill-building and self-correcting activities at their level. (e.g. SRA, i-ready, ST Math, etc.)
- ❑ Complete the [Getting Good Data](#) training and set up the conditions for the iReady Diagnostic Assessment
- ❑ Talk to your administrator and determine your iReady Diagnostic Assessment schedule

## Classroom Contract and Environment

Involve students in the process of setting up class rules and expectations. How do they want to be treated? What does acting with kindness look like? What is the procedure for making something right when there is a disagreement or hurt feelings?

- ❑ Foster routines and activities that promote a happy working environment (Icebreakers, modeling acts of kindness, open-ended discussions and share times, problem-solving sessions).
- ❑ Create a classroom contract the first week of class. Consolidate similar “rules”. Less is more. The main idea is usually mutual respect.
- ❑ What is your school’s anti-bullying policy? Behavior policy? What are you and other staff doing to support an atmosphere of supporting each other, a safe place, and high morale?
- ❑ Ask your school counselor to come in to introduce themselves and talk to the class about speaking up for themselves and others.
- ❑ Model respect to your students. Find ways to get the student's or class's attention quietly.



## Communication and Parent Involvement

The single biggest problem in communication is the illusion that it has taken place.

– George Bernard Shaw.

- ❑ Send weekly emails to parents on school happenings (CC: principal, site facilitator, ACE, etc.) and update your class website with homeschooling and other important information.
- ❑ Meet with parents in the first month to develop a rapport and invite them to ask questions
- ❑ Assure parents you are co-teaching with them. The parents are the expert on their child, and you are happy to have any information that might help you understand their child and help them be more successful.
- ❑ Talk to your principal about the policy on parent involvement in the classroom, or on field trips, and write special events on your calendar (Talent Show, Mother’s Day Tea, etc.)
- ❑ Ask parents to fill out a questionnaire on their students for you to keep in the classroom. Does the student have food or other allergies? Three best emergency phone numbers? Behind in any subjects? Why? IEP or 504? Any social, emotional, mental, or physical issues? Other: left-handed, color-blind, dyslexia, wearing glasses, etc. Type of learner? Special talents? Interests and hobbies? Do they like school? What can you do to help the family and the student?

## RECORD KEEPING

### Teacher's Binder:

- Keep a binder with lesson plans and important information such as the calendar, pacing guides, notes on accommodations and goals for 504/IEP (use student initials only), Evidence Folders, small groups, I CAN! tracking, parent phone numbers, and other important information to have at your fingertips. You can leave this binder on your desk during principal observations.
- K8 Mastery Binder Access this binder by asking your site facilitator for your grade level mastery binder.

### CANVAS & Communication

- Updated Course Homepage, including a brief description of your class, any required supplies, some fun pictures, and any information about yourself you want to share.
- Enroll your students in your Canvas course. This will automatically enroll parents and give access to communication through Canvas. For Help, please see the Canvas Teacher Training.
- Archive, don't delete, all communication to and from parents.
- Parent Meeting Notes (You can type your notes in an email instead of writing them down, then follow up with the parent in an email later sharing your notes and thanking them for their time.)
- High School teachers: be sure you have the Course Specific Master Canvas Shell
  - Organize Dashboard and pin important courses

### Your Files for Each Student

- Personal Information/Parent Questionnaire
- Field Trip Permission Slip
- MTSS Evidence Folders in Google Drive
- Assessments and Beginning/Middle/End Samples to Show Progress

### Student Portfolios

- Give students their own file in a file crate that only contains Student Portfolios. Student file their evidence for mastering I CAN! Proficiency as well as special art, projects, or work chosen by the student that they are proud of. During parent conferences, have the students share their portfolio along with their mastery tracking.
- CANVAS Digital Student Portfolio (training coming soon!)
- High School Mastery Assignments submitted to Canvas Course

### Student Binder

- I CAN! Mastery Resources & Tracking
- ST Math Progress
- i-Ready Diagnostic
- Lesson Notes & Personalize Size Anchor Charts
- Daily/Weekly Agenda
- Tracking Growth Over Time
  - Phonics
  - Fluency
  - Reading Levels
  - etc.

## Other Organizers

- ❑ Clipboards for sign-in sheets, fundraiser collections, and work check-off sheets
- ❑ Inbox for homestudy work and classwork (I collect classwork on Fridays, stapled together with their stamped agenda and a student note reflecting on their work for the week. After I check off their work, students pull out their best work for their portfolio, and the rest goes home so the parents can see what they worked on in class.)

## DAILY ROUTINE

**By the second or third week of school students should be settling into their routine of entering quietly, getting their agenda, completing bell work, and working on their other tasks for the day.**

- ❑ Set up natural rewards, such as... students that get a certain amount of work done do not have to take the work home for homework or students that complete their work by lunch on Friday can go to electives instead of study hall.
- ❑ Checking their work regularly keeps the classroom machine running smoothly. For example, “If you are done with your bell work raise your hand. The ACE will come around and stamp off your agenda while we go over the answers.” If the student’s work is unfinished, sloppy, or wrong, they must fix it before getting signed off.
- ❑ As students are working, you can give small group lessons. Take time to observe your students. Watch the student that gets done early... Is she rushing? copying? or maybe the work is too easy and she needs more challenging work? The student that works slowly... Is he/she wasting time? Confused with the task? Need supports? Write down your observations and ask your ACE to do the same. These notes will become invaluable during parent or MTSS meetings.

## DISCIPLINE

**Get to know your students. Acting out can be a sign of being bored, bullied, confused, upset, etc. Talk to your students with respect and ask them what’s going on. Don’t be afraid to ask for help from the counselor, principal, resource teacher, another teacher, or parent for ongoing issues.**

- ❑ Students start out with limited freedom and earn (or lose) freedom based on their actions. For example, students can quietly move around the classroom without asking to get up, but, their seat is assigned. When you think they are ready, have them choose their own seat. Then, decide if they stayed on task throughout the day to earn that seat. Once the student starts to play around, they can be given an assigned seat.



- ❑ Let parents know the day something happens. (It's better if they hear it from you than the student.) Blatant or continual behavior problems should be escalated to the principal. Don't forget to write a note for your files. Better yet... keep triplicate behavior notes on hand for you and recess duty teachers. They are handy for keeping the parent and principal notified.
- ❑ Review your school's discipline policy. What is the procedure for misbehaving students?

## How It ALL Fits Together

Now that you have a tidy and appealing classroom, and the students have their agenda listing their work, they can move around and get their work done. Students may prefer to work alone in order to stay focused or in pairs to discuss the work and help each other to understand it.

You are now free to give small group lessons based on what each group needs. Perhaps there are five students that need an introduction to prefixes. While you give a 10-15 minute lesson to that group, your ACE can walk around to make sure students are on task and stamp their work. When you are done with your group, you invite the students to choose an activity that gives them practice on what they've learned while you call the next group.

Have an I CAN! Crate loaded with practice work and games. Students can track their work and progress on their I CAN! Tracker and tell their parents what they are learning.

One-on-one time with each student is also paramount. Use silent reading or before school time to go over test scores, I CAN! progress, or ask comprehension questions about the I CAN! they are working on. Sometimes a student will work for days on a concept that could have been understood in a few minutes!



# First Two Weeks of School Checklist

## Week 1

- Print Roster
  - We are looking for the “whites of their eyes” we need to know if we need to drop anyone in case there is a waitlist.
- Take Attendance
- High School Teachers Organize Canvas Dashboard with Master Canvas Shells
- K8 Personalize Canvas Home Page
- Make contact with your special education teacher and identify which of your students have IEPs
- Obtain hard/digital copies of all IEP At a Glances, review them, and take note of any questions that arise
- K8 Print Portfolio Samples ([see toolbox](#))
  - Each student needs to have a portfolio sample for each of the 6 subjects with a label for each. Each label needs to have your signature signed in BLUE INK. Altogether that is approximately 180 copies and signatures total for about 30 students. These need to be completed during the 1st week. All future students need to complete this as well. There is a sample at the bottom.
  - Portfolios can be tedious and take up a good amount of the 1st week. They can also be very boring for the students so you need to have some community-building activities built into your day.
- High School See Master Canvas Shell for Portfolio Samples
- Print Getting to Know You & Ice Breaker Activities
- As a class, select a couple of Mottos and Chants (TTSW Handbook: Caring Community)
- Art Activities for the walls (Goals banners, self-portraits, fancy name tags, jitter-juice, etc.)
- Print out Learning Style Surveys or Multiple Intelligence Surveys
- Set up Online Programs
  - ST Math
  - i-Ready
  - Lexia
  - Lexplore
  - Reading Plus
- Supply Donations Request: Go to OASIS and pull up your roster, click email parents and send your update of any supplies needed, thank-you's, and pick-up and drop-off notifications.
- Send a “great 1st week” home with your students  
<http://www.teachjunkie.com/planning/back-to-school-treats-printables/>
- TAKE 1st DAY PHOTOS!!

## Week 2

### Data and Diagnostic Testing

*Check-in with your mentor about what diagnostic tests students at your site take during the 2nd week of school.*

*This process takes time and can take up to two weeks to complete.*

- Variety of Diagnostic Assessments
  - [EasyCMB](#) start a free account. You can assign the assessments online or give the assessment one on one in person.
  - [DIBELS](#) test, print out the testing materials and directions and plan on testing students throughout each day or half-day until they are complete.
  - i-Ready testing. Know how to log into iReady and get your roster and print it out. Students will be logging in and need to memorize their usernames and passwords, you will need the roster to help them, you can also create an individualized password chart for each student.
    - Preparing for Diagnostic: [Get Good Data](#)
- Continue building expectations for learning and behavior
- Meet with your mentor to learn to run reports in i-Ready and use the data to create Readiness Groups.
- Meet with the special education teacher and discuss roles and responsibilities for implementing the IEP. During your meeting, establish a positive relationship, make a commitment to have open lines of communication, and calendar your weekly meetings.
- Ensure that classroom accommodations are being implemented appropriately per the IEP
- Schedule Learning Plan Meetings
  - Share Diagnostic Information
  - Set Goals
  - Share homestudy expectations (if applicable)
  - Google Chromebook Support
  - CANVAS Support

## Back to School Night

- Getting to know you activity
    - Index Card: [What do I need to know about your child?](#)
    - Answer these: [Top 5 Questions to ask at Back to School Night](#)
  - Introduce yourself & your background
  - Gather information about families
  - Best way to contact
  - Share Canvas Course(s)
    - Enroll students
    - Make sure you have an updated home page
    - Personalize home page with photos
    - Required materials
    - Quick links to online programs
  - Class Expectations
  - Discipline policies
  - Drop off & Pick up information
  - Special circumstances (Do families celebrate holidays? Allergies? Special needs or accommodations)
  - Syllabus
  - Make your room look great!
  - Have a PowerPoint or Google Slide to Share
- Back to School Night Forms
    - Sign-in sheet
    - Volunteer Sign up sheet
    - Conference/LP Meeting Sheet
    - Conference Reminder Letter
    - Parent Communication Log
    - Room Parent/Caregiver
    - Field Trip Chaperones
    - How My Child Goes Home
  - Set up CANVAS system, [Remind App](#) or [Class Dojo](#) for easy communication



Master Plan for  
English Learners

Education Department

## A Message from the Superintendent

The ultimate goal of Springs Public Schools Tennessee (SPSTN) English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SPSTN is committed to ensuring that all students, including English learners, have the opportunity for success in rigorous coursework, access to postsecondary opportunities, and access to highly effective teachers. SPSTN recognizes that these goals can be accomplished through programs that are ELD standards-based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

SPSTN supports Tennessee's goal that by 2024-25, 75 percent of English learners will meet the appropriate growth standard on WIDA ACCESS and will support ELs in meeting, at a minimum, the average growth standard for English language proficiency.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation, and assessment of the delivery of instruction for English Learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services through the RTI process designed to meet their academic needs.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. SPSs will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

SPSTN complies with all applicable federal and state laws concerning services and the education of EL students. SPSTN has adopted policies and procedures ensuring the:

- Identification of EL students
- Development of an effective ESL program designed to provide assistance to EL students based on the English as a Second Language Manual (TDE, 2018) in order to increase their EnglishLanguage proficiency
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

SPSTN will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter

School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Under Every Student Succeeds Act (ESSA), all ELs are expected to meet the same academic standards as their non-EL peers. Additional goals include a positive self-image, reclassification to Fluent English Proficient, and developing in all students an appreciation of the cultural and linguistic diversity English Learners bring to the community.

## Initial Identification

### ***Home Language Survey***

As part of the registration process, SPSTN will complete a student profile form with the student's personal data, language background, and educational history. This includes a Home Language Survey (HLS), which is used to determine the primary language of the student and is on file for each student in the SPSTN office in the cumulative folder. The application with the home language survey is available in English and Spanish. **All students, including English only students, must have a completed HLS on file.**

Copies of the student records are made and the student is screened for ESL services if the HLS determines they are NELB and there is no indication in their records that they have been exited from such services.

If the district has access to documents from the referring state/school regarding the student's previous ESL status and/or proficiency level (e.g., W-APT, HLS, etc.), they may be used to expedite the enrollment process.

The Home Language Survey includes the following three questions:

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

If all three responses are "English," screening is not required. If one or more response(s) indicate a language other than English, administer the W-APT or WIDA Screener (depending on grade level of the student).

### ***English Language Assessment***

Once a student has been identified as Non-English Learner Background (NELB) by the HLS, he/she is considered a potential EL. These students must then be screened within 30 calendar days by a certified ESL teacher with the WIDA-ACCESS Placement Test (W-APT) if they are in Kindergarten or the WIDA Screener for Grades 1-12 to determine if the student is an EL and corresponding ESL services identified.

The following table depicts whether or not a student will receive ESL services.



Grade	W-APT or WIDA Screener Score	ESL Service Determination
W-APT Kindergarten (1st semester)	Composite: 27 or below	<b>NEEDS ESL SERVICES</b>
	Composite: Above 27	Does not qualify for ESL services
W-APT Kindergarten (2nd semester)	Any of the following: <ul style="list-style-type: none"> <li>• Listening &amp; Speaking: 27 or below</li> <li>• Reading: 14 or below</li> <li>• Writing: 17 or below</li> </ul>	<b>NEEDS ESL SERVICES</b>
	ALL of the following: <ul style="list-style-type: none"> <li>• Listening &amp; Speaking: Above 27</li> <li>• Reading: Above 14</li> <li>• Writing: Above 17</li> </ul>	Does not qualify for ESL services
WIDA Screener (1st through 12th grade)	Composite score: Less than 4.5 <u>OR</u> Any domain score (Speaking, Listening, Reading, and/or Writing): 4.0 or less	<b>NEEDS ESL SERVICES</b>
	Composite score: 4.5 or more <u>OR</u> Any domain score (Speaking, Listening, Reading, and/or Writing): Above 4.0	Does not qualify for ESL services

If a student requires ESL services, the student is recorded as L in EIS.

If a student is not eligible for ESL services, the student is coded as N in EIS.

Upon determining that a student is an EL, that student must be scheduled for appropriate ESL services, and those services must begin immediately.

Students with an active Individualized education plan (IEP) or 504 plan will receive the accommodations listed in their current IEP or 504 plan.

Test results are recorded on an assessment information sheet and placed in the SPSTN -cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

**Notification of Assessment Results**

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and Spanish (where applicable). In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Notification of ESL services must be sent to parents on an annual basis.

This information includes:

- the student’s eligibility for ESL services;
- the student’s level of proficiency and how it was assessed;
- the ESL service delivery model;
- how the service delivery model will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and
- the specific requirements for exiting the program.

Additionally, information pertaining to parental rights that includes written guidance should detail:

- the right of parents to immediately remove their child from ESL services upon their request;
- the options available to parents to decline to enroll their child in the ESL program or to choose another program or method of instruction, if available; and
- the differences between various service delivery models of instruction, if more than one program or model is offered, so parents may make an informed decision when selecting their child’s program.

If an EL is removed from ESL services, he/she must continue to be assessed by the WIDA ACCESS for ELs until proficient. Services for English language acquisition will be provided by the general education classroom staff. EL students may not be denied ESL services that prohibit them from becoming proficient and accessing general education academic standards.

Some parents of students identified as ELs may choose to waive ESL services for their child. Parents who waive services must do so in writing on an annual basis, and the district must maintain evidence of the written documentation

### ***Documentation***

After testing is completed, the following documents are filed in the student’s cumulative folder:

- Application including the Home Language Survey (kept with enrollment documents).
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition/reclassification forms
- Parent waiver of EL services (if applicable)

### **Response to Intervention (RTI)**

ELs are included in the Response to Instruction and Intervention (RTI) process at SPSTN. All ELs are provided the appropriate Tier I (core instruction). Tier II and Tier III supports are provided based on their individual needs identified by the universal screener. An RTI placement for an EL will depend on his/her level of language acquisition. If an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access academic interventions, the student will continue to receive ESL services. If an EL falls below the 25th percentile on the universal screener and he/she has acquired sufficient English language to allow them to access academic interventions, the student will receive RTI interventions based on his/her specific area of need. An ESL teacher will always be part of the school-level RTI team if an EL is being discussed. Additionally, parents are informed of how RTI will meet their child’s needs.

### **Instructional Program**

The W-APT and WIDA Screener serve as an indicator of a student’s language proficiency level (1-6) on the WIDA continuum, which aids in determining the appropriate level and amount of ESL services they require. It may also serve as a guide for tier placement on the ACCESS for ELs annual assessment.

### ***Language Domains and Grade Clusters***

The W-APT and WIDA Screener assess the four language domains—listening, speaking, reading, and writing. The W-APT is only administered to kindergarten students. The grade clusters for the WIDA Screener are:

- Grade 1
- Grades 2-3
- Grades 4–5
- Grades 6–8
- Grades 9–12

### **Placing ELs**

ELs are placed in age-appropriate classes, regardless of lack of formal education or English language skills with the goal of developing both social and academic English language proficiency and effectively participating in all academic and special programs..

ELs are eligible for any program that will help them reach the same standards of performance asked of non-ELs. Once a child enters a general education classroom, he/she may need language development and other types of support that must be included in everyday classroom instruction. These may include accommodations to the instructional activities, tasks, and/or assessments. As an EL attains proficiency in English, however, fewer accommodations will be necessary. Students at lower levels of proficiency, and/or with an educational background of limited or interrupted instruction, may require additional support and/or multiple classes of support when first receiving ESL services. Students nearing proficiency may benefit from sheltered instruction content classes or with ESL courses targeted to those academic areas in which they are most likely to need additional support.

### **English Language Development**

#### ***English Language Development (ELD) Detailed***

SPSs uses the WIDA English Development (ELD) Standards to guide administrators and staff.

#### ***Tier I Core Instruction***

All SPSTN students, including ELs, are provided high-quality Tier I instruction. Tier I instruction, also known as core instruction, provides rich learning opportunities for all students that are aligned to the Tennessee Academic Standards and are responsive to student strengths and needs through differentiation. Differentiation, based on multiple sources of data, is a hallmark of Tier I. Tier I instruction is differentiated and responsive to students’ growth. Educators proactively identify student needs through multiple sources of data and use this information to plan for differentiation. Differentiation is the primary response to supporting students during Tier I instruction. To support effective instruction, teachers focus on core reading and mathematics using effective instructional methods that are supported by evidence and are aligned to grade-level Tennessee Academic Standards; the universal

screening process; formative assessment data to determine instructional needs; and ongoing, embedded support and professional learning.

Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

The strength of SPS lies in our ability to personalize learning that directly meets the specific needs of each student. When designing a course of study for English Learners, our teachers, in conjunction with the parents, design a program, based on the SPSTN ELD I Cans and the ELD standards, to enable English learners to acquire English and learn appropriate academic content. Students enrolled in any of our program models are expected to master the ELD standards and progress toward mastery of SPSTN student standards in the core academic subject areas. Within a reasonable amount of time, as defined by the Catch-up Plan, students in each program are expected to meet the growth-area goals in English as well as in their native languages.

SPSs' programs incorporate tutoring, which has been proven to be the most effective teaching strategy available for most students. Tutoring enhances both the tutor's and the student's academic performance and attitude toward subject matter (Cohen, Kulik, and Kulik, 1982; Fager, 1996).

An additional benefit of our program is that it makes use of the parent's intimate knowledge of the student. This understanding helps ensure *Developmentally Appropriate Practice (DAP)*. Teachers must understand and take into account the strengths, interests, and needs of each child, as well as the social and cultural contexts in which a child lives, so that learning can be made meaningful, relevant, and respectful of the child (National Association for the Education of Young Children, 1997).

### ***Tier II Instruction***

If an EL is identified as requiring Tier II support, he/she is provided the appropriate interventions in addition to the quality core instruction provided in Tier I. Students who score below the designated cut score on the universal screening will receive more intense intervention in Tier II. For EL students their language proficiency must also be taken into account the decision to provide Tier I or Tier III interventions. If an EL falls below the 25th percentile on the universal screener and they have not acquired sufficient English language to access academic interventions, EL students will continue to receive ESL services. If an EL falls below the 25th percentile on the universal screener and they have acquired sufficient English language to allow them to access academic interventions, they will receive RTI interventions based on their specific area of need. Progress monitoring in Tier II will take place at a frequency of at least every other week, and classroom teachers will continuously analyze the progress monitoring data.

### ***Multiple Measures of Data***

SPSs employ multiple measures to monitor student progress. Monitoring of classroom performance includes measures of English language proficiency and curricular achievement. EL's achievement is compared to that of academically successful English speaking students and to that of NELB students in

the transitional period or formally identified as EL. SPSTN teachers use classroom performance and/or available achievement test scores to revise a student's academic program or to change the types of ESL services he/she is receiving. NELB students are compared to native English-speaking peers in knowledge of subject matter. English Learner progress is monitored in collaboration by the RTI Coordinators, EL Coordinators, and teachers. Teachers track individual student growth and review progress in PLC meetings and meetings with RTI Coordinators. The RTI Coordinator meets with the EL Coordinator at least once per semester to review progress of English Learners.

These meetings are held to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment and the number of years in the English Learner program. If students are not progressing at the expected rate, learning plans are modified accordingly and may include implementing a Catch-Up Plan to remediate any deficits in the student's academic growth. EL students are also monitored through the RTI process and STAR teams.

Results of these multiple measures are reported through the Personalized Learning Department. When, according to ongoing assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself shall directly target the identified academic need. Delivery of the intervention shall be monitored and documented monthly in the anecdotal learning record. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the ongoing assessments. (See Appendix for Multiple Measures table.)

### ***SPSs Catch-Up Plan***

Due to the personalized nature of our programs, each student should make at least one year's growth per school year. When we find that students are not meeting expected growth in English or are sustaining deficits in content areas, we support them with appropriate RTI interventions.

A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the DIBELS, state test results, i-Ready, benchmark/milestone assessments, teacher observation and evaluation of student work. After the initial identification, a student support team, including the teacher/ES, the Coordinator of EL services, and the Assistant Superintendent, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.

Students who are not meeting expected growth in learning areas will be assessed at least three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the teacher and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Quantitative and qualitative anecdotal records will be kept monthly, charting student progress toward learning goals. These records will be available for review by all members of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate, SPSTN may recommend a transfer to a more traditional school setting.

Tier II interventions are systematic, evidence-based interventions that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation,

mathematics problem solving, or written expression). Interventions are developed based on the unique needs of students.

Interventions used to help students reach grade-level targets include but are not limited to:

- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

### ***Tier III Instruction***

In addition to the quality instruction provided in Tier I, Tier III students receive daily, intensive, small group, or individual intervention targeting specific area(s) of deficit, which are more intense than interventions received in Tier II. EL teachers are members of the RTI team that collaborate to determine appropriate interventions and progress monitoring measures.

### ***English Learners in Special Education***

Identification of Bilingual Special Education Students:

Before a student is referred to special education, their level of English proficiency is determined to ensure that their acquisition of language skills is not the reason for their poor academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Student Study Team process, and during the referral, assessment, and identification processes for determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to interpret during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc).

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and has equitable access to the full curriculum. Each English learner's IEP shall include linguistically-appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core-content instruction.

EL students who have an IEP will have test accommodations available for the W-APT and WIDA SCreener. These accommodations are determined by the IEP team and include, but are not limited to, dictation of written responses to a scribe, use of assistive devices, Braille versions of the test, and testing over more than one day or in an alternate test environment.

### ***Individualized Learning Plan***

All ELs will have an Individual Learning Plan (ILP) which includes ELD goals and growth trajectories for English proficiency. It is created by ESL teachers in collaboration with other teachers, leaders, counselors, parents, and/or the student. Growth trajectories address student growth on WIDA ACCESS



according to the growth standards developed through statewide accountability. Additionally, trajectories will be developed to target linguistic growth across the domains of reading, speaking, listening, writing, and literacy. The ILP also includes any needed accommodations necessary to support and provide meaningful instruction to the student in general education and ESL classrooms.

### ***English Language Development (ELD) Summary***

English Language Development is a part of each English Learner’s instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

In summary, the SPSTN instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

### **Classroom Instruction**

EL Classroom instruction is structured around the WIDS standards framework and Tennessee Academic Standards.

English Language Development is a part of each English Learner’s instructional program. ELD is integrated into all content areas and the SPSTN I CAN! Tennessee Standards are the focal standards for designated ELD instruction. The ELD I CAN! Standards are the TN ELD Standards written in student friendly language. In addition to each student’s ELA and mathematics I CAN! goals, students are assigned ELD standards to master based on their initial or summative assessments and other multiple measures, including i-Ready diagnostic results. SPSTN ELD I CAN! Statements are aligned to the ELA I CAN! Statements. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student, and ELD will be incorporated not only within the language arts curriculum but also in all content areas in accordance with the Tennessee Standards for ELA/Literacy, which includes:

- developing reading and writing in all subjects
- a focus on language development
- literacy across the content areas
- use of instructional supports
- attention to genre, text type, register, language forms and conventions

Springs’ teachers use strategies that are specifically intended to develop the English language. Strategies target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before applying in authentic learning experiences such as developing a project.

Instruction is based on WIDA’s Can Do Philosophy and evidenced-based strategies:

- Capitalize on the resources and experiences ELs bring to school to build and enrich their

academic language

- Analyze the academic language demands involved in grade-level teaching and learning
- Plan differentiated instruction around the conceptual knowledge and language development of ELs
- Connect language and content to make learning relevant and meaningful for ELs
- Focus on the developmental nature of language learning within grade-level curriculum
- Reference content standards and language development standards in planning for language learning
- Design language teaching and learning with attention to the sociocultural context
- Provide opportunities for all ELs to engage in higher-order thinking
- Create language-rich classroom environments to with ample time for language practice and use
- Identify the language needed for functional use in teaching and learning
- Plan for language teaching and learning around discipline-specific topics
- Use instructional supports to help scaffold language learning
- Integrate language domains to provide rich, authentic instruction
- Coordinate and collaborate in planning for language and content teaching and learning
- Share responsibility so that all teachers are language teachers and support one another within communities of practice

The English Language Development (ELD) standards are used as a curriculum and instruction planning tool. They help educators determine students' ELD levels and how to appropriately challenge them to reach higher levels. WIDA ELDs enhance Tennessee's Academic Standards and are aligned with Springs' ICans!.

1. English learners communicate for social and instructional purposes within the school setting.
2. English learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
3. English learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
4. English learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
5. English learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Educators meet with the EL coordinator bi-annually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the WIDA Access for ELs 2.0).

All WIDA assessments provide an English Language proficiency performance level score based on a scale of 1.0 to 6.0. The expectation for students at each performance level are as follows:

LEVEL	DESCRIPTION
<b>Full English Proficiency</b>	

<b>NELB</b>	The student was never classified as an English learner and does not fit the definition of a limited English proficient student outlined in either state or federal law.
<b>6 Reaching</b> (Former EL moving into the transition phase)	<ul style="list-style-type: none"> <li>• The student was formerly an EL and is now English proficient.</li> <li>• The student reads, writes, speaks, and comprehends English within academic classroom settings.</li> </ul>
<b>English Learner</b>	
<b>5 Bridging</b> (Advanced)	<ul style="list-style-type: none"> <li>• The student understands and speaks conversational and academic English well.</li> <li>• The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations.</li> <li>• The student requires occasional support.</li> </ul>
<b>4 Expanding</b> (Advanced Intermediate/Early Advanced)	<ul style="list-style-type: none"> <li>• The student understands and speaks conversational English without apparent difficulty but understands and speaks academic English with some hesitancy.</li> <li>• The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.</li> </ul>
<b>3 Developing</b> (Intermediate)	<ul style="list-style-type: none"> <li>• The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.</li> <li>• The student is post-emergent, developing reading comprehension and writing skills in English.</li> <li>• The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.</li> </ul>
<b>2 Emerging</b> (Beginning/Production/Early Intermediate)	<ul style="list-style-type: none"> <li>• The student understands and speaks conversational and academic English with hesitancy and difficulty.</li> <li>• The student understands parts of lessons and simple directions.</li> <li>• The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.</li> </ul>
<b>1 Entering</b> (Beginner/Preproduction)	<ul style="list-style-type: none"> <li>• The student does not understand or speak English with the exception of a few isolated words or expressions.</li> </ul>

Additional assessments obtained from the ELA and ELD curriculum, as well as teacher observations, are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

In addition, a number of assessments are used to track each student's progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- iReady
- Web-based, ELD-standards based assessments

The ELD Standards provide expectations and achievement at all proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning in order to enable them to become proficient in English Language Arts. The ELD Standards integrate the Collaborative, Interpretive, and Productive functions toward Metalinguistic Awareness and Accuracy of Production. The shared goal is to assist students in developing skills to obtain cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student, as well as integrated into the ELA curriculum.

The English Language Development component of the SPSTN instructional program model is research-based, and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed). Teachers use these descriptors to guide lesson planning for the English Learners.

In addition, instruction and instructional support is also developed based on the proficiency levels according to the WIDA 2.0 assessment. For example:

6 - Reaching	<ul style="list-style-type: none"> <li>● Explicit core instruction</li> <li>● Support for language and academics, when needed</li> <li>● Continue best teaching practices</li> </ul>
5 - Bridging	<ul style="list-style-type: none"> <li>● Explicit core instruction</li> <li>● May need remediation</li> <li>● 60 minute ELD block can be structured for content enrichment with EL peers</li> <li>● Incorporate note-taking skills</li> <li>● Teach study skills</li> <li>● Teach test-taking skills</li> <li>● Demonstrate how to verify answers—both oral and written</li> <li>● Expand figurative language (idioms)</li> <li>● Continue ongoing language development through integrated language arts and content area activities</li> </ul>
4 - Expanding	<ul style="list-style-type: none"> <li>● Explicit core instruction</li> <li>● May need remediation and/or intervention</li> <li>● Tiered instruction</li> <li>● Expose student to more academic language/vocabulary—both oral and written</li> <li>● Ask questions soliciting opinions, judgements, explanations</li> </ul>

	<ul style="list-style-type: none"> <li>● Use thinking maps for brainstorming, listing, production of writing, etc.</li> <li>● Structure group discussions with discussion starter frames, if needed</li> <li>● Guide use of reference materials</li> <li>● Expose student to advanced literature studies</li> <li>● Encourage/model realistic writing experiences</li> <li>● Publish student work (e.g., writing wall, student success wall)</li> <li>● Teach organizational skills</li> <li>● Teach study skills</li> </ul>
3 - Developing	<ul style="list-style-type: none"> <li>● Explicit core instruction with appropriate supports (e.g., sentence frames, sentence starters, etc.)</li> <li>● 60 minute ELD block outside of core</li> <li>● Tiered instruction</li> <li>● List instructions to procedures</li> <li>● Build on student’s prior knowledge</li> <li>● Incorporate more reading and writing</li> <li>● Explicitly teach writing skills</li> <li>● Ask students to describe personal experiences, being mindful that refugees and some immigrants may have had emotional experiences</li> <li>● Use meaningful context where students can express ideas in speech and print</li> <li>● Use thinking maps to develop vocabulary and ideas</li> <li>● Provide content-area texts rich with visuals</li> <li>● Encourage creative expression to represent meaning (e.g., illustrations, songs, etc.)</li> <li>● Provide optimal opportunity for language production</li> <li>● Cooperative learning groups</li> </ul>
2 - Emerging	<ul style="list-style-type: none"> <li>● ESL is core of English language arts instruction.</li> <li>● Explicit core instruction with appropriate supports from the most highly qualified general education teacher</li> <li>● Access to Tier instruction</li> <li>● Simplify language, not content</li> <li>● Design lessons to motivate discussion</li> <li>● Ask questions requiring simple responses (e.g., yes/no, “Wh” questions, how many, etc.)</li> <li>● Expose students to experiences with understandable texts (e.g., patterned/predictable books) 6 months to 2 years in K-12 school system vocabulary</li> <li>● Responds with one- or two-word answers or short phrases</li> <li>● Introduce a dictionary</li> <li>● Use of word/learning walls</li> <li>● Expand student simple responses by encouraging responses in complete sentences (model for student)</li> <li>● Do not overly correct grammatical errors</li> <li>● Model appropriate language</li> <li>● Use shared and paired reading</li> </ul>

	<ul style="list-style-type: none"> <li>● Collaborative learning groups</li> </ul>
1 - Entering	<ul style="list-style-type: none"> <li>● ESL is core of English language arts instruction</li> <li>● Explicit core instruction in other academic areas with scaffolds and differentiation to make material accessible to the student from the most highly qualified general education teacher</li> <li>● Uses gestures, manipulative, visuals, props</li> <li>● Create climate of acceptance/respect that supports acculturation</li> <li>● Give one- and two-step directions in English, supported by modeling, visuals, demonstrations, etc.</li> <li>● Provide materials or support staff in student’s first language</li> <li>● Use buddies and cooperative grouping</li> <li>● Repeat after me, choral reading</li> <li>● Chants, songs, poems, learning walls</li> <li>● Use of cognates, if available, with the student’s home language</li> </ul>

It may take from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Positive feedback and correction by modeling are used

SPSTN believes that the best learning occurs when:

- The parent is directly involved in the teaching/learning process
- Learning styles are tailored to each individual student's needs
- One-to-one teaching is the primary arrangement
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

**Curriculum**

The primary goal of SPSTN is to maximize learning opportunities for students and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. SPSTN



allows for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with the Teacher to tailor the learning plan to the individual needs of their students. Because of our school's unique system, a "one-size-fits- all" curriculum is not mandated.

The following is a listing of some of the most popular and widely used curriculum within SPSs. This is only a partial listing of the materials available to each family:

Resource	Description
<b>Brain Pop ESL</b>	Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
<b>Raz-Kids ELD</b>	Raz-Kids ELD is an online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. It has English oral language models which are presented through instruction, vocabulary exercises, storyline, and comprehension activities, all with engaging animations. This gives students the opportunity to make oral responses and check the accuracy of their own responses.
<b>Vocabulary Teacher’s Book of Lists ESL Teacher’s Book of Lists Reading Teacher’s Book of Lists</b>	These resources give teachers reference material with comprehensive word lists used to build vocabulary and support development of reading and grammar skills.
<b>Pay Attention Please Listen, Look, and Do, Laugh and Learn Grammar</b>	Pay Attention are supplemental teaching books to teach listening skills and build vocabulary through fun, interactive activities and lessons.
<b>ELD and Vocabulary Canvas Course</b>	The Canvas Online resource, created by Springs staff, includes helpful tips, teaching resources, instructional strategies, and contacts to further support ELD instruction.
<b>Houghton-Mifflin ELL Manual</b>	The ELL Manual is a supplemental manual used to support English Learners with the stories and skills taught in the Reading Anthology. Includes vocabulary resources, small group activities, and fluency development practice.
<b>i-Ready</b>	Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.
<b>Rosetta Stone</b>	Designed by linguists, Rosetta Stone teaches English through immersion. Engaging activities captivate and entertain students to make English feel like their native tongue.
<b>Reading A-Z ELL</b>	Reading A-Z resources includes: books and resources correlated to state and Common Core Standards; reading lessons, decodable books, reader's theater scripts, reading worksheets and assessments; leveled readers

	spanned across 29 levels of difficulty; fluency passages to improve reading rate, accuracy and expression; phonological awareness and phonics lessons, flashcards, worksheets; and vocabulary books, graphic organizers, word sorts and other vocabulary resources.
<b>LEXIA</b>	Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia engages and motivates students in a game-like environment, provides progress-monitoring data without administering a test, and is accessible via Chromebook.
<b>Reading Plus</b>	Reading Plus integrates physical, cognitive, and emotional domains into one personalized system. This builds the physical skills essential for fluency and stamina, provides the texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation.
<b>Wonders for English Learners</b>	<i>Wonders for English Learners</i> offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize the building of speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.
<b>Carousel of Ideas</b>	<i>Carousel</i> integrates sentence frames to discuss fiction and non-fiction text while developing oral language with Common Core grammar skills and vocabulary development.

### Professional Development

Several SPSs departments work jointly to provide ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English learners in the areas of ELD instruction, comprehensible core content instruction, individual program designs, curriculum expectations, the Catch-up Plan, processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- Personalized Learning Plans for English Learners
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- Tier II and Tier III RTI

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education, and parent outreach. These opportunities are provided through on-site trainings, in-services, educational conferences, and staff meetings. Each program will be assigned an ELD mentor or coordinator to help facilitate staff development.

Teachers will engage in best practices to support ELs, with the specific strategies modified according to the need of the student. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as EL instructors, tutors, peer support, and after-school study halls. Students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus.

These best practices include, but are not limited to, project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull-out instruction with a focus on academic language acquisition, after-school support, and tutoring.

SPSTN staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the RTI Supports pyramid, as part of their ongoing professional development activities. Instruction techniques, assessments, materials, and approaches are aligned with EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to the Human Resources Department to ensure that all teachers assigned to provide specialized services to English Learners are appropriately trained. Sign-in forms are collected and filed at the SPSTN office.

## Reclassification

### ***Exit Criteria***

Exiting from ESL service is based on a student's proficiency in all areas of language—listening, speaking, reading, and writing. This proficiency is measured using a variety of criteria and documented to support the decision to exit the student from ESL services. WIDA scores 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.

Kindergarten ACCESS for ELs 2.0 provides two sets of scores: instructional and accountability. The accountability score is utilized to determine if a kindergarten student has met the requirements to exit ESL services. Exit is 4.2 on composite and 4.0 on literacy.

ESSA requires districts to monitor the progress of ELs for four calendar years after meeting exit criteria. All transition students (T1-T4) are included as ELs in district and school accountability. As with any student, all ELs and former ELs receive services to be successful in academic classes. Federally, these students are considered to be Monitored Former Limited English Proficiency (MFLEP).

In compliance with Tennessee requirements, aT SPSTN, the EL is classified in EIS as:

- Transitional 1 during their first monitoring year
- Transitional 2 during their second monitoring year
- Transitional 3 during their third monitoring year, and
- Transitional 4 during their fourth monitoring year.

SPSTN teachers understand that exited ELs will need ongoing support. Teachers will make adaptations to content material and present it to all ELs in a less demanding language format, by leveraging the WIDA standards to support ELs in accessing the Tennessee Academic Standards. Some ELs may struggle in their content classes even though they have been deemed proficient in English and met the criteria to be exited from ESL services. If, during the transitional period, there is evidence that a student is struggling in one or more content areas, the student will be provided with instructional supports and the RTI team notified of the student's lack of academic progress and success. The student will be served through the documented RTI process. Following a documented period of Tier III RTI support, if academic difficulties persist and data support the belief that language proficiency is the root of the problem, the RTI team may determine that the student should re-enter the ESL program. No rescreening is necessary to reclassify a student as an EL during the transitional period.

If the State Board of Education issues new guidance for reclassification at any point, Springs will update its practices accordingly.

### ***Reclassification of students with an active IEP***

Based on guidance from SELPA (Special Education Local Plan Area), an EL student with an active IEP can be reclassified, even if they have not met the minimum ELPAC score and/or the minimum benchmark or CAASPP scores. The IEP team will evaluate the student's progress in language acquisition, using the EL Reclassification worksheet for SWD, to determine if the ELPAC, benchmark, and/or CAASPP scores are low as a result of their disability or as a result of their language acquisition. If the IEP team determines that the low assessment results are due to their disability and not their language acquisition, the student may be reclassified.

**Reclassification process**

- 1) The Assessment Department will screen all WIDA scores to create a list of students who met the first criteria above.
- 2) The Assessment department will check benchmark and state test scores for students who met the WIDA score criteria. The Assessment department will request teacher input for students who meet the first criteria but do not have scores to support the second criteria. The resulting list will include all reclassification candidates.
- 3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student’s achievement in the core content areas, 2) assess the student’s oral English proficiency by using the SOLOM, 3) consult the student's parents by at least one of the following: personal conference, in writing, or by telephone, 4) provide the student’s current report card grades for ELA (optional), and 5) recommend or deny the student’s reclassification to fluent English proficient.
- 4) Additional notes:
  - Springs does not recommend reclassification for students below grade 3
  - Students must meet the criteria above in order to be reclassified. They cannot be reclassified on LPAC scores, teacher input, or parent input alone.
  - The Director of Assessment and the EL coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

**Accountability and Evaluation**

**Program Implementation and Monitoring**

In order to ensure that English learners are receiving a program of instruction in accord with parent choice and teacher design, SPSs conducts regular monitoring of ELD and content instruction. This monitoring is intended to result in consistent program implementation. Staff from the Instructional Support Department train personnel in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Personalized Learning Plans for EL students
- Differentiated instruction
- Designs for SEI, Mainstream, and Alternative Bilingual programs

All students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

Level	Discourse Level	Sentence Level	Word/Phrase Level
5 - Bridging	<ul style="list-style-type: none"><li>● Multiple complex sentences</li><li>● Cohesiveness and coherency</li></ul>	<ul style="list-style-type: none"><li>● Grammatical structures matched to purpose</li><li>● Broad range of</li></ul>	<ul style="list-style-type: none"><li>● Technical and abstract content area language, including content-specific</li></ul>

		<p>sentence patterns characteristic of particular content areas</p>	<p>collocations</p> <ul style="list-style-type: none"> <li>• Connotations of meaning across content areas</li> </ul>
4 - Expanding	<ul style="list-style-type: none"> <li>• Some complex sentences</li> <li>• Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of grammatical structures</li> <li>• Sentence patterns characteristic of content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content area languages</li> <li>• Words and expressions with expressive meaning through the use of idioms and collocations</li> </ul>
3 - Developing	<ul style="list-style-type: none"> <li>• Some expanded sentences with emerging complexity</li> <li>• Expanded expression of one idea or multiple, related ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence patterns across content areas</li> <li>• Repetitive grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content language</li> <li>• Words or expressions with multiple meanings</li> </ul>
2 - Emerging	<ul style="list-style-type: none"> <li>• Phrases or short sentences</li> <li>• Expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Formulaic grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions</li> <li>• Social and instructional words and expressions across content areas</li> </ul>
1 - Entering	<ul style="list-style-type: none"> <li>• Single words</li> <li>• Phrases/chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>• Phrase-level grammatical structures</li> <li>• Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>• Content-related words</li> <li>• Social and instructional words and expressions</li> </ul>

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective instruction to support ELs of all types.

The Program Director provides the teachers with monthly observations of English learners. These observations are conducted with the use of two checklists to ensure that students: 1) receive daily ELD



instruction, 2) use the ELD curriculum and assessments, and that teachers 3) make use of appropriate EL strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. Consistent implementation of the SPSTN program design is monitored by administrators through a semi-annual review of teacher lesson plans, and/or a monthly review of anecdotal learning records. In addition, the Instructional Support Department staff may review documentation for each EL program compliance area semi-annually. These semi-annual reviews include a review of the procedures and expectations delineated in this document.

SPSTN's evaluation for the program effectiveness for ELs includes:

- 1) Adhering to SPSTN-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- 2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- 3) Monitoring of student identification and placement.
- 4) Monitoring of parental program choice options.
- 5) Monitoring of availability of adequate resources.

### ***Program Evaluation and Modification***

SPSs provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the SPSs Graduate Learner Outcomes.

Through the SPSTN assessment program, the Principal carefully considers what students are asked to do, how student performance is evaluated, and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English learners. SPSTN seeks information about the ongoing academic progress of English learners. Through multiple forms of assessment, the Principal is able to determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

The SPSTN assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed, and reported annually by the Business and Administrative Operations Department and the Personalized Learning Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications, which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.

SPSTN further reviews the programs for student progress and evaluating procedures for every Compliance Monitoring Tool (CMT) item.

SPSTN annually determines the number and percentage of English Learners reclassified to fluent English proficient (RFEP) when completing the annual language census via EIS.

### District English Learner Advisory Committee (DELAC)

When there are 21 or more English learners at SPSTN, parent/guardian DELAC shall be maintained to serve the advisory functions specified in applicable law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. DELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development of a district master plan for education programs and services for English learners.
- Conducting of a district wide needs assessment
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).\*

### Funding

#### ***Sufficient General Funds***

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in SPSs.

#### ***English Learner Specific Funds***

If Springs is allocated funds through Title III, the funds are put directly into program budgets based on English Learner student count. These funds help supplement English Language Development programs and needs of these students.

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TN's ESSA Plan  
[https://www.tn.gov/content/dam/tn/education/documents/TN\\_ESSA\\_State\\_Plan\\_Approved.pdf](https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf)

What Works Clearinghouse – English Language Learners <http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=6>

## Appendix

### ELD Framework - Sample

Below is a **sample** ELD Framework in use at SPSs. These are available for all grade levels upon request.

### Springs Charter Schools - Sixth Grade ELD I CANs

6-1.) I Can orally exchange information and ideas with others.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 9, 10, 11,12 and 13	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
6-2.) I Can interact with others in written English.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7 and 8	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.
6-3.) I Can offer and support opinions, and negotiate with others.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 9, 10, 11 and 13	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . . Would you please repeat that?), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree with X, but . . . ), as well as open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.
6-4.) I Can adjust my word choices for different audiences and situations.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

Collaborative

6-9.) I Can present information and ideas in oral presentations.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 11 and 13	Plan and deliver brief oral presentations on a variety of topics and content areas with support.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas, with moderate support.	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas, using reasoning and evidence to support ideas, as well as growing understanding of register, with light support.
6-10.) I Can compose texts to present, describe and explain ideas and information.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7 and 8	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
6-11.) I Can support my own opinions and evaluate others' opinions in speaking and writing.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).
6-12.) I Can choose and use vocabulary and language to share ideas clearly.			
SCS I Can Theme correlation- ELA	Emerging ----->	Expanding ----->	Bridging ----->
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X).	a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible).	a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe --> observation, reluctant --> reluctantly, produce --> production, and so on).

Productive



<b>6-5)   I can listen actively to spoken English.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	
<b>6-6)   I can read texts and view multimedia closely to determine meaning.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 1, 2, 3, 4, 5, 6, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	
<b>6-7)   I can evaluate how writers and speakers use language to support ideas and opinions.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 1, 2, 3, 4, 5, 6, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	
<b>6-8)   I can analyze how writers and speakers use vocabulary and language for specific purposes.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 1, 2, 3, 4, 5, 6, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i> ) produce different effects on the audience, with support.	Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i> ), or figurative language (e.g., The room was like a dark cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience, with moderate support.	Explain how phrasing, different words with similar meaning (e.g., <i>stringy</i> , <i>economical</i> , <i>frugal</i> , <i>thrifty</i> ), or figurative language (e.g., The room was depressed and gloomy. The room was like a dark cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.	
<b>6-18)   I can make connections and join ideas together.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because Y) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).	
<b>6-19)   I can condense clauses and ideas.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. -> This is a story about a girl who changed the world) to create precise and detailed sentences.	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical fertilizers or insecticides) to create precise and detailed sentences.	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died -> The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.	

Interpretive

Connecting and Condensing Ideas

<b>6-13)   I can understand how texts are organized.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	
<b>6-14)   I can understand how events and ideas are linked in texts.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.	
<b>6-15)   I can correctly use verbs and verb phrases.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	
<b>6-16)   I can correctly use nouns and noun phrases.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	
<b>6-17)   I can correctly use adverbials and prepositional phrases to add details.</b>			
<b>SCS 1 Can Theme correlation- ELA</b> Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	<b>Emerging</b> ----->	<b>Expanding</b> ----->	<b>Bridging</b> ----->
Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	

Structuring Cohesive Texts

Expanding and Enriching Ideas





**AMENDED - Charter Application Recommendation Report**  
**Springs Public School (TN) – Empower Academy**

**Introduction**

Rutherford County Board of Education Policy 1.900 states that Rutherford County Board of Education shall only authorize high-quality schools that “adhere to the State Board of Education’s quality charter authorizing standards” as outlined in State Board of Education Policy 6.111. All applicants must present a “clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.”

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-102 the purposes of charter schools are to:

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet educational needs of students;
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 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.





## **Overview of the Evaluation Process – Amended Application**

The evaluation of the Springs Public School Tennessee – Empower Academy (“SPSTN-EA”) AMENDED application included the following steps and actions:

1. Independent Review of Amended Application: Each review team member independently scored all application subsections and attachments using the criteria and guidance provided by TDOE’s *Application Scoring Criteria*. Each review member submitted their completed scoring rubric with scores and comments for all sections.
2. Final Review and Consensus Judgement: Following the review of the amended application, evaluators submitted final scores and comments. Consensus judgments on each section were then compiled.

This report includes the following information:

1. Summary of the amended application: A brief description of the applicant’s amended application, including proposed academic, operations, and financial plans.
2. Summary of the evaluation and recommendation: A summary of the recommendation for the amended application.
3. Analysis of each section of the application: An analysis of each of the three sections of the application and the applicant’s ability to execute the plan described in the application. The application includes the following sections:
  - a. Academic Plan Design and Capacity: school mission and goals; enrollment summary; school development; academic focus and plan; academic performance standards; high school graduation standards (if applicable); assessments; school schedule; special populations and at-risk students; school culture and discipline; marketing, recruitment, and enrollment; community involvement and parent engagement; and the capacity to implement the proposed plan.
  - b. Operations Plan and Capacity: governance; start-up plan; facilities; personnel/human capital; professional development; insurance; transportation (if applicable); food service; additional operations (if applicable); waivers; and the capacity to implement the proposed plan.
  - c. Financial Plan and Capacity: budget narrative; budgets; cash flow projections; related assumptions; financial policies and procedures; and the capacity to implement the proposed plan.



### Rutherford County Review Team

The RCS review team utilized the Tennessee Department of Education’s (“TDOE”) standard scoring rubric and criteria to evaluate each section and subsection of the application submitted. The scoring rubric aligns to the standard application format provided by TDOE, as required by law (TCA § 49-13-116). Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Review team members score the responses by applying the following guidance (Tennessee Charter School Application Scoring Criteria, 2021):

Rating	Characteristics
<b>Meets or Exceeds the Standard</b>	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
<b>Partially Meets Standard</b>	The response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one or more areas.
<b>Does Not Meet Standard</b>	The response is incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The RCS Review Team consisted of the following individuals:

Name	Title
Wayne Blair	Rutherford County Community Member Representative
Shelia Bratton	Vice Chair, RCS School Board
Kelly Chastain	School Choice/Charter Coordinator, Rutherford County Schools
Linda Dohnal	Special Education Specialist, Rutherford County Schools
Takisha Ferguson	Principal, Smyrna Middle School, Rutherford County Schools
Greyson Maxwell	Communication Specialist, Rutherford County Schools
Cherri McCrary	Instructional Technology Specialist, Rutherford County Schools
Elizabeth Davis	Learning Loss Coordinator, Rutherford County Schools



## Summary of the Application

School Name: Springs Public Schools Tennessee - Empower Academy

Sponsor: Springs Public Schools Tennessee

Proposed Location of School: Northwest Rutherford County - Exact location not yet determined.

Mission:<sup>1</sup> The mission of Springs Public Schools Tennessee-Empower Academy is to empower students by nurturing their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

Number of Schools Currently in Operation by Sponsor: The sponsor has no schools operating or authorized in Tennessee. However, Springs Public Schools currently operates 21 programs and/or schools in California.

Proposed Enrollment:<sup>2</sup>

Grade Levels	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 6 2028-29	Year 7 2029-30	Year 8- 10 2031- 32
<b>K</b>	25	50	75	100	100	100	100	100
<b>1-3</b>	50	75	100	125	175	225	250	275
<b>4-6</b>	50	75	100	125	150	200	250	275
<b>7-8</b>	25	50	75	100	125	125	150	150
<b>Totals</b>	<b>150</b>	<b>250</b>	<b>350</b>	<b>450</b>	<b>550</b>	<b>650</b>	<b>750</b>	<b>800</b>

Brief Description of the Amended Application:

The sponsor, Springs Public Schools Tennessee, is proposing to open a charter school in the Northwest area of Rutherford County and serve students in kindergarten through 8<sup>th</sup> grade. The school, Springs Public Schools Tennessee – Empower Academy (“SPSTN-EA”), in applying as a new-start school and would be the first Springs school in Tennessee. The proposed school is not seeking to partner with a Charter Management Organization (CMO) although the school has a close relationship, through leadership, curriculum, and financing with Springs Public Schools, Inc. currently authorized and operating twenty-one programs and/or schools in various areas of California (e.g., Orange County, San Diego, Riverside). The school plans to focus on personalized learning by combing engaging classroom instruction with student-centered independent learning. Empower Academy plans to achieve this by nurturing students’ innate

<sup>1</sup> Springs Public Schools Empower Academy Amended Charter Application, pg. 5.

<sup>2</sup> Ibid, pg. 19.



curiosity, engaging their parents, and promoting optimum learning by collaboratively developing personalized learning programs for each student.<sup>3</sup> The school's proposed instructional model may be distilled into three key concepts: (1) Personalized content, (2) Mastery learning, (3) Student-driven process.<sup>4</sup>

SPSTN-EA has already selected five members to serve on the Board of Directors, to oversee the academic performance, operations, and governance of the proposed school. In Year 0, SPSTN-EA has budgeted receiving a \$100,000 line of credit from Springs Charter Schools, Inc. for initial working capital and to support early cash flow. In addition, SSPTN-EA will apply for \$300,000 in grant funding and engage in an aggressive local fundraising campaign anticipated to generate \$25,000 during the initial start-up, with increasing revenue in subsequent years, if authorized.<sup>5</sup> SPSTN-EA projects Year 0 expenses to total \$322,691 resulting in a balance of \$2,309, excluding the line of credit.<sup>6</sup> By Year 5, the school projects to have \$6,658,598 in revenue and \$6,332,842 in expenses with a ending fund balance of \$1,264,940.<sup>7</sup> The school anticipates that 23% of the student population will qualify as economically disadvantaged, 10% of the student population will be students with disabilities, and 6% of the population will be English Learners.<sup>8</sup>

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<sup>3</sup> Ibid, pg. 9.

<sup>4</sup> Ibid, pg. 25.

<sup>5</sup> Ibid, Attachment N.

<sup>6</sup> Ibid, Attachment N.

<sup>7</sup> Ibid, Attachment N.

<sup>8</sup> Ibid, pg. 19.



## Summary of the Evaluation – Amended Application

**The review committee recommends authorization of the amended application for Springs Public Schools Tennessee – Empower Academy** because the application meets or exceeds the criteria of the rubric in the areas of academic plan, operations, and financial capacity.

The applicant’s academic plan presents a clear vision and unique personalized learning model with documented results in schools with demographics (e.g., SPED, ELL) that resemble the proposed location as well as the overall demographics of Rutherford County. Although a location and/or facility has not yet been secured, the applicant has consistently demonstrated enthusiasm to work with RCS to fill an expressed need and has committed to locate in the LaVergne/Smyrna area. This commitment has led to action and engagement with local leaders and community partners. In addition, continued presence at Board meetings and other events reveals a genuine desire to partner with the district and provide a viable alternative for RCS families.

The applicant’s operations plan included the naming of an executive director and provided mention of strategic partnerships (e.g., Tennessee Charter School Center) that will be instrumental in the success of SPSTN-EA. The application has been amended to address original concerns within the operational and start-up plan, such as staffing contingencies and scheduling. The executive director has also been deliberate in communicating possible partnership opportunities and is willing to adjust portions of the proposed plan based on RCS input.

The financial plan and capacity included in the amended application has been adjusted to include additional narrative and sufficient budgetary considerations.

### Summary of Section Ratings

In accordance with TDOE’s charter application scoring rubric, applications that do not meet or exceed the standard in all sections will be deemed not ready for approval. Opening and maintaining a successful, high-performing charter school depends on having a coherent plan and hiring highly capable individuals to execute that plan. The review team’s consensus ratings for each section of the application are as follows:

Sections	Ratings
Academic Plan Design and Capacity	Meets or Exceeds Standard
Operations Plan and Capacity	Meets or Exceeds Standard
Financial Plan and Capacity	Meets or Exceeds Standard



## **Analysis of the Academic Plan Design and Capacity – Amended Application**

*Rating: Meets or Exceeds Standard*

### **Weaknesses Identified by the Committee:**

The applicant's amended Academic Plan Design and Capacity *meets standard* due to corrections within the amended plan related to recruitment, community support and engagement, and staffing contingency plans.

A location has not yet been secured but SPSTN-EA and all representatives have committed to locating in the LaVergne/Smyrna area at the request of RCS. The commitment has not only been solidified in the language of their application, but also by their actions and engagement with the community in the northwest portion of Rutherford County.

Although the academic plan meets the standard presented by the rubric, the review committee does still have concerns regarding the curriculum chosen for science and social studies. SPSTN-EA is aware of these concerns due to continuous communication and has already presented additional feedback and solutions to address any remaining gaps.

The application provides details surrounding services and instructional approaches to all learners, in keeping with their focus on personalized learning. Gaps within the original staffing plans have been corrected and contingencies to meet various levels of student enrollment were provided. The review committee suggests continued communication and efforts on the parts of SPSTN-EA and RCS to ensure appropriate staffing in all areas, with special attention to special education service providers.

### **Strength Identified by the Committee:**

The application presents numerous strengths related to the instructional model, school culture, and services in support of special populations (e.g., SPED, ESL). Evidence was also presented to ensure curricular alignment to Tennessee standards at appropriate grade levels and an updated list of requested waivers reflects current state law.

The overall tone of the application and the culture of the model presented represents the desire of Springs Public Schools Tennessee – Empower Academy to truly serve as a partner to students and families of Rutherford County. The instructional model includes a blended learning approach focused on flexibility, collaboration, student-driven learning, and parent engagement. The application included details around the learning environment, from intentional soft/flexible seating options to the emphasis on play and student choice (e.g., demonstration of mastery opportunities). The capacity interview helped to clarify the multi-age classrooms and looping strategy to allow students to learn and accelerate at their own pace while also receiving structured support from teachers as well as differentiated use of software and learning programs. SPSTN-EA utilizes many of the same learning programs used within RCS (e.g., iReady) for diagnostic and instructional purposes. Finally, the consistent communication and visibility of Springs representatives (e.g., email correspondence, board meeting attendance, phone calls) is appreciated as the applicant becomes more knowledgeable of the local area and the community's educational needs. Springs has been a tremendous partner throughout the application process, and it should be noted that SPSTN-EA has reached out recently to intentionally communicate their support for teachers and our district.





## **Analysis of the Operations Plan and Capacity – Amended Application**

*Rating: Meets or Exceeds Standard*

### **Weaknesses Identified by the Committee:**

The applicant's Operations Plan and Capacity *meets or exceeds the standard*. Corrections have been made within the amended application to address contingency planning for leadership structure, facilities, and waivers.

Despite adjustments within the amended application, the organizational structure and start up staff continues to rely on a large percentage of individuals residing out of state. This is compounded by the fact that Springs, Inc is currently seeking authorization in two other states, in addition to this application being considered in Tennessee. The concern is that the current leadership will be stretched too thin during the start-up phase, especially in Year 0 and Year 1. There is evidence to suggest these concerns may be unfounded, however, as SPSTN-EA has been continuously present, professional, and thorough in the application and authorization process.

Teacher recruitment remains an issue for all schools operating in today's educational landscape, and SPSTN-EA will face similar challenges. The applicant is proposing a starting salary of approximately \$50,000 which will serve as an incentive for many young teachers, but strong recruitment efforts will be necessary within Rutherford County. The efforts of SPSTN-EA to communicate and engage with the community have escalated throughout the application process and we are optimistic about their ability to recruit licensed teachers, within and outside of traditional sources.

In response to concerns about transportation, the amended application leaves open the possibility of providing transportation. It is our sincere hope that a transportation plan of some kind will be worked out to allow students and families from a variety of situations and locations to be able to attend SPSTN-EA if authorized. It would also be beneficial to include a contingency plan for transportation if initial enrollment targets look to be lower than anticipated.

### **Strengths Identified by the Committee:**

The executive director joined us during the capacity interview and is a veteran leader with experience in the program and instructional model. He plans on moving to Tennessee immediately upon authorization and has been in consistent communication throughout the process, both in person and virtually. In addition, the compensation package is likely to incentivize young teachers, with the salary schedule offering \$50,000 (< 3 years' experience), \$55,000 (3-5 years), and \$60,000 (5+ years). They also offer bonuses and additional compensation based on summative assessment data (i.e., TNReady) and evaluation scores. In addition, they plan to offer bonuses based on additional certifications and micro credentials.

The sponsor also met the standard for operational areas such as food service, insurance, technology, and safety and security.



## **Analysis of the Financial Plan and Capacity – Amended Application**

*Rating: Meets or Exceeds Standard*

### **Weaknesses Identified by the Committee:**

The Financial Plan and Capacity *meets the standard* following clarifications and additions to the budget.

The applicant has relied on the federal Charter School Projects (CSP) grant in past school openings and has budgeted for \$300,000 of start-up funding. This grant may or may not be available through Tennessee in the coming years and the amended application has provided contingency plans for the initial funds.

### **Strengths Identified by the Committee:**

The applicant developed and budgeted for reasonable start-up costs and has adjusted the application to provide appropriate cash flow and contingencies.