

# Alabama Charter Application for a 2021 Opening

**New Charter Application #000545**

## Ivy Classical Academy

### Submitted To:

Alabama Public Charter School Commission  
Alabama Charter School Commission  
50 North Ripley St.  
P.O. Box 302101  
Montgomery, AL 36104

Phone: 334-694-4908

### Submitted By:

Bradley Neave

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# GENERAL

## A. School Information

**Open Date:** March 12, 2020  
**Proposed Name:** Ivy Classical Academy  
**School Type:** Elementary / Middle / High  
**Grade Levels:** [K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]  
**School District:** Autauga County  
**Neighborhood / Community:** Prattville  
**Organization Type:** Non-profit Corporation  
**Sponsoring Entity:** Non-profit Organization  
**Address:** 250 S. Washington St. Prattville, Alabama 36067  
**Phone:** 334-386-6040  
**Fax:**  
**Web Site:** www.ivyclassical.com  
**Calendar Type:** Standard - 180 instructional days  
**Educational Service Provider:** Alabama Classical Group (None)

## B. Primary Contact Person

**Name:** Bradley Neave  
**Mailing Address:**  
**Mobile Phone:** 813-928-7875  
**Alternate Phone:** 334-386-6040  
**Email:** bradley.neave@gmail.com  
**Current Employer:** Self Employed

## C. Attendance Projections

Grade Level	2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		At Capacity 2028-29	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	88	88	88	88	88	88	88	88	88	88	88	88
1	88	88	88	88	88	88	88	88	88	88	88	88
2	88	88	88	88	88	88	88	88	88	88	88	88
3	88	88	88	88	88	88	88	88	88	88	88	88
4	78	78	78	78	78	78	78	78	78	78	78	78
5	78	78	78	78	78	78	78	78	78	78	78	78
6	78	78	78	78	78	78	78	78	78	78	78	78
7			78	78	78	78	78	78	78	78	78	78
8					78	78	78	78	78	78	78	78
9							54	54	54	54	54	54

10									54	54	54	54
11											54	54
12											54	54
<b>Total</b>	<b>586</b>	<b>586</b>	<b>664</b>	<b>664</b>	<b>742</b>	<b>742</b>	<b>796</b>	<b>796</b>	<b>850</b>	<b>850</b>	<b>958</b>	<b>958</b>

### D. Board Members

Name	Title	Contact Information	Current Employer
Byrd, Jeremy Carl	Board Member	P: M: [REDACTED] [REDACTED]	Amridge University
Cavnar, Andrew Reid	Board Member	P: M: [REDACTED] [REDACTED]	Stifel
Harp, Mallory	Board Member	P: M: [REDACTED] [REDACTED]	A+ Education Partnership
Neave, Bradley John	Board Chairperson	P: [REDACTED] [REDACTED]	Self Employed
Neave, Jessica Baker	Board Secretary	P: M: [REDACTED] [REDACTED]	Self Employed
Nettles, Franklin	Board Member	P: M: [REDACTED] [REDACTED]	Montgomery Job Corps Center
Nettles, Teresa	Board Member	P: M: [REDACTED] [REDACTED]	Self Employed
Newton, Thomas E	Board Member	P: M: [REDACTED] [REDACTED]	Self Employed
Wohlens, James	Board Treasurer	P: M: [REDACTED] [REDACTED]	Self Employed

### E. Start-up Team Members

Name	Title	Contact Information	Current Employer
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# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section 1: Executive Summary

#### 1. Mission and Vision

Ivy Classical Academy will be a charter school located in Autauga County focusing on a traditional liberal arts classical education. Starting as a K-6 grade school, Ivy Classical Academy will add a grade each year until it offers a full K-12 education.

Ivy Classical Academy's mission 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.

Pursuing the school's mission will enable Ivy Classical Academy to develop students into exemplary citizens that adhere to the school's seven virtues. These students will be thoughtful, well-spoken and articulate, but most importantly, they will possess a life-long passion for learning.

There is a distinct need for a tuition free classical education option in Autauga County and the surrounding communities. Without Ivy classical Academy, a classical education is only available to families that are willing to travel to and able to afford tuition costs associated with the private classical schools in Alabama.

There are many students and families in Autauga, Elmore and Montgomery counties who have expressed interest in receiving a classical education by pre-enrolling for Ivy Classical Academy through the school's website. With over 300 students pre-enrolled, there is a clear need for a publicly funded classical education in Autauga County and the surrounding communities.

As a public charter school, Ivy Classical Academy will meet this need by offering classical education to all families in the community, regardless of socioeconomic status or personal circumstance. As a public school, students with disabilities and special needs, as well as those who are gifted and talented will be welcome to enroll at Ivy Classical Academy.

#### 2. Educational Needs and Anticipated Student Population

Ivy Classical Academy will address the educational needs of students located primarily in Autauga County, and then the surrounding areas. Ivy Classical Academy will be educating students of all different backgrounds, different socioeconomic standing and those with disabilities and special needs.

The total available school population is broken down by county and by radius in the chart below. In the even that Ivy Classical Academy doesn't achieve capacity by offering an open enrollment to students in Autauga County, there is still a large student population within a 15 mile commute of the school. In rural counties such as Autauga and Elmore, a 15 mile commute does not equate to high commuter times like it would in more urban settings like Birmingham or Atlanta. As such, Ivy Classical Academy believes that parents and students will be willing to commute 15 miles to attend a charter school offering a classical education.

Ivy Classical Academy anticipates 586 Students, of those we anticipate roughly 65 to be identified

as having special needs or disabilities (SPED), and we anticipate less than 10 students to be identified as English Language Learners (ELL).

Ivy Classical Academy also anticipates 263 of the 586 students qualify as economically disadvantaged.

Student Enrollment by County

By County	Actual Student Population
Autauga County	9,150 Students Enrolled
Elmore County	11,223 Students Enrolled
Combined	20,313 Students Enrolled

Student Population by Radius from the School:

By Radius	School Age Population
5 Mile Radius	9,453 Potential Students
10 Mile Radius	22,416 Potential Students
15 Mile Radius	47,823 Potential Students

Breakdown of Proposed Student Population in Autauga County

Autauga County Student Demographics	Percentage
White	69.1%
Black	25.4%
Hispanic	3.37%
Asian	2.38%
Female	49.4%
Male	50.6%
Students with Disabilities	12.3%
Economically Disadvantaged	44.9%

Elmore County demographics are included as well, as that is the next nearest county and Ivy Classical Academy will most likely see a good number of students from Elmore County enrolling in the school.

Elmore County Student Demographics	Percentage
White	69.3%
Black	26.9%
Hispanic	3.97%
Asian	.85%

Female	46.4%
Male	53.6%
Students with Disabilities	13.4%
Economically Disadvantaged	53.6%

In addition to those listed above, Ivy Classical Academy anticipates just under 2% of the school students to be identified as English Language Learners.

Autauga County wasn't selected as much as it was identified as having a need by the board members. All of the board resides in Autauga County, and the need for a tuition-free classical education is great, as identified by the outpouring of support and student pre-enrollment.

Another reason the board feels strongly that Autauga County and the surrounding area needs a classical charter school providing a classical education is the low proficiency indicators for Autauga and Elmore County schools as reported by the Alabama Department of Education:

<b>Autauga County Proficiency Indicators</b>	<b>Percentage</b>
Reading Proficiency	55.9%
Math Proficiency	55.3%
Science Proficiency	49.2%

Student Population by Radius from the School:

<b>Elmore County Proficiency Indicators</b>	<b>Percentage</b>
Reading Proficiency	49.2%
Math Proficiency	49.6%
Science Proficiency	40.2%

The area schools also experience a high level of chronic absenteeism and sub-standard academic achievement and college and career readiness:

<b>Autauga County Accountability Indicators</b>	<b>Percentage</b>
Academic Achievement	76.8%
College and Career Readiness	76.2%



Chronic Absenteeism	21.9%
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Student Population by Radius from the School:

Elmore County Proficiency Indicators	Percentage
Academic Achievement	70.54%
College and Career Readiness	77.05%
Chronic Absenteeism	16.8%

The facts indicate that there is much room for improvement over the public education options currently available to students in Autauga County and the surrounding communities.

Ivy Classical Academy, by teaching a classical education and instilling a virtuous culture will provide students with an environment that is academically challenging and rigorous and instills a love of learning. All students have the ability to learn, and research demonstrates that when high expectations are set, well-structured lessons are provide and teachers support the belief that all students can learn, they do. By instilling students with these high moral and intellectual expectations, Ivy Classical Academy understands it will lead to the development of discipline, focus, and the determination all students need in order to achieve deeper knowledge.

**Enrollment Priorities**

The only enrollment priorities that will be extended by Ivy Classical Academy will be to the board members, faculty and staff, and community members who were instrumental in the formation and development of the school. Any priority enrollment will be consisten with the applicable restrictions and enrollment eligibility as set by the Alabma Charter School Commission.

**3. Education Plan**

Ivy Classical Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy 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 our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as they have been developed and refined over many generations.

The classical content of our curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable, or beautiful, ways. These classics are admired not because they are old; rather they are admired because they have continued to ring true with people of many eras, cultures, and tongues. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students into a conversation which spans millennia and seeks to address the ageless questions of the human heart and mind.

Ivy Classical Academy will train students who will be stewards of the “Western Tradition” and the pillars of a free society. We believe that the diffusion of learning is essential to the perpetuity of this tradition. Therefore, our 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, we believe that we 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. As they sought to avoid the problems of pure democracy as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, we too must engage in those ideas in order to have a citizenry who understands the perils of each. We do this through a classical, great books curriculum designed to engage the student in the ideas and principles of our founding.

Ivy Classical Academy will provide students a full and complete education that will challenge them to excel both in learning and in character. This classical educational program will succeed through the academy’s high standards and curriculum, supported by a well-regulated campus. The goal of Ivy Classical Academy 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.

Ivy Classical Academy will collaborate with Hillsdale College’s Barney Charter School Initiative (BCSI) in design and execution of the educational program. BCSI has collaborated with approximately two dozen other classical schools on this same task and has developed a curriculum that has shown success across a wide variety of student backgrounds. Their curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

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 deployed in each case must be consistent and excellent.

The K-3 Literacy portion is based on Literacy Essentials, by Access Literacy, LLC. Literacy Essentials outlines a set of research-supported instructional practices. Research suggests that each of these practices can have a positive impact on literacy development, and we believe that the use of these practices in every classroom every day will make a measurable positive difference in literacy achievement. The practices can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day. That is, they will occur throughout the day (e.g. they may be integrated into opportunities for science and social studies learning).

The K-6 Mathematics portion is based on Singapore Math. 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 will be employed at each student’s ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

The K-8 History and Science portions are based on the Core Knowledge ® Sequence. The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Ivy Classical Academy. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are 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 sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence, so teachers are supported but encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom. 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 Ivy Classical Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals 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. High school students will be offered at least four full years of science classes, and will be expected to complete four years of science to meet graduation requirements.

The grades 3-6 Grammar portion is based on the Well-Ordered Language series. Grammar is a vital tool used throughout a lifetime to express creativity and original thought. A strong, creative, and engaging approach to grammar will grab students' attention and equip them to use this tool to great effect. The new Well-Ordered Language series is changing how students learn grammar. Using tested content, beautiful design, and proven classical pedagogy, they have developed the series to provide students with a clear path to mastery. The curriculum is designed for teachers and students to actively engage with each other and with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening—along with physical movement, songs, and chants. Through Well-Ordered Language's unique, creative, and orderly method of analyzing the grammatical functions of the parts of speech, students will find the mastery of grammar achievable, meaningful, and delightful.

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 begin learning formal Latin, and will continue with Latin through 9th 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.

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 8th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

In high school, Ivy Classical Academy will follow the BCSI course sequence. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; and a semester each of government, economics, and moral philosophy. In history, students begin with Western Civilization I & II in 9th and 10th grade, learn American History from 1600-1900 in 11th grade, and finish with a year of Modern European History (1789-2000) and a semester of 20th Century American History 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 other two years. In math, students will complete courses at least through Geometry and Algebra II, and be able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign language, students will be expected to take at least one year of Latin and two additional years of a foreign language—either Latin or a modern foreign language.

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

Ivy Classical Academy's curriculum was selected specifically to meet the needs of the all students within the enrollment zone, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds.

#### **4. Community Engagement**

Ivy Classical Academy has engaged the community through direct meetings with individuals including prospective parents, prospective students, and elected representatives of Prattville, Autauga County and the State of Alabama. We have included, in the relevant sections, letters of support from elected officials as well as pre-enrollment letters from prospective parents.

Two local news organizations ran stories when the school was officially selected as an affiliate charter school by the Barney Charter School Initiative.

These stories generated a lot of interest that we were able to quantify by having readers directed to the school's website.

The website was developed as a tool to provide broad level information on what a charter school is, what a classical curriculum is and how it will provide a different option for educating their children. The website also had a pre-enrollment form for parents to fill out if they felt comfortable that Ivy Classical Academy would be a great fit for their child(ren).

As of March 10<sup>th</sup>, 2020, we have over 300 pre-enrollments for students in grades K-6. We believe this a clear indicator of the demand and need for a charter school providing a classical education in Autauga County.

The board has fielded calls from parents as far away as Shelby County and the city of Pike Road asking if and how their children can enroll.

Once the application is approved, the board will be ramping up a comprehensive and fully inclusive recruitment strategy. More about that can be found in Section 10: Student recruitment and Section 12: Family and Community.

A local community member, when they heard about Ivy Classical Academy, expressed an interest in meeting with board members to discuss the possibility of donating a sizeable parcel of land to serve as the foundation of the school’s campus. The board is working directly with the landowner and the school hopes to be able to update the Charter Commission during the capacity interview and hearing. More can be found regarding the land and other facilities options in Section 27: Facilities.

**5. Leadership and Governance**

Through early discussions with the Barney Charter School Initiative, New Schools for Alabama, and Logan Searcy, a representative from the State of Alabama Charter School Commission, we determined it would be a wise practice to include members who can lean on their expertise and experience to help get Ivy Classical approved by the State Charter Commission.

Please review [Attachment 1: Governing Board Members](#) for a list of the proposed board members, including a bio detailing the specific skillsets they will be bringing to the table, as well as contact information.

**6. Enrollment Summary**

The student enrollment projections for Ivy classical Academy are provided in the section above. Ivy Classical Academy’s rationale for starting as a school offering education to students in grades K-6 is for the school to be afforded the time needed to instill core values and principles into students prior to their graduation.

If the school started by offering classes to all the grades K-12, it would not provide the Upper School students the full opportunity and experience of learning a classical curriculum and being taught on virtuous living.

The number of students selected is based on four (4) sections of 22 students in grades K-3, three (3) sections of 26 students in grades 4-8 and two (2) sections of students in grades 9-12. These numbers are projections and the school will make the necessary adjustments and will build in safeguards to ensure that all students enrolled in the Academy will be able to complete the full slate of grades through their graduation.

In the first year, Ivy Classical Academy anticipates the enrollment of 586 students in grades K-6. At capacity, Ivy Classical Academy will serve 958 K-12 Students.

**Attachments**

**Section 1: Executive Summary**

1.1	<a href="#">Attachment 1: Governing Board Members</a>	Neave, Bradley, 3/13/20 8:42 PM	PDF / 2.46 MB
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# EDUCATIONAL PROGRAM DESIGN AND CAPACITY

## 1. Program Overview

### Section 1: Program Overview

**Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research based evidence that has demonstrated success for this education program with the anticipated student population.**

Ivy Classical Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy 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 our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as they have been developed and refined over many generations.

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(BCSI) in design and execution of the educational program. BCSI has collaborated with approximately two dozen other classical schools on this same task and has developed a curriculum that has shown success across a wide variety of student backgrounds. Their curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

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The K-8 History and Science portions are based on the Core Knowledge ® Sequence. The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Ivy Classical Academy. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are 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 sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence, so teachers are supported but encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom. 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 Ivy Classical Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals 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. High school students will be offered at least four full years of science classes, and will be expected to complete four years of science to meet graduation requirements.

The grades 3-6 Grammar portion is based on the Well-Ordered Language series. Grammar is a vital tool used throughout a lifetime to express creativity and original thought. A strong, creative, and engaging approach to grammar will grab students' attention and equip them to use this tool to great effect. The new Well-Ordered Language series is changing how students learn grammar. Using tested content, beautiful design, and proven classical pedagogy, they have developed the series to provide students with a clear path to mastery. The curriculum is designed for teachers and students to actively engage with each other and with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening—along with physical movement, songs, and chants. Through Well-Ordered Language's unique, creative, and orderly method of analyzing the grammatical functions of the parts of speech, students will find the mastery of grammar achievable, meaningful, and delightful.

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 begin learning formal Latin, and will continue with Latin through 9th 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.

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 8th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

In high school, Ivy Classical Academy will follow the BCSI course sequence. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; and a semester each of government, economics, and moral philosophy. In history, students begin with Western Civilization I & II in 9th and 10th grade, learn American History from 1600-1900 in 11th grade, and finish with a year of Modern European History (1789-2000) and a semester of 20th Century American History 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 other two years. In math, students will complete courses at least through Geometry and Algebra II, and be able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign language, students will be expected to take at least one year of Latin and two additional years of a foreign language—either Latin or a modern foreign language.

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



Ivy Classical Academy's curriculum was selected specifically to meet the needs of the all students within the enrollment zone, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds.

## **Attachments**

### **Section 1: Program Overview**

– No Attachments –

## **2. Curriculum and Instructional Design**

### **Section 2: Curriculum and Instructional Design**

#### **1. Mission**

To train our student's minds and hearts through a classical, content-rich curriculum that puts an emphasis on traditional learning, virtuous living, and civic responsibility.

#### **2. Educational Model**

Ivy Classical Academy is steeped in the tradition and classical education that once guided virtually all American schools. The school culture keeps the focus on learning, as a structured environment sets and maintains an appropriate educational tone from beginning to end. The classroom teachers and rigorous curricula properly train students to be intelligent individuals who possess the basic skills and logical approach to answering questions about the world around them. In addition, the school establishes a relationship between the home and school, recognizing the importance of family and the parents' role in fostering a child's emotional, spiritual, and educational development. Family, along with faculty and staff are dedicated to teaching children values such as hard work, academic achievement, right behavior and proper regard for others. A strong emphasis is placed on the development of moral character. Ivy Classical recognizes each child as a person who, by virtue of his humanity, is in community with all the other children in the Academy, regardless of age. By setting high moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of an American citizen. Every child is fully capable of achieving his or her potential when afforded respect, fairness, kindness, discipline and appropriate instruction.

#### **3. A Classical Education**

Ivy Classical Academy will collaborate with the Barney Charter School Initiative (BCSI) in design and execution of the classical educational program. BCSI has collaborated with more than a dozen other classical schools on this same task and has developed an educational program that has shown success across a wide variety of student backgrounds.

Classical education is an educational model that depends on a three-part process of training the mind. Students generate knowledge and meaning through sequential development, building on prior cognitive abilities. The early years of school are spent identifying and recalling factual information, systematically laying the foundation for advanced study. In the middle years, students

learn to think through arguments, analyze, reflect, apply and create. In the high school years, students learn to express themselves and apply their understanding in order to reason and evaluate. This classical pattern is known as the trivium. The learner's brain synapses are strengthened when the learning process is scaffolded through proper techniques, the introduction of new knowledge, procedural reinforcement, and eventually organization and structure in the mind. The teacher's role is to activate prior knowledge and facilitate the integration of new knowledge. Sound instructional strategies tied to meaningful learning activities leads to the development of conceptual knowledge.

The benefits of classical education are most clearly actualized by students starting at the beginning grades and advancing through the end. Therefore, Ivy Classical Academy will open as a K-6 school and seeks to become a K-12 school by adding one grade level each year.

#### **4. Instructional Environment**

The cultivation of an engaging, classical education begins with an environment that promotes intellectual curiosity. Ivy Classical Academy provides a classroom-based, teacher-directed approach consistent with the classical model. Students learn best when they receive explicit instruction and have the opportunity to explore and practice under a well-trained teacher. As students' knowledge base grows, they will be afforded more choice and independent study opportunities.

Each learning environment will have the following characteristics:

1. Tidy, clean, and visually appealing

Classrooms will have the desks neatly arranged in a way that promotes the optimal learning of the daily topic or lesson. The walls will be clutter-free, yet visually stimulating. Essential academic information may be posted along with framed works of art or portraits and inspirational quotes. The classroom will have an overall positive, calming feel that supports a culture of support and community. Lower grade classrooms may have reading areas and flexible seating that meet the active, hands-on demands of young learners.

1. Engages students in auditory, sensory, kinetic, and visual learning

Each student has a unique and personal learning style that is met when the teacher engages him or her through multiple means. The individual desks or tables may be arranged to meet the requirements of the lesson. Flexible arrangement allows for students to participate in hands-on group activities or small group discussion, receive direct instruction, work or read independently, participate in debates and other whole group activities, and allow for physical movement. Teacher areas house a desk and storage for curricular materials and classroom supplies.

1. Uses technology as an instructional support tool

Ivy Classical Academy recognizes the importance of learning how to use technology effectively in today's society. However, computers and tablets will not drive the instruction, but shall serve as a tool for learning. Teachers will have computers and the ability to display media or virtual content in an interactive way to support instruction in the classroom. Technology may be incorporated into lessons and classroom activities strategically and in conjunction with instruction. Students will have dedicated time on the computer to interact with online simulations, develop typing, research, and online skills, and practice using online

assessment tools. Students may have the opportunity to take computer science courses in the lower, middle or upper grades. In all cases, computers are tools used to support learning and should not be considered a primary mode of instruction.

1. A culture that fosters upstanding moral character, virtues, and perseverance

In addition to learning the concepts and skills related to the curriculum, the classroom is a place where students are molded into outstanding citizens and upright human beings. It is expected that moral characteristics are emphasized throughout the school day. Ivy Classical supports the formation of virtuous character. Encouraging words and promotion of the growth mindset idea increases intrinsic motivation. Exceptional virtues will be modeled by the faculty and shall be highlighted and celebrated throughout the building. All students can perform well when motivated and inspired to achieve at a high level.

1. The class size and structure at Ivy Classical Academy promotes community and authentic learning experiences. The classroom teachers provide daily instruction according to the Academy's curriculum while promoting an atmosphere of integrity, rigorous effort, intellectual vigor and respect for others. Lower grade students will be taught in traditional, self-contained classrooms. Students will remain with one teacher who will plan and execute lessons in all subject areas. Middle and upper grade students will move to content-specific classrooms (literature/language, mathematics, science, and social studies). Each classroom will serve approximately 22 students. The lower student to teacher ratio provides targeted support for all students

1. A large group space may serve as a common area for assemblies, community learning projects, presentations, performances or other activities where an open space is required.

## 5. K-8 Curricula

Ivy Classical is dedicated to a content-rich classical education in the liberal arts and sciences with an emphasis in art, music, and Latin. The school's curriculum is modeled after the BCSI Program. A sample of the Kindergarten and 5th grade Scope and Sequence written by BCSI is attached.

The curriculum suggested by BCSI is not directly aligned to the Alabama Course of Study (ALCOS), but may be adapted to meet the demands of the ALCOS and the Alabama Comprehensive Assessment Program (ACAP) for grades 2-8 in English Language Arts and mathematics and 4, 6, and 8 for science. The scope and sequence may also be adapted to interweave a study of Alabama History in the lower grades. Students will be closely monitored to ensure they are making adequate progress toward the ACAP. Formative and summative classroom assessment and strategies will be employed to identify students who are struggling and/or performing below grade level.

Ivy Classical Academy's curriculum is designed to serve all students at all ability levels while maintaining high standards and expectations of students. The rigorous coursework allows all students to have access to grade-level instruction and ensures that each individual maximizes his or her academic potential. Faculty and administration will use data from available state assessments to employ instructional practices that engage the learning styles of all learners. Administration will develop a plan to review data from curriculum assessments and state assessment results to identify areas of weakness within the core curriculum and offer support and resources necessary to ensure the highest quality of instruction. However, it is believed that each student will grow according to his or her own ability and year-end growth metrics only partially reflect this growth. Attendance, participation, daily grades and character and other factors inform student success.

The scope and sequence of the Academy’s K-8 curricula is modeled after the BCSI Program. Each curriculum was selected by BCSI and builds a strong foundation and prepares students for lifelong success. Each of the selected curricula focuses on conceptual understanding and is rooted in research-based instructional strategies designed to meet the needs of learners with varying abilities and be adapted accordingly. The guiding curricula listed below may be supplemented with other resources to meet standards outlined in the ALCOS.

1. The Core Knowledge Sequence
2. The Writing and Spelling Road to Reading and Thinking
3. Well-Ordered Language
4. Singapore Math
5. Wheelock Latin core curricula

The basis for Ivy Classical Academy’s curriculum is the Core Knowledge Sequence. For grades K-8, the Core Knowledge Sequence provides content-specific, cumulative, and coherent curriculum guidelines for the following major content areas: literature, social studies, visual arts, music, and science. It encompasses a planned progression of specific knowledge that is built upon as students progress from grade to grade which provides a deep foundation of content. The Core Knowledge Sequence addresses important skills in various subjects—for example, in geography, spatial sense. Beyond the skills explicitly addressed in the Sequence, teachers are guided by the skills spelled out in the ALCOS. (Source: <https://www.coreknowledge.org/>).

The Sequence and accompanying materials provided by the Core Knowledge Foundation support and lead instruction in a comprehensive and cross-curricular study of the various disciplines of the liberal arts and sciences. The material is spiraled from kindergarten through 8th grade: younger students build a firm but less-detailed foundation which they are able to expand upon when covering the same subjects more in depth when they are older.

The resources and guides are suggestive, and therefore, encourage teachers to dive into the curriculum and use their own understanding of the content to inform the instruction. Teachers do not follow a script but are given the framework necessary to drive instruction.

## 6. Proposed K-8 Course Offerings by Grade Level

#	Kindergarten	1st grade	2nd grade	3rd grade	4th grade
1	Literacy and Literature	Literacy Essentials and Literature	Literacy and Literature	Literacy, Literature, Grammar & Composition	Literacy, Literature, Grammar & Composition
2	History and Geography	History and Geography	History and Geography	History and Geography	History and Geography
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
4	Science	Science	Science	Science	Science

<b>5</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>
<b>6</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>
<b>7</b>	<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>

<b>#</b>	<b>5th grade</b>	<b>6th grade</b>	<b>7th grade</b>	<b>8th grade</b>
<b>1</b>	<b>Literacy and Literature, Grammar &amp; Composition</b>	<b>Literacy Essentials and Literature, Grammar &amp; Composition</b>	<b>Grammar &amp; Composition and Literature</b>	<b>Grammar &amp; Composition and Literature</b>
<b>2</b>	<b>History and Geography</b>	<b>History and Geography</b>	<b>History and Geography: America 1607-1877</b>	<b>History and Geography: America 1877-present</b>
<b>3</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics- Algebra I</b>
<b>4</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
<b>5</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>
<b>6</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>
<b>7</b>	<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>
<b>8</b>		<b>Latin I</b>	<b>Latin II</b>	<b>Latin III</b>

## 7. English Language Arts

### A. Read-Aloud

Reading to others is an enduring feature of traditional American family and school life. In the early grades, children's ability to understand what they hear far exceeds what they can read independently. A young learner might not be able to read the more complex words on a page but will be fascinated by hearing stories and non-fiction texts that are read aloud. Helping young children develop the ability to listen to and understand read-aloud texts is integral to the development of literacy and provides students an excellent opportunity to experience pleasure through reading. By developing this association, students are better prepared to master the more demanding reading in the secondary years. It also provides access to classic stories, developing student's imaginations and cultural literacy before their own reading abilities have matured to this level.

### A. Literature

A classical education's focus on literary classics is to promote academic excellence in reading and the interpretation of complex literature. Students will spend time in English Language Arts class reading, discussing, and writing about literature. The Core Knowledge Sequence provides the literature program which complements the other subject areas being taught in each grade level. Kindergarten - 6th grades focus on phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition. By carefully considering the unfamiliar words in each literary work, teachers assist every child's developing vocabulary. A growing ability to use language with power and grace is one of the surest marks of educated men and women.

A variety of fiction and historical literature offer students models of human virtue. Children become acquainted with men and women of outstanding character. The student benefits from sharing in the lives of others by reading literature replete with acts of heroism, compassion, self-discipline and faith. When teaching, the instructor's attention is devoted to matters of literary convention, writing style and the literary character's virtuous attributes. Based on the Core Knowledge Sequence and the Barney Charter School Initiative (BCSI) Academic Program, the full list of books and poems is provided in section XVI.

### A. Language Arts, Writing, Spelling and Grammar

The study of language arts is premised on the belief that success in the entire educational process is dependent upon the development of the essential language arts skills. The reasons for the study of language arts are as follows.

1. To learn to communicate, orally and on paper, in standard English in order to function competently both in school and in life.
2. To acquire the ability to read and comprehend the written word in preparation for the competitive world of work and to become a responsible citizen.
3. To learn to spell correctly as an aid in preparation for business, civic and social life.
4. To gain a true understanding of language, and its related framework for logic, through the study of grammar, syntax and correct usage to aid creative self-expression.
5. To learn to write legibly and to use a word processor in order to communicate written

thoughts effectively.

6. For the development of the critical facility, including literary taste and judgment, acquired through the study of literary selections which represent the best examples of our written cultural heritage.

Explicit decoding and encoding (or phonics) and cognitive development have received emphasis as the initial effort of formal instruction in the language arts. The individual “learning style” of each student should be given consideration by using all the channels to the mind rather than limiting students to visually-oriented memorization and a “rote” teaching/learning process. Scientific study in linguistics and brain research have pointed to the need for systematic teaching of the structure of English words as well as focusing attention on auditory, visual, verbal and motor-tactile cognitive development in each child. Phonics instruction and all other instruction should be based on practices which compilations of research have proven superior to others. Source: (<https://www.riggsinst.org/research-course-of-study/>).

The application of the objectives listed above clearly defines the anticipated student outcomes. The Writing & Spelling Road to Reading and Thinking course of study is intended to provide all children with superior instruction in language arts. The suggested scope and sequence for English Language Arts that is provided by BCSI may be adapted to meet ALSDE guidelines.

The Riggs curriculum and explicit phonics instruction will continue through the lower grades. The 3rd-8th grade grammar curriculum that complements the Core Knowledge literature study and writing components in other subjects will be The Well Ordered Language from Classical Academic Press

The Well-Ordered Language curriculum presents the study of language in a way that appeals to a child’s inborn curiosity and desire to collect, gather, and order. The curriculum presents grammar in a clear, orderly way, while simultaneously seeking to cultivate a child’s wonder of language by presenting instruction in the context of narrative and language. (Source: <https://classicalacademicpress.com/product/well-ordered-language-level-1a-the-curious-childs-guide> ).

The grammar curriculum is designed for students to actively engage with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening. Physical movement, songs, and chants are incorporated to help make learning grammar more memorable.

Students are assessed by the Alabama Comprehensive Assessment Program (ACAP) in English Language Arts in grades 2-8. BCSI suggested curricula for ELA may be supplemented as needed.

## **8. Mathematics**

Math is the study of a numerical language that explains the art and science in the world around us. Numeracy and understanding of the language of mathematics are essential life skills. Singapore Math is a highly effective teaching approach developed in the 1980s for Singaporean teachers. Dimensions Math for K-5 and 6-8 was born from the original Singapore Math curriculum, Primary Mathematics, and includes resources such as teaching materials, videos, training and support to better meet the needs of today's students.

According to the news article released by [al.com](https://www.al.com), “Alabama’s math scores were rock-bottom for 2019, 52nd in the country behind all states, Washington D.C. and the Department of Defense schools. Alabama's reading scores slid to 49th in both grades. The National Assessment of Educational Progress (NAEP), known as the nation's report card, is given every two years to

fourth- and eighth-graders in math and reading at a statistically valid sample of schools and students in each state.” (

<https://www.al.com/news/2019/11/alabamas-dead-last-test-scores-wake-up-call-for-officials.html>)

Singapore Mathematics is a progression from the concrete to the pictorial to the abstract. Kindergarten through second grade students count and manipulate physical items and begin to transition to using drawings to represent those items. The drawings begin to take a more abstract form and then algorithms begin to enter the curriculum. Students gain procedural fluency, the steps to how we do something, and connect the skills to a conceptual understanding of how it can be used in the real world.

The integrated teaching approach at Ivy Classical will allow teachers and students to work on cross curricular activities and projects. In addition, the low teacher to student ratio will allow co-teachers to lead small, differentiated groups for struggling learners.

The ALSDE sequence of mathematics courses for K-8 are as follows.

- K-6th Grade Mathematics
- Grade 7- Mathematics or Grade 7 Accelerated Mathematics
- Grade 8- Mathematics or Accelerated Grade 8 Mathematics

Students are assessed by the Alabama Comprehensive Assessment Program (ACAP) in mathematics in grades 2-8. The Singapore Math curriculum may be supplemented as needed, with provided alignment documents to assist in the process.

## **9. Sciences**

Students become academically accomplished in science by immersion in the scientific method and engineering design. Beginning in kindergarten, students undertake simple experiments. They learn about scientific inquiry by examining the natural world around them. Each lesson requires students to develop hypotheses, conduct experiments, make observations, collect data, and test the accuracy of their hypotheses. As students progress through the curriculum, they deepen and extend their understanding of the basic principles of science through a variety of scientific media and through subject-specific vocabulary and skills. The curriculum, described more below, takes an inquiry-based approach to central themes such as matter and energy, forces and motion, Earth and space, organism structure/ function and human body systems. Students will construct an understanding of science concepts through their own investigations and laboratory experiments. As students progress through the science curriculum, they will be guided in the nature of science, the scientific habits of mind, the application of science knowledge, laboratory techniques, terminology, and the relationships between scientific and mathematical disciplines.

The Core Knowledge sequence covers biology and life sciences, physics and chemistry at a fundamental level so that students delve into each by the time they reach high school. The Core Knowledge science program includes thematically- linked science topics and biographies of great scientists. The biographies serve to inspire students in the sciences and also help them identify with real people who made discoveries and contributions that shed light on why things are as they are. The Core Knowledge Foundation continues to build resources for teachers that align with the Next Generation Science Standards (NGSS). The academy will use the suggested Core Knowledge Domain framework and the NGSS standards to align the topics and supporting resources with the standards deemed appropriate for the grade level as outlined by the ALSDE and assessed by the Alabama Comprehensive Assessment Program (ACAP) in grades 4, 6, and 8. The Core Knowledge program is also supported by Pearson’s Science Explorer series with integrated lab manuals and demonstrations and Delta Science Content Readers.



The ALSDE sequence of science courses for K-8 are as follows.

- K-5th grade science
- 6th grade- Earth and Space Science
- 7th grade- Life Science
- 8th grade- Physical Science

The BCSI Program Guide’s suggested courses and associated topics may be shifted among grade levels to meet the standards assessed on the ACAP.

**10. Social Studies**

Social studies is a beautiful study of history, the humanities, geography and social science that paint a picture of human experience and past events. Throughout the Core Knowledge Sequence, students at each grade level are led through the story of the world and the story of the US. Students learn skills such as reading a map, making and defending claims, evaluating conflicting viewpoints, and making decisions. The development of strong grammar, writing, and literacy skills allows students to be able to study the social sciences from a holistic vantage point and continue to build their knowledge and skills across the disciplines.

The Core Knowledge Curriculum is rich in history and is supported and enhanced by the use of primary source documents and traditional works of literature. The Sequence places an emphasis on geography in the study of history. The five themes in geography- location, place, human interaction, movement, and regions- offer a basic approach and framework to the study of the world. Students are introduced to historical time periods through studying geographic regions and the literature that accompanied it. Classical and Biblical history will be included in the study of Western Civilization.

The ALCOS sequence of social studies courses for K-8 are as follows.

- Kindergarten- Self and Family
- 1st grade- Exploring Our Community and State
- 2nd grade- Exploring Our Nation and World: People and Places
- 3rd grade- People, Places and Regions: Geographic Studies
- 4th grade- Alabama Studies
- 5th grade- United States Studies: Beginnings to 1877
- 6th grade- United States Studies: 1877 to the Present
- 7th grade- Citizenship
- 8th grade- World History I: to 1500

The Core Knowledge Sequence topics for K-6 are outlined below. Adjustments will be made to the Core Knowledge Sequence to include the study of Alabama History.

Grade Level	Units of Study
Kindergarten	Let’s Explore Our World!, Native Americans, Exploring and Moving to America, The Mount Rushmore Presidents

<b>1st grade</b>	<b>Continents, Countries, and Maps, Mesopotamia, Ancient Egypt, Three World Religions, Early Civilizations of the Americas, The Culture of Mexico, Early Explorers and Settlers, From Colonies to Independence, Exploring the West</b>
<b>2nd grade</b>	<b>Ancient India, Ancient China, The Culture of Japan, Ancient Greece, Geography of the Americas, Making the Constitution, The War of 1812, Americans Move West, The Civil War, Immigration and Citizenship, Civil Rights Leaders,</b>
<b>3rd grade</b>	<b>World Rivers, Ancient Rome, The Vikings, The Earliest Americans, Canada, Exploration of North America, The Thirteen Colonies,</b>
<b>4th grade</b>	<b>Using Maps, World Mountains, Medieval Europe, Medieval Islamic Empires, Early and Medieval African Kingdoms, Dynasties of China, The American Revolution, The United States Constitution, Early Presidents, American Reformers</b>
<b>5th grade</b>	<b>World Lakes, Maya, Aztec, and Inca Civilizations, The Age of Exploration, The Renaissance, The Reformation, England and the Golden Age, Early Russia, Feudal Japan, The Geography of the United States, Westward Expansion Before the Civil War, The Civil War, Westward Expansion After the Civil War, Native Americans: Cultures and Conflicts</b>
<b>6th grade</b>	<b>World Deserts, Ancient Greece and Rome, The Enlightenment, The French Revolution and Romanticism, The Industrial Revolution/: Changes and Challenges, Independence of Latin America, Immigration, industrialization and Urbanization in America, Reform in Industrial America</b>

## **11. Computer Science and Digital Literacy**

A digitally literate student is able to work with digital tools both alone and in networked environments. Students must also have the skills to adapt to new tools throughout their lifetimes as resources and platforms continue to evolve. The operating systems, interfaces, resources, and collaborative technology of today require Alabama students to have a particular skill set to take their place in the world. The groundwork must be laid so that graduates can advance with the latest innovations in collaboration and creation as new systems appear. (Source: Alabama Course of Study: Digital Literacy and Computer Science)

Computer science is a 21st century skill and should be taught under the notion that the citizens of the United States and world are continuing to expand their knowledge and invent technologies that will improve the lives of others.

Computer Science Overviews Outlined in the ALCOS

- K-2: Students are introduced to the digital world and explore concepts by integrating basic digital literacy skills with simple ideas about computational thinking.
- 3-5: Students explore diverse computing devices and digital tools while developing their problem-solving and computational thinking skills.
- 6-8: Students begin developing their global online presence while continuing to build on a strong foundation in computer science.
- 9-12: Students experience significant growth and development by practicing leadership and communication skills that facilitate entrance into adulthood.

## 12. Wheelock's Latin

In the lower grades, students will be exposed to Latin roots and be introduced to Latin phrases and sayings that are commonly referred to today. Formal Latin study begins in the upper grades. Ivy Classical Academy has chosen to engage students and the community in the study of Latin as part of the holistic pursuit of excellence and training the mind with moral character and self-governance.

1. Intellectual strength and fortitude are fostered through the study of this highly logical language which becomes clearer as students grow in understanding of its structure. Our students' capacity for reason and intellectual rigor will grow through Latin study, which will result in improved language skills.
2. Latin is the language of law, government, logic, scientific taxonomy, and theology. It is the language from which the political and legal terms are derived.
3. English is a hybrid of Germanic Anglo Saxon and Latin. Students develop a deeper understanding of grammar through the dissection of the Latin language, making them stronger readers, writers, and speakers. Perhaps even more obvious is the growth in student vocabulary as they are able to use Latin for etymological analysis of English words, with over half of the English vocabulary derived from Latin.
4. A foundation in Latin makes the Romance languages easier to access and learn once students understand how language works.
5. Latin is central to the languages of law, medicine, and biology. Latin provides the root words for all of the modern sciences. Students who pursue advanced education and careers in these fields will have a distinct advantage over their peers through the robust Latin curriculum and instruction received.
6. Students who become proficient in Latin will have direct access to the writings and speeches of some of the greatest ancient writings. The Romans passed down the findings from the studies of the ancient world in Latin. By reading works in their original language, students will have access to the full scope of nuance, wit, and deeper meaning within those texts. Students will also have the opportunity to form their own interpretations of the work instead of relying on a potentially erroneous translation.

## 13. Music and Art

Art and music supplement the student's study of the world. In the lower grades, art provides opportunities for students to sing, dance, listen to music, play, act, read and write poetry, draw, paint, and create. Children are also exposed to fine paintings, great music and composers, and inspiring examples of art. As students progress in their knowledge, they learn more about the

methods and terminology of the different arts and become familiar with a wider range of arts and masterpieces. The Academy will use the Core Knowledge Sequence curriculum for both Visual Arts and Music.

#### 14. Physical Education

The physical education (P.E.) classes offered at Ivy Classical Academy will address state standards and expectations for K-12 while the schedule allows more physical engagement to occur during the school day. The SPARK curriculum resources will guide the curriculum. SPARK, developed by San Diego State University Research Foundation, uses evidence- and research-based curriculum, training, and equipment to improve the health of K-12 students through physical activity and nutrition. We believe that incorporating consistent physical education throughout the year will be a catalyst to students' overall health.

#### 15. High School Curriculum - The 9th-12th Grade Sequence

Ivy Classical Academy will offer a content-rich high school curriculum which aims at preparing graduates for an unpredictable and ever-changing world. By equipping students with the moral character, civic virtue, self-governance, and intellectual resilience, Ivy Classical will have readied each graduate to pursue a wide variety of paths forward. Whether students wish to attend a university, technical college, certification program, enlist in service, or enter the workforce immediately after graduation, they will be able to contribute positively to any community because of high academic experience. A sample of the 10th grade Scope and Sequence written by BCSI is attached.

The Ivy Classical high school sequence is a general guideline. The BCSI Program Guide provides recommended resources and syllabi for all courses. However, curriculum and instruction in high school courses aligned with required courses for graduation as determined by the Alabama State Department of Education will align with state standards. There are a few courses recommended by BCSI which Ivy Classical may offer.

- The Senior Project (1.0)
- Oration (0.5) courses
- Modern World History (1.0)
- Moral Philosophy (0.5)
- Modern US History (1.0)

#### PROPOSED HIGH SCHOOL CORE COURSE OFFERINGS BY GRADE LEVEL

#	9th Grade	10th Grade	11th Grade	12th Grade
1	Ancient (Classical) Literature	British Literature	American Literature	Modern Literature
2	Ancient World to A.D. 500	Europe 500-1815	America 1607- present	Modern World

3	<b>Geometry</b>	<b>Algebra II</b>	<b>Trigonometry &amp; Precalculus</b>	<b>Calculus</b>
4	<b>Biology I</b>	<b>Chemistry I</b>	<b>Physics I</b>	<b>Bio/Chem/or Physics II, Astronomy or Earth Science</b>
5	<b>9th grade Composition</b>	<b>World Language, Art, Music, Computer Science, or other</b>	<b>Fall: US Government Spring: Economics</b>	<b>Fall: Alabama History Spring: Modern. US Hist.</b>
6	<b>Physical Education</b>	<b>Fall: Health Spring: Music/Art</b>	<b>Fall: Oration Spring: Moral Philosophy</b>	<b>SENIOR PROJECT</b>
7	<b>Latin IV</b>	<b>Latin V</b>	<b>Latin, World Lang, Music, Art, Computer Programming, or elective</b>	<b>Latin, World Lang, Music, Art, Computer Programming, or elective</b>

### 16. K-12 Core Instruction Summary and Textbooks

From K-8 students will take courses in each of the core areas of study: English Language Arts, math, science, social studies, Latin, Art, Music, and P.E. 9-12 students will engage in a liberal-arts sequence of study with offerings based on preference and achievement in math, science, world language, Latin, the arts, computer science, and other electives as long as the graduation credit requirements set by the ALSDE are met.

ELA & Literature Study	Required K-8, by Credits 9-12
Mathematics	Required K-8, by Credits 9-12
Science	Required K-8, by Credits 9-12
Social Studies	Required K-8, by Credits 9-12
Art and Music	Required K-6, by Choice for 7-12
Latin	Required K-6, by Choice for 7-12
PE and Health	Required K-8, 9-12 by Credit
World Language	By choice, from available options

Upon entering upper school in 7th grade, students will have the option of continuing study in visual art or music. Most students will continue to study Latin and a world language through 7th and 12th

grades.

The textbook selection will be determined by the courses offered. Listed below are suggestions from BCSI. Selections for students and optional novels are not included in this list.

### 17. Instruction: Classical content, teaching, and preparation

Subject	Books for Teachers
Math	<p><b>Singapore Math Essentials Singapore</b></p> <p><b>Math Primary Mathematics Singapore</b></p> <p><b>Math Dimensions</b></p> <p><b>A Second Course in Algebra, Arthur Weeks and Jackson Adkins</b></p> <p><b>Geometry, Weeks &amp; Adkins</b></p> <p><b>Euclid's Elements, Green Lion Press</b></p> <p><b>Precalculus, Michael Sullivan (latest Edition)</b></p> <p><b>Trigonometry, I.M. Gelfand and Mark Saul</b></p> <p><b>Calculus: An Intuitive and Physical Approach, Morris Kline</b></p> <p><b>Calculus, Janes Stewart</b></p>
Science	<p><b>Core Knowledge Sequence</b></p> <p><b>Delta Science Content Readers, Delta Education</b></p> <p><b>Science Explorer Series, Prentice Hall</b></p> <p><b>Earth Science, Edward J. Tarbuk and Frederick K. Lutgens</b></p> <p><b>Biology, Robert Miller and Joseph Levine</b></p> <p><b>Biology, Peter H. Raven and George B. Johnson</b></p> <p><b>BSCS Biology: A Molecular Approach</b></p> <p><b>Modern Chemistry, Mickey Sarquis and Jerry L. Sarquis (Holt McDougal)</b></p> <p><b>Physics, Raymond A. Serway and Jerry S. Faughn</b></p>

**Core Knowledge Sequence**

**A History of Modern Europe from the Renaissance to the Present, John Merriman**

**Western Heritage, Vol. 1: To 1740 (8th ed.), Donald Kagan**

**A History of the Modern World, R. R. Palmer, Joel Colton, Lloyd Kramer**

**American Heritage: A Reader, AmP Publishers Group**

**Lessons for the Young Economist, Robert Murphy**

**Judaism: A Very Short Introduction, Norman Solomon**

**Creators, Conquerors, and Citizens, Robin Waterfield**

**The Greek Way, Edith Hamilton**

**SPQR, Mary Beard**

**The Roman Way, Edith Hamilton**

**Greeks & Romans Bearing Gifts, Carl Richard**

**Europe: A History, Norman Davies**

or

**The Penguin History of Europe, J.M. Roberts**

**Islam: A Very Short Introduction, Malise Ruthven**

**Leviathan, Thomas Hobbes**

**Two Treatises on Government, John Locke**

**A Letter Concerning Toleration, John Locke**

**The Major Political Writings of Jean-Jacques Rousseau, Jean-Jacques Rousseau**

**The French Revolution: A Very Short Introduction, William Doyle**

**Social Studies**

**The Napoleonic Wars: A Very Short Introduction, Mike Rapport**

**Unto a Good Land, Volume 1, David Harrell, et al.**

**Unto a Good Land, Volume 2, David Harrell, et al.**

**The Roots of American Order, Russell Kirk**

**We Still Hold These Truths, Matthew Spalding**

**We Still Hold These Truths: A Leader's Guide, Matthew Spalding**

**The Anti-Federalist, Eds. Herbert Strong & Murray Dry**

**The Political Theory of the American Founding, Thomas West**

**Vindicating the Founders, Thomas West**

**Crisis of the House Divided, Harry Jaffa**

**A New Birth of Freedom, Harry Jaffa**

**The First World War, John Keegan**

**The Second World War, John Keegan**

**The Cold War: A Very Short Introduction, Robert McMahon**

**The King Years, Taylor Branch**

**The Vietnam War: A Very Short Introduction, Atwood Lawrence**

**Europe: A History, Norman Davies**

or

**The Penguin History of Europe, J.M. Roberts**

**The French Revolution: A Very Short Introduction, William Doyle**

**The Napoleonic Wars: A Very Short Introduction, Mike Rapport**

**The Guns of August, Barbara Tuchman**

**The First World War, John Keegan**

**The Second World War, John Keegan**

**Riggs Institute's The Writing and Spelling Road to Reading and Thinking**

**Well Ordered Language**

**Get Smart: Grammar thru Sentence Diagramming**

**Stay Smart, Elizabeth O'Brien**

**Grammar by Diagram: Understanding English Grammar Through Traditional Sentence Diagramming, Judy L. Vitto**

**MLA Handbook 8th Edition, The Modern language Association of**



<b>English Language Arts</b>	<b>America</b> <b>Romantic Poetry: An Annotated Anthology, Michael O'Neill and Charles Mahoney</b> <b>The Visionary Company: A Reading of English Romantic Poetry, Harold Bloom</b> <b>Adventures of Huckleberry Finn, Mark Twain, Norton Critical Edition</b> <b>A Good Man is Hard to Find, Flannery O'Connor</b> <b>The Elements of Style, William Strunk, Jr. and E.B. White</b> <b>Crime and Punishment, Fyodor Dostoevsky</b> <b>Hamlet, William Shakespeare</b> <b>Heart of Darkness, Joseph Conrad</b> <b>The Metamorphosis, Franz Kafka</b>
<b>Latin</b>	<b>English from the Roots Up</b> <b>Latin Alive!</b> <b>Wheelock's Latin, Frederick Wheelock &amp; Richard LaFleur</b> <b>Thirty-Eight Latin Stories, Anne Groton &amp; James May</b> <b>Ritchie's Fabulae Faciles, Geoffrey Steadman</b>

Ivy Classical Academy will collaborate with the Barney Charter School Initiative (BCSI) in design and execution of the educational program. The instructional design will be modeled after the BCSI program that uses research-based instructional approaches. The faculty will participate in extensive professional development from the BCSI regarding the classical curriculum and quality instruction. The two-week professional development provided by BCSI covers common philosophy as well as grade-level and subject-specific content. In addition to the instructional approaches suggested by BCSI, Ivy Classical may adopt strategies from Marzano's *The New Art and Science of Teaching*, Banner & Cannon's *The Elements of Teaching*, Gilbert Highet's *The Art of Teaching*, Carl Hendrick's *What Does This Look Like in the Classroom?*, and Doug Lemov's *Teach Like a Champion*. Best practices will be employed by all faculty members.

### **18. Instructional Methods and Strategies**

Robert Marzano's *The New Art and Science of Teaching*, based on 50 years of educational research, places focus on student learning outcomes, with 43 research-based elements that teachers can use to help students grasp information and skills transferred through their instruction. Marzano outlines three overarching categories of teaching- feedback, meaningful content instruction, and meeting basic psychological needs. If used together, these three areas boost the

learner's self system and influence the growth mindset. The individual teaching strategies associated with element are accessible for all learners-reluctant to high achieving. Each individual student can achieve at high levels; they simply have to believe it's possible.

The Marzano elements guide the individual classroom instruction and management. See the chart below. Each element and associated instructional strategy noted in The New Art and Science of Teaching book use can be noted in lesson plans and may be observed in each classroom by administrators, parents, and community members. Faculty members are expected to utilize best practice in all areas and hold students to high academic expectations, regardless of ability.

**Marzano's New Art and Science of Teaching Domains and Elements**

<b>Domain</b>	<b>Element</b>
<b>Providing and Communicating Clear Learning Goals</b>	<b>Providing Scales and Rubrics</b> <b>Tracking Student Progress</b> <b>Celebrating Success</b>
<b>Assessment</b>	<b>Informal Assessments of the Whole Class</b> <b>Formal Assessments of the Whole Class</b>
<b>Direct Instruction Lessons</b>	<b>Chunking Content</b> <b>Processing Content</b> <b>Recording and Representing Content</b>
<b>Practice and Deepening Lessons</b>	<b>Structured Practice Sessions</b> <b>Examining Similarities and Differences</b> <b>Examining Errors in Reasoning</b>
<b>Knowledge Application Lessons</b>	<b>Engaging Students in Cognitively Complex Tasks</b> <b>Providing Resources and Guidance</b> <b>Generating and Defending Claims</b>

<p><b>Strategies That Appear in All Types of Lessons</b></p>	<p><b>Previewing</b></p> <p><b>Highlighting Critical Information</b></p> <p><b>Reviewing Content</b></p> <p><b>Revising Knowledge</b></p> <p><b>Reflecting on Learning</b></p> <p><b>Purposeful Homework</b></p> <p><b>Elaborating on Information</b></p> <p><b>Organizing Students to Interact</b></p>
<p><b>Engagement</b></p>	<p><b>Noticing When Students are Not Engaged and Reacting</b></p> <p><b>Increasing Response Rates</b></p> <p><b>Using Physical Movement</b></p> <p><b>Maintaining a Lively Pace</b></p> <p><b>Demonstrating Intensity and Enthusiasm</b></p> <p><b>Presenting Unusual Information</b></p> <p><b>Using Friendly Controversy</b></p> <p><b>Using Academic Games</b></p> <p><b>Providing Opportunities for Students to Talk About Themselves</b></p> <p><b>Motivating and Inspiring Students</b></p>
<p><b>Rules and Procedures</b></p>	<p><b>Establishing Rules and Procedures</b></p> <p><b>Organizing the Physical Layout of the Classroom</b></p> <p><b>Demonstrating Withitness</b></p> <p><b>Acknowledging Adherence to Rules and Procedures</b></p> <p><b>Acknowledging Lack of Adherence to Rules and</b></p>

	<b>Procedures</b>
<b>Relationships</b>	<b>Using Verbal and Nonverbal behaviors that Indicate Affection for Students</b>
	<b>Understanding Students' Backgrounds and Interests</b>
	<b>Displaying Objectivity and Control</b>
<b>Communicating High Expectations</b>	<b>Demonstrating Value and Respect for Reluctant Learners</b>
	<b>Asking In-Depth Questions of Reluctant Learners</b>
	<b>Probing Incorrect Answers with Reluctant Learners</b>

### 19. Differentiation and Support

On the front end, classroom teachers will utilize best-practice strategies to meet the needs of all learners. They will build relationships with students, use whole group explicit instruction, motivate reluctant learners, integrate structured practiced sessions, and have students reflect on their own learning. Lesson delivery and coursework will remain at a high level, but requirements may be differentiated based on individual needs.

When learning gains are not progressing at an appropriate rate of mastery toward standards, the school will employ tiered layers of support to problem solve and provide effective remediation. Struggling students and students with exceptional learning needs will have access to intervention options and small group time to remediate skills and content that have been identified by the teacher(s). The Academy may seek parental support to see that struggling learners reach their full potential.

Advanced learners will have an added level of complexity to their work. Students who master and exceed the standards will be able to pursue more advanced literature or mathematical concepts within a course. Exceptional student groups may be given next-level concepts to pursue or have the opportunity to make connections through real-world application. Students excelling in all courses may be encouraged to take on cross-curricular studies or community-wide projects to encourage their enthusiasm for learning.

There is No Attachment 3, as the curriculum has already been developed.

## Attachments

### Section 2: Curriculum and Instructional Design

2.1	<a href="#">Attachment 2: Sample Course Scope</a>	Neave, Bradley, 3/13/20 8:21 AM	PDF / 635.823 KB
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### 3. Student Performance Standards

#### Section 4: Student Performance Standards

##### 1. Describe the student performance standards for the school as a whole.

Ivy Classical Academy's performance standards will be based on **the Alabama College and Career Ready Standards (CCRS)**. The Alabama State Board of Education approved the adoption of the internationally benchmarked Common Core State Standards (CCSS) along with selected Alabama standards to create the Alabama CCRS. Thus, Ivy Classical Academy embraces one of the most comprehensive sets of standards in the nation, ensuring students are prepared for a successful future in the ever-expanding global environment. Ivy Classical Academy has adopted the Alabama CCRS standards because they clearly and consistently define the knowledge and skills students should gain throughout their K-12 education; thus, they are aligned with college and career expectations. Further, the Alabama CCRS standards are both research and evidence based and place emphasis on students' development of critical-thinking, problem-solving, and analytical skills.

- 1. Provide, in an attachment (Attachment 4), a complete set of the school's proposed learning standards for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.**

Ivy Classical Academy's proposed learning standards for each grade will be based on the Alabama Courses of Study (see Attachment 4).

- 1. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.**

Ivy Classical Academy has adopted the Alabama College and Career Ready Standards. Beyond these applicable state standards, students in grades 6-9 will learn formal Latin, and the National Latin Exam, which is sponsored by the American Classical League and the National Junior Classical League, will be used in conjunction with classroom assessments to measure performance. Since there is no state requirement for the study of Latin, grade levels 6-9 will exceed state standards.

While it is not part of the Alabama CCRS standards, Latin is an integral part of Ivy Classical Academy's literacy curriculum because it aids students in mastering English. Well over half of all English words are derived from Latin, and studying Latin grammar supports the understanding of English grammar. Learning Latin contributes to students' understanding of how to build and link words, phrases, and sentences while promoting their sequencing skills. Latin leads to a deep understanding of word formation, which will be particularly important for students who plan to enter fields with large technical vocabularies (e.g. medicine and law).

- 1. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.**

While the final determination will be made by the academic administration, all decisions regarding student promotion from one grade to the next will be made through a collaborative process involving appropriate administrators, faculty/staff, and parents. In all cases, the process of making promotion and retention decisions will take into consideration a variety of factors, not solely academic progress.

Grade level performance is determined by mastery of academic skills. K-6 students must pass English-Language arts, reading, mathematics, science, and social studies to be promoted to the next grade level. Students who (a) have a cumulative failing grade of 60 or below in two or more core classes at the end of the school year or (b) have less than a cumulative average of a 70 across all courses at the end of the year will fail the grade. If offered, successful completion of an approved summer school program after retention in a grade level may make the student eligible for promotion in the subsequent school year. In all cases, the decision of whether a student should be promoted or retained shall be made on the basis of which grade placement provides the student a better chance of progressing in his or her educational development.

Teachers will provide progress reports to all students and their parent/guardians each week. If a student needs to be retained based on the teacher’s professional judgment of the student’s academic performance and/or other factors, the parent/guardians of that student will be informed as early in the school year as possible.

1. **Provide, in an attachment (Attachment 4), the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.**

It is important to note that Ivy Classical Academy will enroll grades K-6 in Year 1, and one additional grade will be added each year until the school is K-12. Ivy Classical Academy’s exit standards for graduating students from grade 12 (when applicable) will mirror the State of Alabama’s Graduation Requirements (see Attachment 5). What students know and will be able to do at the end of grade 6 is found in Attachment 4.

## Attachments

### Section 3: Student Performance Standards

3.1	<a href="#">Attachment 5: School's Exit Standards</a>	Neave, Bradley, 3/10/20 3:31 AM	PDF / 599.274 KB
3.2	<a href="#">Attachment 4 - Proposed Learning Standards</a>	Neave, Bradley, 3/10/20 3:30 AM	PDF / 3.259 MB

## 4. High School Graduation Requirements (High Schools Only)

### Section 4: High School Graduation Requirements

#### Exit Standards

Ivy Classical Academy will graduate the school’s inaugural senior class at the end of the 2027-2028 school year. Ivy Classical Academy students will earn a half credit for each semester course and a whole credit for a year-long course as long as the student has earned a minimum

70% grade average for the course while meeting the attendance requirement for the state.

Ivy Classical Academy will be calculating Grade Point Average (GPA) by dividing the student's cumulative grade points earned during a semester by the total number of credit hours attempted. All classes the student is enrolled in for the semester will count towards their GPA. Grade Point Average (GPA) will be calculated using a 4.0 scale.

- 4.0 represents an "A"
- 3.0 represents a "B"
- 2.0 represents a "C"
- 1.0 represents a "D"
- 0.0 represents failure

Ivy Classical Academy student transcripts will include a comprehensive list of courses completed, the letter grades and/or corresponding numeric grade for each course, the student's GPA for each term, the students' cumulative GPA, and scores for any and all state tests.

The "High School Course Plan" is included in Section 2: Curriculum and Instructional Design. The sample scope and sequence for the high school division in Section 2: Curriculum and Instructional Design is a preliminary plan because Ivy Classical Academy will not enter that phase until year four of the charter.

### **Career and College Readiness**

Ivy Classical Academy's focus is not just high school graduation; the school will graduate college and career ready stewards of the "Western Tradition" and the pillars of a free society.

Classical Education upholds a standard of excellence and has a proven itself over the course of time. Ivy Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development. At Ivy Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced, and graduates will be highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

### **Dropout Prevention**

During the course of each school year, a student counselor will review each of Ivy Classical Academy's student transcripts to ensure that all of the students are meeting graduation requirements. The counselor will communicate with students regularly to discuss any changes to graduation requirements and to develop dropout prevention or remedial plans for students who are at risk of not graduating with their peers.

Low performing students will also be identified through the use of our assessment and diagnostic tools. Students who score below grade level will be given extra support to reach grade level within the classroom, such as small group setting and differentiated instruction, as well as pull out instruction.

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, we will provide for tutoring. These sessions are programmed within our operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to, summer school, dropout prevention services, parent tutorial programs, modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs

It is the intention of Ivy Classical Academy to use progress monitoring, unless the student has a disability and receives services on an IEP that more appropriately can address the identified deficiencies. Ivy Classical Academy may request that low performing students attend remediation programs held before or after regular school hours or during summer.

If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met or the student withdraws from the School. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

Please See Attachment: Additional High School Graduation Requirements for a review of the additional requirements as set forth by BCSI.

## Attachments

### Section 4: High School Graduation Requirements (High Schools Only)

4.1 <a href="#">No Title</a>	Neave, Bradley, 3/12/20 5:59 AM	DOCX / 17.68 KB
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## 5. School Calendar and Schedule

### Section 5: School Calendar and Schedule

#### Annual Academic Calendar

Ivy Classical Academy will follow the same calendar as the Autauga County Public School System. Adhering to the same calendar will minimize disruptions for families that have students enrolled in Ivy Classical Academy as well as another public or private school. Following the same calendar as Autauga County will also reflect the needs of Ivy Classical Academy's education program, as both programs will share the same assessments and graduation requirements.

Please See Attachment 6: Proposed School Calendar, for a sample overview of Ivy Classical Academy's calendar.

#### Structure of a School Day

The structure of the school day and week will resemble that of schools within the Autauga County school system. Ivy Classical Academy will dedicate 290 minutes of instructional time in the Lower School (K - 6th Grades) for core subjects. The school will dedicate 250 minutes of instructional time in the Upper School (7th - 12th Grades) for core subjects.

The school will tentatively start at 8:00 am with students being dismissed at 3:00 pm. The



minimum number of hours/minutes per day and week devoted to academic instruction in each grade will meet or exceed the standards as set by the Autauga County School System

Please See Attachment 7: Sample Daily Schedule. This attachment details a sample daily schedule for both the Lower and Upper Schools.

## Attachments

### Section 5: School Calendar and Schedule

5.1	<a href="#">Attachment 7: Sample Daily Schedule</a>	Neave, Bradley, 3/11/20 2:42 AM	PDF / 102.367 KB
5.2	<a href="#">Attachment 6: Proposed School Calendar</a>	Neave, Bradley, 3/11/20 2:42 AM	PDF / 257.413 KB

## 6. School Culture

### Section 6: School Culture

#### **Culture of the School**

Ivy Classical Academy will promote a positive school culture where students show respect for themselves, their teachers, their school and their peers. It is Ivy Classical Academy's belief that such a culture stems from the acknowledgement that all students are unique and that all students require direction and guidance in order to flourish intellectually and socially.

Faculty and staff at Ivy Classical Academy are expected to embody the virtues they are instilling in their students by pursuing knowledge as a life-long learner, being a model of exemplary citizenship, and demonstrating scholarly and compassionate leadership.

Faculty are expected to develop a helping culture, of the sort described in Harvard's Business Review about IDEO, an international design and consulting firm (<https://hbr.org/2014/01/ideos-culture-of-helping>), to support each other as we strive to fulfill the school's mission. Habits of virtue must be modeled and evident in all faculty and their interactions with students and parents.

The school will develop a culture that parents, guardians and family members of Ivy Classical Academy students will want to be an active part of. Whether volunteering, spectating athletic events or extracurricular activities, or helping to instill the school's virtues at home, parents will be a very important part of helping their Ivy Classical Academy student reach their fullest potential.

#### **Establishing and Maintaining Culture**

The main goals of establishing this culture are to:

- Provide a highly effective learning environment in which students can focus on gaining knowledge and building character with minimal distraction.
- Model virtuous character and behavior.
- Reinforce the school's commitment to treating every student with fairness, respect and equality.

In order to establish the desired school culture, Ivy Classical Academy will implement a number of policies and systems including:

### **Seven Virtues**

Ivy Classical Academy's Founding Board elected to adopt seven virtues that best represent the culture, values and mission that the school wishes to embody. The seven virtues are: Excellence, Prudence, Respect, Perseverance, Integrity and Courage.

School leaders, teachers and administrative staff will continuously instill and reinforce the school's seven virtues. There will be an intentional effort to work the virtues into planning lessons, assignments and as the basis for extracurricular events.

The number seven was selected by the Founding Board, as it represents completeness. This is a perfect description for the type of young adults that Ivy Classical Academy will send into the world upon graduation – complete.

### **School Uniforms**

A University of Houston study, using data from 160 public schools across the county, found that having a school uniform policy positively impacted students' grades, attendance and behavior.

Ivy Classical Academy, in step with these findings, will be implementing a school uniform policy. The school also feels that a school uniform policy will minimize distractions and limit student insecurity regarding their clothing, something that schools without uniform policies face on a daily basis.

Whether it is flaunting the latest styles, wearing something inappropriate, or feeling insecure about not having the same brands as their peers, Ivy Classical Academy's school uniform policy will help promote a culture that is inclusive of all students and keeps the focus on intellectual and social development.

The Governing Board and school leaders will finalize a school uniform policy during Year Zero, including the sourcing of vendors that can provide uniforms to students at affordable pricing.

### **House System**

Ivy Classical Academy will be implementing an Upper School House System to involve the entire upper school in the difficult task of self-government, to develop the habits of organization and execution, and to encourage Ivy Classical Academy students to strive in all they do.

All upper school students (7<sup>th</sup> through 12<sup>th</sup> Grade) will be randomly sorted into one of six different houses, led by one Mentor Teacher.

The first year, each house will choose a name from a famous figure found in Ivy Classical Academy's liberal arts curriculum. These figures will be chosen to represent greatness in their field and in the liberal arts, and to display the energy of thought and curiosity that we wish to see in our own students. Some of the figures that students can pick from for their House Names include, but are not restricted to:

- Herodotus
- Shakespeare
- Newton
- Da Vinci

- Beethoven
- Euclid
- Plato
- Socrates

Once selected, a student's house assignment is permanent, and the assignment will automatically be extended to their siblings. At the end of the 6<sup>th</sup> grade year, the rising upper school students will be given their house assignments during a special ceremony with all Upper School students, teachers, parents, guardians and families in attendance.

Each semester, the six houses will compete against each other in a series of academic, athletic and virtuous competitions called the Oxford Games. Students will earn points for their house when they succeed in the classroom, perform good deeds, excel in the academic competitions or on the athletic field. Students will lose points for their house when they violate the school's Code of Conduct and have unexcused absences from school.

Victory in the Oxford Games earns the house the Oxford Cup, a trophy that will bear the names of the Houses who have earned this honor in the past. The Oxford Award is to be prominently displayed in the classroom of the house's mentor teacher for the entirety of the following school semester.

Each house is responsible for planning a school dance or event and undertaking a community service project each year. The victorious house will have the first choice of event, and the other houses will choose their event in order of their standings from the previous semester's Oxford Games.

Each house is governed by a teacher selected as the house mentor, who will get to choose an assistant house mentor. Each grade (7<sup>th</sup> – 12<sup>th</sup>) will select from their classmates, a head girl and a head boy to represent their house.

Grammar School students are encouraged to attend all house competitions and events and cheer on the students from their favorite house.

The House System will instill a culture of accountability, mentorship, sportsmanship and inclusiveness across all grade levels in the upper school.

### **Professional Capacity**

Barney Charter School Initiative (BCSI), an outreach of Hillsdale College, selected Ivy Classical Academy to become an affiliate charter school. BCSI works with groups such as Alabama Classical Group to assist in creating and implementing the school's classical academic program, providing curriculum design and teacher training. BCSI also provides guidance on the development of a vibrant school culture through relationships with the leadership of the school, including regular site visits and trainings conducted at Hillsdale.

Ivy Classical Academy teachers will also have the option to attend additional training on the classical curriculum and classical teaching methods. This additional training will be provided at no cost to the teachers, provided entirely by Hillsdale College at their campus during the summer months.

The school feels that offering these resources to school leaders and teachers will result in improved skill, expanded professional capacity and stronger bonds with peers and classical teachers from across the country. This in turn, will result in Ivy Classical Academy promoting a strong sense of culture for the teaching staff and administration.

## **Cultural Inclusion of Special Needs Students**

By instilling and reinforcing the seven virtues, and implementing the House system, Ivy Classical Academy will promote a culture that values and includes every student regardless of disability, language barrier, or academic challenges.

The seven virtues provide a firm foundation whereby every student is not only accepted but is accepting of every student.

The implementation of the House system further establishes opportunities for students, families, faculty, and staff to support one another and push every student to their maximum potential.

## **Mid-Year Enrollment**

Students and families will only be allowed to transfer in mid-year if there is a spot available to the student in their grade level. Since Ivy Classical Academy anticipates being at or above capacity for all grades, the school will have a waiting list for each grade derived from the random lottery conducted at the beginning of the year.

Please See Attachment A: Recent Student Wait Lists for Other BCSI Affiliated Classical Charter Schools

Given the strong demand for charter schools offering a classical curriculum, and the enrollment through lottery process detailed above, it is an unlikely scenario that a student will be able to enroll mid-year; However, in the event it does occur, the school will quickly integrate the newly enrolled student into the school culture and community by:

- Assigning to them a grade and gender appropriate ambassador student who will be able to answer questions about school life, the school campus, extracurricular activities and the community.
- Assign to their parent/guardian/family an ambassador family to help integrate them into the school and local community.
- If the incoming student is in 7<sup>th</sup> grade or higher, they will immediately be assigned to their House, and have a meeting with the house mentor and head students from their grade level.

These steps will help the new student and their families better adapt to their new school and community, enabling the student to more quickly return focus to their intellectual and social development.

## **Typical School Day for Students**

••Please See Attachment B: Sample Day for a Third Grade Student

## **Typical School Day for Teachers**

Please See Attachment B: Sample Day for a Third Grade Teacher

# **Attachments**

## **Section 6: School Culture**

6.1	<a href="#">Attachment B: Sample Third Grade School Day</a>	Neave, Bradley, 3/10/20 3:37 AM	PDF / 104.068 KB
6.2	<a href="#">Attachment A: BCSI Affiliate Student Waiting List</a>	Neave, Bradley, 3/10/20 3:36 AM	PDF / 441.624 KB

## 7. Supplemental Programming

### Section 8: Supplemental Programming

#### **Summer School**

Ivy Classical Academy will not be offering Summer School or Summer Programming

#### **Extra or Co-Curricular Activities**

The Ivy Classical Governing Board will be working with school leaders during Year Zero to determine which extra-curricular activities should be offered at the school.

Other classical charter schools include offerings such as: Latin Club, Science Club, Brain Bowl, Art Club, Drama Club, Chorus Band, and Junior Honor Society. Any and all offerings will be funded through fundraising efforts, activity-based fees and other funding sources such as sponsorships from local businesses and community members.

A requisite of any extra-curricular club or activity will be that they support the vision and the mission of Ivy Classical Academy, and as such will be reviewed annually by the school administration.

One key element of a classical curriculum is learning Latin. Since it is so instrumental to the foundation of the school's curriculum, Ivy Classical Academy will offer Latin tutoring at no additional cost to provide support to students requiring extra assistance or for new students who transfer into the school without any prior experience with Latin.

If the need or demand is great enough, the school may elect to offer a Latin summer camp for both existing and incoming students.

#### **Student Athletics**

Individual sports foster mental strength, and increased resilience. Children who partake in individual sports learn to motivate themselves by working through challenging training sessions or dips in performance and results.

Individual sports also allow for independence and can be a great fit for a child who doesn't like to rely on someone else's skills to perform well.

Children who play team sports show increased cooperation and teamwork and foster a sense of community. There's also a sense of shared responsibility for the outcome, which means that having a bad day isn't the end of the world.

Teammates learn to support each other through good games and bad, something that builds character and virtue, win lose or draw. Research also shows that athletes have improved performance in a group, so playing team sports can encourage a child to give his or her best effort for the greater good of their team.

Whether individual or team based, sports are a crucial component to developing the physical and mental tools of a well-rounded student. Ivy Classical Academy will be offering both individual and team sports to their student population that closely align with the vision and mission of the school. During Year Zero, the Governing Board, along with school leaders will finalize which sports the school will offer. A list of sports that will be discussed include, but are not limited to: baseball, cross country, golf, tennis, cheerleading, soccer, softball, volleyball, swimming, crew and archery.

Athletics offered at Ivy Classical Academy will be financed through fundraising, athletic fees and sponsorship opportunities with local businesses or individuals.

The scheduling and duration of these activities would be determined by both the funding available and the school leader's assessment of what is best for the student athlete.

The school leaders will develop a student-athlete handbook during Year Zero that will detail how student athletes are identified and the process for selecting student-athletes when demand exceeds capacity.

Students and Parents will be able to find additional information regarding individual and team sports on Ivy Classical Academy's webpage under the Student Athletics section.

### **Student Mental, Emotional, And Social Development and Health**

The mental, emotional and social development and wellbeing of Ivy Classical Academy's students is paramount to the mission and culture of the school.

Since issues in this aspect of a student's life tend to be quite complex, the school plans to offer a combination of practices, procedures and policies to address any such issues.

The following is a list of steps that Ivy Classical Academy will implement to ensure the mental, emotional and social development and health of the students.

1. Counselor: Several of the school counselor's primary functions will be to build relationships with students, be an active part of the discipline process, and provide an open door for students wishing to discuss emotional needs. This will be explained in the student handbook, so that students will have a full understanding of what resources they have access to.
2. Core Virtues: The school will continually reinforce and reiterate the school's seven core virtues of Excellence, Courage, Humility, Perseverance, Prudence, Integrity and Responsibility. Students will gain an understanding of the role these virtues have in the curriculum, discipline and décor and how implementing them into our daily lives results in a more well rounded mental, emotional and social wellbeing.
3. Discipline: Ivy Classical Academy will not implement a discipline program based entirely on restorative justice, trauma care, or positive behavioral intervention systems, PBIS. But they will each serve as valuable tools and practices within a framework of a more traditional discipline system. The school counselor will be fully involved in the final planning of the discipline policy to ensure that the students mental, emotional and social development and health is factored into the discipline program.
4. House System: Ivy Classical will employ a form of structure starting in grade 7 that encourages interpersonal development and provides some administrative framework. While most schools have a form of 'Home Room' at the beginning of the day to take attendance, cover any administrative responsibilities and provide a segue into the academic portion of the daily schedule. The House System is a more robust and comprehensive platform for children in grades 7-12 to work collectively towards common goals, perform group activities and help each other out. This collaboration with students across the grade levels helps build

upon the school’s virtues and provides a safe environment for students to interact with each other for a common purpose. This interaction helps build friendships, comradery and a team first environment that will ultimately lead to better mental, emotional and social development.

5. After School Care: Given the percentage of FRL students in Autauga County and the surrounding area, Ivy Classical Academy, will ways to implement an after-school care program. This may be developed internally or outsourced to a local organization that will be tasked with implementing the program. Some local organizations that the school may choose to partner with are the local YMCA or the Boys and Girls Clubs.
6. Tutoring: Falling behind academically can be a cause for extreme stress and anxiety. That is why Ivy Classical Academy will be implementing a tutoring program for students who need additional time and help, or for those who are falling behind in class. The tutoring program will be help outside of normal school hours and the counselor and school leaders will work on an implementation strategy in Year Zero.

### Other Student Programming

At this time, we believe it is imperative for the school to focus on building a strong foundation that will provide Ivy Classical Academy students the best possible environment for learning and growing. As such, the school will not be looking to implement any additional student programs at this time.

At the end of each calendar year, the Governing Board and school leaders will meet to discuss bringing on additional student programs, or activities.

### Supplemental Program Parent Outreach

Ivy Classical Academy will have readily accessible information regarding all supplemental programs and extracurricular activities on the school’s website. This will include, when necessary, application forms and copies of other documents necessary for students to partake in those programs (parent/guardian consent forms, physical clearance notes, activity fee payment forms, etc.)

Despite the community becoming more accustomed to internet-based outreach, Ivy Classical Academy still understands that there are pockets of our community without ready access to the internet. As such, the school will still hold scheduled meetings to discuss extracurricular activities and supplemental programs with parents of current and prospective students.

In the event that a parent or guardian is unable to attend scheduled meetings and/or has no access to the internet, the school will provide access to a kiosk on school property to provide more information. Contact information for specific coaches and activity volunteers can be made available as well.

[Please See Attachment C - Information Kiosk Rendering](#)

## Attachments

### Section 7: Supplemental Programming

7.1	<a href="#">Attachment C: Information Kiosk Rendering</a>	Neave, Bradley, 3/10/20 3:52 AM	PDF / 574.333 KB
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## 8. Special Populations and At-Risk Students

### Section 8: Special Populations and At-Risk Students

#### 1. Overall Plan to Serve Students with Special Needs

Ivy Classical Academy will be responsible for complying with federal and state laws regarding serving special population and special education students, including the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).

Ivy Classical Academy is committed to identifying and meeting the learning needs of all students including those:

- with Individualized Education Programs (IEPs)
- with Section 504 plans
- identified as English Language Learners (ELL)
- identified as intellectually gifted
- who are at risk of academic failure or dropping out.

Ivy Classical Academy will not exclude any student seeking admission on the grounds of special needs or disabilities.

#### Identifying Students with Special Needs

Ivy Classical Academy will primarily serve students in Autauga County. Currently, Autauga County data indicates that 10% of children are receiving special education services while less than 2% are receiving EL services.

The data study also indicated a high number of economically disadvantaged students which Ivy Classical Academy recognizes as a factor to consider when determining the potential for serving at-risk students.

Ivy Classical Academy is committed to providing the necessary resources for all special populations of students and understands that the aforementioned data will be areas of concern for the charter school due to surrounding student populations

All students currently receiving Special Education (SPED) services, will have Individualized Education Plans (IEP) and all students receiving 504 services, will have Section 504 Plans. These plans will be developed and monitored by teachers with proper certifications including SPED certification.

Admission, Review and Dismissal (ARD) committees will determine appropriate placement of SPED students while 504 committees will determine appropriate placement of 504 students. These committee meetings will allow time for students/teachers/administrators/parents to set mutually agreed upon goals for individual student learning. Ivy Classical Academy will also employ a diagnostician, as needed, who will work alongside teachers to determine if identified students qualify for services.

A strong Response to Instruction (Rtl) program will be implemented for struggling students. Students who are not experiencing success in the classroom will have access to three levels of support, each increasing in the level of intensity and frequency before requesting SPED testing. Only after a student has progressed through all three Tiers of Rtl will they be tested for learning



disabilities. All other reasons for lack of success will be investigated, including but not limited to, attendance, lack of specific interventions, frequency of interventions, hearing and/or vision difficulties, etc.

### **Scope and Sequence, Daily Schedule, Staffing, Support Strategies, and Resources**

It is Ivy Classical Academy's belief that every student should be provided the opportunity to experience success in the same classroom settings as their fellow students. Ivy Classical Academy will seek to cultivate an environment that not only meets the needs of each student, but does so in the least restrictive environment (LRE) possible.

The educational program for special needs students will be modeled after the classical curriculum being used at Ivy Classical Academy. The time tested and proven classical education will provide all students, including those with special needs, with a strong foundation in the core competencies resulting in college and career readiness.

The Plain Language of Special Education model, developed by Auburn University, Department of Special Education, Rehabilitation and Counseling (SERC) & the Alabama State Department of Education will provide the framework for referral, evaluation, program development and assessment of state standards.

A scope and sequence will be developed based on the Plain Language of Special Education model to provide teachers with a guide that ensures coverage and pacing of Alabama standards through traditional classroom and other hands-on learning experiences. Teachers will serve as learning facilitators and provide support for students based on their IEP. Assessment will be integrated into all aspects of the teaching and learning process. Teachers will assess students on specific state standards based on specific IEP goals and objectives. A wide variety of instruction and assessment methods will ensure that all types of learners can experience success in the classroom.

Teachers will provide tutoring or targeted sessions during the regular school day for students who struggle to, or do not reach mastery of any particular subject.

Ivy Classical Academy will prioritize the inclusion of special needs students in the classroom, something that has proven to be successful in other charter school settings. The school believes that students who are removed from the learning environment for remediation only fall further behind. In response, the school, when possible and appropriate, will provide in class support allowing students to be accelerated instead of remediated.

Once a student is tested and qualifies for SPED or 504 and a plan for individual learning is developed, the SPED/504 teacher will address the student's needs, including but not limited to, classroom accommodations, tutoring, monitoring, inclusion support, resource support and more.

SPED teachers will also work with all of the student's regular education teachers to ensure the students' needs are met at all times and the student is in the least restrictive environment possible.

Ivy Classical Academy will make available a wide range of opportunities for remediation such as: online educational platforms, assistive technologies, STREAM technologies, Orton Gillingham methodology for dyslexia, etc.

The bilingual (BE) and/or English as a second language (ESL) program will also be incorporated into daily instruction by providing an emphasis on reading and writing instruction across all subject areas and providing opportunities for listening and speaking skills through traditional classroom

presentations.

Many schools believe it is better to remove students from the standard classroom setting in order to provide a multi-sensory environment, thus helping students grasp linguistic concepts. Ivy Classical Academy, similar to the special education inclusion setting, will aim to provide resources and processes that allow BE or ESL students to remain in the same room with their peers as often as possible.

Since Autauga County doesn't have a high number of English Language Learners (>2%), Ivy Classical Academy will seek out teachers who are already EL certified or who are willing to become certified on an as needed basis.

Ivy Classical Academy will offer a Gifted and Talented (GT) program for students who have been identified as gifted and/or talented through a series of designated assessments and surveys. Teachers who have GT certification will be tasked with helping identify GT students, as well as tasked with monitoring progress on grade level assessments and acceleration of study. Ivy Classical Academy will provide these students with a wide variety of accelerated instruction options via individualized online curriculum, independent study topics, outside enrichment programs, and specialized field experiences.

Collaboration with higher education is something that Ivy Classical Academy will be looking into as the school begins to offer enrollment for the Upper School grades (7<sup>th</sup> – 12<sup>th</sup>).

Please See Attachment: The Plain Language of Special Education for more information on the program.

## **2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities.**

In accordance with state requirements, Ivy Classical Academy will arrange for the evaluation of students attending the school who are suspected of having learning disabilities. The school will actively participate in Child Find, a statewide effort by the Alabama State Department of Education and the Department of Rehabilitation Services to locate, identify, and evaluate children with disabilities from birth to age 21.

Once Ivy Classical Academy gains approval, and a clearer picture of enrollment numbers is attained, the school will evaluate and hire the best available special education teachers. The school will also secure services from local licensed service providers on an as needed basis. At all times, Ivy Classical Academy will have on staff the mandated number of SPED teachers and support personnel to accommodate the special needs student population of the school.

The Head of Special Education will work in unison with other SPED teachers and all the school staff to better introduce them to the principles and processes in *The Plain Language of Special Education*, and to the maximum extent appropriate, provide special needs students an education in the same manner as provided to every other student, in the same general classroom setting.

A key component of *The Plain Language of Special Education* is the continual monitoring and evaluation of the progress the students are making. If the desired progress is not being achieved, then a reevaluation and restructuring of the program will be undertaken.

In 2013, Alabama restructured its graduation requirements, which now provides Ivy Classical Students with three pathways to a high school diploma. With the new diploma structure, the

Alabama High School Graduation Exam goes away, providing students with the option of choosing one of three pathways by the end of their eighth-grade school year.

### General Education Diploma

Previously known to most of us as the Regular Alabama High School Diploma, this new diploma has minimum requirements for completion and allows each school system the freedom to add endorsements. This replaces the tiered diploma program Alabama had previously. This type of diploma is open to all students with and without special needs.

### Essentials/Life Skills Diploma

In the past, this type of diploma was known as the Alabama Occupational Diploma, where students are able to take career and/or technical education courses, including cooperative education and work-based experience classes. This diploma track is open to students with and without special needs.

### Alternative Achievement Standards

Prior to 2013, students who completed twenty-four credits or the Individualized Education Plan or passed the AHSGE, but didn't complete the requirements for the regular high school diploma received a Certificate of Attendance. With the revamped Alabama diploma structure, this type of diploma is an option for students who are on the Alabama Extended Standards. The courses for this diploma include Life Skills, Pre-Vocational, Community-Based Instruction, and more.

Students with significant cognitive disabilities who meet the criteria for the Alabama Alternate Assessment are eligible for the Alternate Achievement Standards (AAS) Pathway.

The Ivy Classical Academy SPED department will work with parents, guardians and their children to determine which pathway is best suited to their child.

There are two types of Coordinated Early Intervening Services (CEIS), Voluntary and Comprehensive, both are important for identifying and addressing learning and behavior difficulties early. Delays in providing support could result in a need for increased services at a greater cost to address a child's learning difficulties. Both types of CEIS may also help ensure that at-risk students are referred for special education or related services only when necessary. This can help prevent the inappropriate overidentification of particular subgroups of children with disabilities.

Ivy Classical Academy will self-monitor the schools SPED program, receiving routine updates and data from the SPED department, to ensure that there is no disproportionality in identification, LRE's or disciplinary action for students with disabilities.

### **3. How the school will meet the needs of English Language Learner (ELL) students.**

World-Class Instructional Design and Assessment, WIDA, worked directly with the State of Alabama Department of Education to develop guidance on the identification and placement process for newly arrived English language learners.

Ivy Classical Academy will adopt and implement the WIDA program that outlines the policies, procedures, assessment options, test administrator training requirements, and criteria for placement in ELL services.

Please See Attachment: WIDA ELL PLAN for a more comprehensive overview of the ELL program that Ivy Classical Academy will implement.

The school will at all times favor inclusion over exclusion. Keeping ELL students fully immersed in the same environments and classroom settings as their peers will reduce stress and insecurities on the student and maximize their proficiency. ELL instruction will work in unison with the classical curriculum. In the event the student requires additional tutoring or individualized planning, the ELL staff will work with all of the students teachers to ensure the student is given every opportunity to excel in the classroom, but will provide additional support outside of the classroom as needed and appropriate.

The school will frequently monitor and evaluate the progress and success of ELL students through the WIDA program.

Ivy Classical Academy will routinely review our ELL program and staff. The school leader will make determinations on adequate staffing levels and student progress based on internal assessments.

**4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.**

Ivy Classical Academy will implement Response to Instruction (Rtl) as a means to identify and meet the learning needs of students who are performing below grade level. Rtl also provides a process through which to monitor student progress.

Rtl integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems.

Through implementation of Rtl, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response.

Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, Rtl shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

Please See Attachment: Response to Instruction for more information on the program.

**5. Highly Capable Students**

The classical education curriculum provided by Ivy Classical Academy is challenging and academically rigorous at its core. Students will be encouraged to pursue topics in greater depth, breadth, and/or complexity; tackle academic tasks with vigor; and advance at their own accelerated pace.

If a gifted and talented student enrolls at Ivy Classical Academy with an Education Plan (EP), ESE staff will convene to determine how to best address the individual student's needs. If identified as

a potential gifted student, a parent will be notified to request consent for an ESE evaluation. If the student qualifies for gifted ESE services, an EP will be developed and they will be challenged with content and instruction to align with his or her ability. A teacher with a gifted endorsement will coordinate enrichment and/or accelerated curriculum for gifted students. Ivy Classical Academy will provide a positive learning environment where gifted students can successfully meet their academic and social goals and continuously build on current strengths and interests.

Ivy Classical Academy will identify Gifted and Talented (GT) students using several methods, such as:

- Screening standardized test scores for evidence of exceptionally high levels of performance,
- Nomination or referral by parents, teachers, counselors, community members and other students.
- Body of Evidence

GT Student progress will be monitored and evaluated against standards as put forth by ESE Staff, keeping in line with recommendations from the National Association of Gifted Children and any State specific regulations and requirements.

The school leader will be in charge of staffing the ESE department with qualified and certified instructors capable of educating the schools intellectually gifted children.

## Attachments

### Section 8: Special Populations and At-Risk Students

8.1	<a href="#">Attachment: The Plain Language of Special Education</a>	Neave, Bradley, 3/12/20 5:55 AM	PDF / 2.542 MB
8.2	<a href="#">Attachment: WIDA ELL PLAN</a>	Neave, Bradley, 3/12/20 5:53 AM	PDF / 674.063 KB
8.3	<a href="#">Attachment: Response to Instruction</a>	Neave, Bradley, 3/12/20 5:52 AM	PDF / 1.548 MB

## 9. Unique/Innovative Program Offering

### Section 9: Unique / Innovative Program Offering

#### Classical Education

Ivy Classical academy will be offering students in Autauga County and the surrounding area a unique and innovative educational opportunity. The school will have several key differences from what is currently offered by the local school system, the most significant difference being that Ivy Classical Academy will be educating students through the use of a proven Classical Education. The curriculum has been developed and will be implemented through an affiliation with The Barney Charter School Initiative, BCSI.

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe Ivy Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development.

At Ivy Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from Ivy Classical Academy highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

### **Seven Virtues**

At the core of Ivy Classical Academy's identity lie the seven virtues that best represent the culture, values and mission that the school wishes to embody. The seven virtues are: Excellence, Prudence, Respect, Perseverance, Integrity and Courage.

School leaders, teachers and administrative staff will continuously instill and reinforce the school's seven virtues. The intentional effort to work the virtues into planning lessons, assignments and as the basis for extracurricular events will create a stronger school culture and encompass greater school inclusivity than is found in other local area schools.

### **School Uniforms**

Ivy Classical Academy will be implementing a school uniform policy. There are many reports detailing the benefits of having a school uniform policy, such as: improved grades, improved attendance and improved behavior. Ivy Classical Academy also believes that a school uniform policy will create a more inclusive culture for the school's students.

None of Autauga County school's enforce a school uniform policy.

### **House System**

Another unique program that Ivy Classical Academy will offer students is the House System. Designed to foster inclusivity and a stronger sense of school culture, students will be randomly assigned to a House for the duration of their time in the Upper School (7<sup>th</sup> – 12<sup>th</sup> grades).

The House System will provide students an opportunity to self-govern, to develop the habits of organization and execution, and to encourage each other in all they do.

The House System will instill a culture of accountability, mentorship, sportsmanship and inclusiveness across all grade levels in the upper school. All students, regardless of gender, race, disabilities, sexual orientation, etc. will be randomly assigned to a House.

The House System also provides for and encourages family involvement. Parents, guardians and all family members can contribute to the success of their child's house by volunteering, cheering on the House at events, mentoring, etc.

None of the schools in the local area have anything similar to the House System. It is a innovative and unique offering that has generated positive results in other classical charter schools across the country.

To read more about the House System please see [Section 6: School Culture](#).

### **Professional Capacity**

Ivy Classical Academy will be providing farm more opportunities to develop professional capacity than the local area schools. This is largely through the affiliation with The Barney Charter School Initiative (BCSI).

Ivy Classical Academy teachers will have the option to attend annual training on the classical curriculum and classical teaching methods. This additional training will be provided at no cost to the teachers, provided entirely by Hillsdale College at their campus during the summer months.

Ivy Classical Academy believes by offering these resources to school leaders and teachers, the school will see not only improved skill and expanded professional capacity, but stronger bonds between peers and classical teachers from across the country.

While local schools offer teacher workshops and suggest attending local conventions, Ivy Classical Academy, will offer teachers far more comprehensive and specialized opportunities to increase their professional capacity through the school's affiliation with BCSI.

## **Integration**

All curriculum and programs implemented at Ivy Classical Academy will ensure that the school's students meet or exceed all state initiatives and assessments. Reading, Math, and Science are very much at the core of a Classical Education. The school will be placing an emphasis on these core subjects, but will also provide many opportunities for students to become literate in the world of electronics and computers.

## **Evidence of Success**

A key indicator in the success of any school or program is the number of parents desiring to enroll their students at that school. The demand for Ivy Classical Academy is there, with over 250 students pre-enrolled despite the school not having launched any direct community marketing efforts. This scenario is being played out across the nation, with BCSI affiliated schools having a cumulative waiting list of 6269 students, averaging 285 students per school.

## **Attachments**

### **Section 9: Unique/Innovative Program Offering**

– No Attachments –

## **10. Student Recruitment and Enrollment**

### Section 10: Student Recruitment and Enrollment

#### **Recruitment and Enrollment Plan**

To ensure that we recruit a diverse student and family population, we plan to implement an array of marketing strategies that will provide fair and equal access to all families in Autauga County and the surrounding area who desire to enroll their child in Ivy Classical Academy.

Ivy Classical Academy is committed to meeting the learning needs of all students so we will engage in a wide range of community outreach efforts that will allow for all families and students, including those with economic or academic disadvantages, students with special needs (IEP's, section 504 plans, etc.), students at risk for dropping out, and English Language Learners to enroll in Ivy Classical Academy.

Thus far, the school has connected with many residents and families throughout Autauga County

and the surrounding communities who are supportive and desire that their child have a chance to attend Ivy Classical Academy. We have spent hours engaging in conversations with community leaders, organizations, families, and residents who feel certain that Ivy Classical Academy will be an extremely valuable addition to our growing community. The school's intention and desire is for Autauga County area families to learn about Ivy Classical Academy and have an equal opportunity to enroll their child if they so desire.

We have seen significant interest from parents, families, businesses, and private organizations, who have been enthusiastic and supportive of our outreach efforts thus far. To date, we have over 300 students pre-enrolled for the Fall of 2021. This is significant, as the school has surpassed the minimum level of pre-enrollment to which the State of Alabama deems a charter school as financially viable. We fully expect this number to continue increasing as we ramp up the implementation of our far-reaching marketing efforts including events, public forums, and other outreach efforts scheduled for this current calendar year.

Please See Attachment: Pre-Enrollment forms, to read specific comments from parents who have pre-enrolled their students in Ivy Classical Academy The letters of intent to pre-enroll students have been redacted to protect the identity of the parents and their children. Additional data was obtained from the online pre-enrollment form in regards to county of residency, age of children and whether or not any students qualify for SPED or Free or Reduced Price Meals.

Our recruitment strategy will ensure that students and families who may be less familiar with a classical school and/or a charter school model will have the opportunity to better understand what exactly those mean, and how it can be a tremendous option for students in the Autauga County area.

Outreach will focus on discussing the classical curriculum and how Ivy Classical Academy will implement parts of the trivium, a proven teaching method that employs different teaching styles and methods depending on the age of the students, resulting in more knowledgeable, intelligent, and articulate students. The three stages represented in the Trivium are Grammar, Logic, and Rhetoric. Ivy Classical Academy will seek to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, and we want parents/guardians and students to understand this prior to enrolling.

Furthermore, there will be instruction in the principles of moral character and civic virtue. One way in which this will take place is through imparting Ivy Classical Academy's core values: Excellence, Courage, Humility, Perseverance, Prudence, Integrity and Responsibility.

Upon receiving approval, Ivy Classical Academy will quickly schedule and post a calendar of outreach and informational events to the school's website: [www.ivyclassical.com](http://www.ivyclassical.com). Our outreach strategy will be fully inclusive of all areas of Autauga County and will consist of various marketing outlets including (but not limited to):

- Public forums
- Community events
- Newspaper advertising
- Radio advertising
- Billboard advertising
- Web advertising (e.g. Facebook, Custom Website, etc.)
  - [www.ivyclassical.com](http://www.ivyclassical.com)
  - [www.facebook.com/ivyclassical](https://www.facebook.com/ivyclassical)
- Parent & guardian / prospective student informational sessions
- Email marketing campaigns
- Posters/Flyers Displayed with Permission Throughout the County.



- Post Offices
- YMCA Branches
- Public Libraries
- Churches
- Custom Informational Brochures
- Education fairs

Ivy Classical Academy desires and intends to achieve a balanced student population reflective of Autauga County and surrounding areas. The school will be using targeted marketing implemented throughout the county to ensure the greatest exposure to all county residents.

The school's marketing materials will very clearly state that Ivy Classical Academy does not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

Students enrolled in Exceptional Student Education (ESE) and English Language Learner (ELL) programs will be welcome at Ivy Classical Academy, and the school will provide information about the school in other languages such as Spanish.

The school has created an online pre-enrollment form that was designed to help identify families with interest in enrolling their child in Ivy Classical Academy. The school's website provides a wealth of information as well as states the school's mission, values, and purpose. In addition, Board Members have received numerous phone calls, emails, and messages from individuals showing their support and desire for more information about the school.

The online pre-enrollment form can be found at the school's website: [www.ivyclassical.com](http://www.ivyclassical.com). Once a hard copy is circulated, the school will make the form available for download on the website as well.

Once Ivy Classical Academy gains approval, the school will begin generating physical copies of the pre-enrollment form to be distributed to prospective parents, guardians and students who attend any of our community outreach and informational events.

Please See Attachment 8: Enrollment Policy

## Attachments

### Section 10: Student Recruitment and Enrollment

10.1	<a href="#">Attachment: Pre-Enrollment forms</a>	Neave, Bradley, 3/12/20 6:32 PM	PDF / 6.485 MB
10.2	<a href="#">Attachment 8: Enrollment Policy</a>	Neave, Bradley, 3/10/20 4:08 AM	DOCX / 40.126 KB

## 11. Student Discipline Policy and Plan

### Section 11: Student Discipline Policy and Plan

#### **Ivy Classical Academy Discipline Policy and Plan**

Ivy Classical Academy is committed to creating a culture of accountability and responsibility, as well as cultivating wisdom and virtue in all students. The school expects students to behave in a

manner that positively contributes to the learning environment on campus. Students will respect themselves, the faculty and staff, their peers, adults on campus, and the school property. Students who demonstrate disruptive behavior or in a manner counter to the school's discipline policy will be subjected to disciplinary action.

The expectations of proper conduct extend to all activities sponsored by the school, both on and off campus.

Please See **Attachment 9: Discipline Policy and Plan** for a more comprehensive overview of the proposed discipline policy for Ivy Classical Academy.

The board will defer final approval of any discipline policy or code of conduct to the school leader. The board feels that allowing the school leader to finalize the policy they wish to implement will bear a policy founded on results and experience. Thus, the policy outlined is a proposed student discipline policy and plan, as well as a proposed code of conduct.

### **Honor Code**

An Ivy 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 courage, humility, responsibility, prudence, perseverance, integrity and excellence.

Why have an honor code?

Ivy Classical Academy has chosen a set of core virtues to focus their student behavior and school culture on excellence. While these do not replace rules or discipline policies, they do help orient student behavior in the right way—towards virtue instead of merely away from vice. Having an honor code at Ivy Classical Academy goes one step further to connect virtue with the school's behavior policies. In cases where a student is in clear violation of behavior policy, the honor code simply serves as a reminder of the higher pledge made by a student (and/or his family) that includes the lower-order prohibitions defined by the violated policies. In other cases, however, we want to direct and shape student behavior even when it is not in clear violation of established rules. In these latter cases, an honor code is a useful measure for reminding students of the ways that they have pledged to be kind, respectful, self-governing, etc.

### **Self-Governance**

Self-Governance is a critical component to Ivy Classical Academy's discipline policy. It is the school's belief that reinforcing the school's seven virtues and implementing a School House System will foster a culture of self-governance, through which students are rewarded for positive achievements and behavior.

The House System will pave the way for built-in peer-to-peer mentorship, collaboration, accountability and support. It will create a culture in which students naturally want to follow the school's Code of Conduct, because individual's violations and demerits are docked against the total point allotment of the student's assigned House as a whole.

### **Students with Disabilities**

A student with disabilities recognized by Section 504 of the Rehabilitation Act as part of the Individuals with Disabilities Education Act (IDEA), has a right to specific protections established by this law and accompanying federal and state regulations.

These protections apply to students with disabilities who have individual educational plans (IEPs)

or Section 504 plans.

If an Ivy Classical Academy student identified as a child with disabilities violates the school conduct policy, a determination must be made whether the student's violation is related to their disability. The student's record and master file record will reflect the disability and document the determination as to whether the violation is associated with the disability. Any recommendation for discipline or suspension of a student with a disability shall be made in accordance with rules adopted by the State Board of Education (SBE) and Federal Regulations outlined in IDEA.

### **Discipline Rates**

Ivy Classical Academy administration will not discipline any student disproportionately based on their race, ethnicity, gender, etc. A student will receive appropriate discipline as outlined in the code of conduct based on the severity of the infraction, conduct history, etc.

To ensure that the school follows this guideline, the Governing Board will be given a summary and demographic breakdown of all the disciplinary actions requiring Administrative Intervention. The Governing Board will review the breakdown to ensure that there is no pattern or history of discipline being disproportionately handed out.

### **Procedures for Due Process:**

Ivy Classical Academy will follow the procedures for due process when a student is suspended or expelled resulting from a violation of the school's Code of Conduct.

Care will be given to afford due process to all students who have been suspended or expelled. To ensure correct results in disciplinary proceedings involving suspension or expulsion, there should be utmost respect for parents/guardians' right to be immediately notified when their child faces suspension or expulsion. The student will also have a right to a fair hearing when appealing a suspension or expulsion. The basis for ensuring due process regarding any disciplinary actions are as follows:

1. Written referral to the school leader
2. School leader confers with student about the student's misconduct.
3. Student will have the opportunity to explain his/her version of the incident.
4. Parent/Guardian will be immediately notified of the referral.
5. School leader, when necessary, will gather appropriate information from witnesses, etc.
6. The school leader determines the appropriate consequence based on the degree of severity of the conduct, the nature of the conduct, and the disciplinary history of the student.
7. The school leaders decision will be final, pending an appeal if one is requested.

Students who have been suspended for more than 10 days will be given an opportunity to continue learning and performing school work outside of the classroom. School administration will work with all of the student's teachers to determine the proper course of action to allow the student to keep up with their peers academically. The courseload and assignments will be determined on a case by case basis.

In no circumstances will a students' misbehavior be used to "teach" the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in order to discern the truth.

### **Distribution Plan**

Ivy Classical Academy will distribute and make available online a full copy of the school's Discipline Policy. Students who will be enrolling at the school will be given a copy of the Discipline Policy along with their parents during the new student orientation, which requires a parent or guardian be in attendance with the enrolled student.

A letter of receipt and understanding will be signed by the student and their parent/guardian and must be returned to school administrators prior to the first day of school. Ample time will be given to students and parents/guardians to review the full document before the first day of school.

If there are any updates to the school's discipline policy, they will be noted and included with the following years school handbook. If a student is an ESL, a version of the Discipline Policy will be provided for them in their native language, or it will be discussed individually with the student and their parent/guardian individually so as they can have a firm understanding of what is expected of the student.

## Attachments

### Section 11: Student Discipline Policy and Plan

11.1	<a href="#">Attachment 9: Proposed Discipline Policy</a>	Neave, Bradley, 3/13/20 11:43 PM	DOCX / 46.673 KB
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## 12. Family and Community Involvement

### Section 12: Family and Community Involvement

#### School Development

Ivy Classical Academy has had an outpouring of support from parents and community members wishing to help in the development of the school. Once the school gains approval, Board Members will seek to engage those parents, guardians and members of the community by:

- Involving them on school committees
- Spreading the word about Ivy Classical Academy
- Talking with other interested families about Classical Education
- Staffing booths and information tables at community events
- Inviting individuals with certain qualifications to sit on Advisory Boards, for example: Banking Professionals, CPA's, CFP's, may be asked to sit on finance committees, etc.

#### Parent and Community Demand

Ivy Classical Academy Founding Board Members felt the best way to assess and demonstrate parent and community demand for the school was to set up and direct inquiries to a school website. The Board undertook the time and expense of developing an informative website that addresses common questions around what charter schools are, what classical education is, and some of the other policies and programs that differentiate Ivy Classical Academy from other local schools.

The Board also developed and implemented a pre-enrollment form accessible through the website for interested parents and guardians to pre-enroll their students for the 2021-2022 school year.

As of March 10<sup>th</sup>, 2020, the number of pre-enrollments has surpassed 300 students.

The school will ramp up informative and general outreach efforts immediately after gaining approval from the charter school commission. This will be undertaken in all corners of Autauga County, so as to be fully inclusive of all student populations.

Please See Section 10: Student Recruitment and Enrollment for a more detailed report on Ivy Classical Academy's recruitment plan.

Board Members have also been actively talking with community and local government representatives regarding support for Ivy Classical Academy. The following individuals have submitted letters of endorsement:

- The Mayor of the City of Prattville
- District Representative Will Dismukes

And most notably, Board Members of Ivy Classical Academy have been in discussions with an established community member and landowner who has expressed an interest in donating 18 +/- acres to the school in a very prominent and accessible location.

Please See Attachments for Letters of Support from the aforementioned individuals

### **Family-School Partnerships**

Ivy Classical Academy will offer many exciting opportunities for parents and families to engage in the life of the school. The aim of these family-school partnerships is to demonstrate to students a strong support for learning through parental and guardian involvement. The more opportunities Ivy Classical Academy provides for parents and families to engage in the intellectual and social development of their children, the more eager the students will become. Schools cannot thrive without the full inclusion of families and parents.

Listed are several ways Ivy Classical Academy will engage and promote the family-school partnerships:

### **Non-Volunteer Activities**

- Parent/Teacher Organization
- School Board Member Participation
- Advisory Committee Membership
- Pep rallies and Oxford Games Events – see Section 6: School Culture
- House Selection Gala
- STEAM Field Trip Chaperone
- Sporting Events
- Theater, Music, and Dance Productions

### **Volunteer Activities**

- Volunteer Reading Day
- Fund Raising Events
- Philanthropic Days
- Donor & Volunteer Appreciation Events
- Serve Days and other community service-related projects
- Ambassador Families for new student and family orientation

## Parent Expectations

It would be easy for Ivy Classical Academy to rattle off a list of expectations of parents, guardians and families, such as:

- Parents and guardians are expected to interact regularly with teachers and administrators.
- Parents and guardians are to familiarize themselves with the seven school virtues, so they can help students by reinforcing them at home.
- Parents are expected to attend school functions and events, etc.

But forced expectations often end up being counterproductive. That is why Ivy Classical Academy will focus on building an environment in which parents want to be intimately involved with. An environment that is inviting, inclusive, engaging and challenging. An environment that allows parents and students to grow together, learn together, and experience life together.

Families have forgotten how vital their roles are in the development of their children. While Ivy Classical Academy will be instrumental in building the intellect and shaping the character of the students, maximum results cannot be achieved without the engagement of parents, guardians and families.

## Attachments

### Section 12: Family and Community Involvement

12.1	<a href="#">Letter of Support from District Representative Will Dismukes</a>	Neave, Bradley, 3/12/20 7:50 PM	PDF / 240.912 KB
12.2	<a href="#">Letter of Support from the Mayor of Prattville</a>	Neave, Bradley, 3/12/20 6:16 PM	PDF / 155.906 KB

## 13. Partnership or Contractual Relationships

### Section 13: Partnership or Contractual Relationships

#### Educational Partnership

Ivy Classical Academy was chosen out of a field of applicants to become an affiliate of the Barney Charter School Initiative, an outreach of Hillsdale College that assists groups seeking to establish charter schools that provide a classical education.

The Barney Charter School Initiative, BCSI, developed the classical curriculum to be offered by Ivy Classical Academy. BCSI also provides opportunities for teachers, staff and board members of affiliated schools to increase their professional capacity and develop relationships at extended training sessions provided at no cost to attendees.

BCSI is a nonprofit organization that will not charge Ivy Classical Academy for any of the provided curriculum, the comprehensive on-site teacher training prior to the school opening, or the ongoing leadership and teaching professional development opportunities.

Please See Attachment 10: BCSI Letter of Intent

## Local Partnerships

Although Ivy Classical Academy has not formalized any partnerships or connections with local community organizations, local businesses, or other local educational institutions, there have been discussions with several high-quality organizations. There has been expressed interest by partners who could provide supplemental programs or activities aimed at enriching the Ivy Classical Academy student learning opportunities and experience.

### Potential Local Partnerships

1. [Autauga County Rural Transportation](#) is a local service that provides transportation for residents of Autauga County with minimal ticket rates. Ivy Classical Academy will not be providing student transportation to the school or to/from any school sanctioned events. For students with limited access to reliable transportation, this partnership will provide a safe and effective means for students to get to/from Ivy Classical Academy as well as to extracurricular events.

1. [AO Discover!](#) is a nonprofit children’s museum and science center created to provide exceptional hands-on educational opportunities in science, technology, engineering, mathematics, and arts for the children and families of East Alabama. Ivy Classical Academy students will be able to visit AO Discover! for field trips and intensive hands on sessions.

Ivy Classical Academy Board Members have opened discussions with the founder of AO Discover!, Katie Witthauer Murrah, to explore the possibility of becoming a destination for expiring exhibits or content. This will provide Ivy Classical Academy students an opportunity to explore unique and exciting exhibit in the fields of science, technology, engineering, mathematics and art.

1. [YMCA](#) provides the community with access to amazing sports and recreational facilities. During the early years, Ivy Classical Academy may choose to partner with the YMCA for access to their athletic facilities such as gymnastics, swimming pools, basketball courts, et

While the school desires to offer students amenities and facilities to enhance their student experience, financial prudence and restraint will be displayed to ensure the success and longevity of Ivy Classical Academy. Partnering with the YMCA could be a way to provide athletic fields and facilities to the students without having to commence construction before the school is financially equipped to do so.

## Attachments

### Section 13: Partnership or Contractual Relationships

13.1	<a href="#">Attachment 10: BCSI Letter of Intent</a>	Neave, Bradley, 3/12/20 4:23 PM	PDF / 4.248 MB
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## 14. Educational Service Providers (ESP) and Other Partnerships

### Section 20: Education Service Providers (ESP) and Other Partnerships

Ivy Classical Academy will not be entering into any partnerships or agreements with an Education

## Service Provider (ESP)

There will not be an **Attachment 11** as the school is not entering into an ESP partnership or any other similar partnerships.

There will not be an **Attachment 12** as the school is not entering into an ESP partnership or any other similar partnerships.

## Attachments

### Section 14: Educational Service Providers (ESP) and Other Partnerships

– No Attachments –

## 15. Educational Program Capacity

### Section 15: Educational Program Capacity

- 1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.**

From the first discussion about the school, Ivy Classical Academy has generated an incredible amount of support from prospective parents, teachers and community leaders. This is a clear indication that the school is not only wanted, but desperately needed in Prattville. Ivy Classical Academy's leadership team is ready, willing, and capable of successfully opening and operating a high-quality charter school. Our board will remain committed to the mission and vision of the school.

Each board member brings distinct strengths that qualifies the group as a whole to ensure the academic performance of students, responsible financial oversight, and the sustainability of the school. Each board member understands that he or she will be held accountable for responsible and effective governance of the school. The founding board consists of Dr. Carl Byrd, Mr. Reid Cavnar, Mrs. Mallory Harp, Mr. Bradley Neave, Mrs. Jessica Neave, Mr. Franklin Nettles, Mrs. Teresa Nettles, Mr. Tom Newton, and Mr. Jim Wohlers. The board members have in-depth knowledge of school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and community engagement.

**Describe the team's individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:**

- **School leadership, administration, and governance.**
- **Curriculum, instruction, and assessment.**
- **Performance management.**
- **Parent and community engagement.**

**Dr. Carl Byrd** currently serves as the Dean of Academic Affairs at Amridge University (Montgomery, AL). In this position, he serves as a leader of the faculty and is also a teaching



faculty member. He also teaches as an adjunct professor at Bellevue University and the University of Maryland. In his administrative capacity at Amridge University, Dr. Byrd is responsible for the development of quality instruction, research, institutional effectiveness efforts, service programs, and ensuring that all academic programs and services are conducted in accordance with accreditation standards. He brings extensive leadership expertise in policy development, curriculum development, student learning outcome assessment, faculty professional development training, instructional design, and program evaluation.

Dr. Byrd earned a Doctor of Education at Northcentral University and Master of Science in Leadership and Management at Amridge University. He is a lifelong resident of Prattville and product of the Autauga County School System. He and his wife, Lisa, have two amazing daughters, Analeigh (8) and Nora Jane (18 months).

**Reid Cavnar** is a managing director of Public Finance in Montgomery, Alabama with more than 20 years of experience in the public finance industry. He is skilled in providing debt analysis and debt restructuring alternatives for a broad range of public entities including cities, counties, universities, state agencies, K-12 institutions, charter schools, and water and sewer systems. He routinely represents these clients before rating agencies, bond insurers, and other financial institutions and investors.

Prior to joining Merchant Capital, Mr. Cavnar served on the staff of U.S. Senator Richard Shelby. During his tenure with Senator Shelby, Mr. Cavnar served as Senator Shelby's State Director, as a Professional Staff Member of the U.S. Senate Appropriations Committee, and as a Legislative Assistant. Mr. Cavnar is a graduate of Georgetown University where he received a MA degree in American Government. He currently holds FINRA Series 50, 52 and 63 licenses.

**Mallory Harp** currently serve as the 6-10<sup>th</sup> grade Science Content Director for A+ College Ready. Her primary role is to support classroom science teachers across the state including: writing and revising science curricula, developing teacher leaders, planning and coordinating training events, reviewing teacher feedback, and making classroom visits.

Prior to joining A+, Mallory served nine years in the middle school classroom teaching physical science while also serving in various roles with student leadership. It was during her teaching tenure that she began consulting for A+ College Ready as part of the 6th and 8th grade curriculum development teams, Laying the Foundation and A+ summer institute trainer, and serving as an A+ Coordinator or liaison between the organization and her school.

In her current work, Mallory continually seeks professional learning opportunities, particularly regarding instructional strategies and practices, to better meet the requests of teachers when needs arise. Areas of focus have been on differentiating instruction and working with English Language Learners. Her most recent work has been writing and using proficiency scales which align curricular resources to the Alabama standards. Essentially, these powerful teaching tools show teachers what needs to be taught and the students what they are expected to learn. In addition, Mallory have had the privilege of working with a team of teachers on the creation of instructional support documents and assessment items for the Alabama Comprehensive Assessment Program (ACAP) which will be given for the first time this spring.

Mallory earned a Bachelor of Science in Biology from the University of Alabama in 2008 and her Master's degree in Secondary Science Education from the University of Montevallo in 2010. Originally from Trussville, she and her husband live in Prattville, AL and have two young daughters. Her family is active in Coosada Baptist church and in the community. Mallory and husband lead a Sunday School class and support the local YMCA. She currently serves in the nursery and with the youth group and was formerly on the Board of Directors of the River Region Pregnancy Center. They are excited to partner with Ivy Classical Academy and the other parents

in the community to provide a more solid foundation for the next generation. Their move to Prattville was for our daughters, and we seek the best educational opportunities for them.

**Bradley Neave** has two decades of experience as a business owner, area developer and as part of various business development teams. He has a unique understanding of how to thoroughly evaluate businesses with a special focus on franchise systems. He uses his expertise to help clients determine which, if any, business opportunities are a good fit and coaches them through all aspects of the validation, evaluation and acquisition process. Along the way, Bradley has gained understanding in all facets of business management and development including: finance, capital improvements, acquisitions, accounting and bookkeeping, procurement, logistics, contracts and team leadership.

As a former board member, Bradley was asked to serve as interim COO and CBDO for The Root Cause, a non-profit NGO founded to help both foreign and domestic governments battle the pending Type-2 Diabetes epidemic. With large scale screenings and data collection efforts ongoing in India, Kenya, Detroit and Dallas, Bradley was able to pull from his business experience to develop and implement strategies focused on helping not only the team members abroad, but those afflicted with Diabetes around the globe.

Bradley enjoys taking on large projects and has consistently demonstrated the ability to pull together groups of individuals that not only share a vision, but possess specific skills needed to strengthen the group as a whole. He has done so for foreign governments and large corporations, but has also done so for his local hospital and small rural church.

Bradley will be bringing an array of skills and knowledge developed over his career in both the private and non-profit sectors to the formation and governance of Ivy Classical, but his two young sons are the driving force behind his efforts. Bradley witnessed firsthand the changes and growth in children who attended a charter school providing a classical education. After learning more about classical education and the Barney Charter School Initiative, Bradley felt so strongly that all children, his own included, should have access to a tuition-free classical education.

Bradley earned a Bachelor of Arts in Telecommunications Management from the University of Georgia in 2000. Originally from England, Bradley grew up in Paris, Brussels and Atlanta, but now calls Prattville home with his wife and two boys.

**Jessica Neave** is a state licensed and professional interior designer with 17 years of experience in commercial design and entrepreneurship. She has a thorough understanding of the relationship between physical environments and the impact they have on our mental, emotional and social wellbeing. Since founding Design South, Inc. Jessica and her team have worked on projects totaling over 1.5 Billion USD in many states across the nation. Specializing in student housing, multi-family and other commercial sectors, Jessica understands the boundaries of safety codes, budgets, scheduling, teamwork and time management, and she intends to utilize these resources and skills to help provide Ivy Classical Academy and the Prattville community with a fresh, exciting, functional learning environment that will stand the test of time and keep students and teachers healthy and engaged.

Most importantly, as a mother of two young children, Jessica understands the importance of a classic education and what Ivy Classical Academy would mean to her family and many others within the community.

Jessica earned a Bachelor of Science in Interior Design from the University of Auburn in 2002 and her NCIDQ certification in 2005. She recently moved to Prattville with her husband and two young sons.

**Franklin Nettles** has been employed with Montgomery job corps for the past seven years where he serves as a career counselor managing a case load of 60 to 73 at-risk youth.

Franklin was also employed for a year by the Lowndes County Board of education as an at-risk youth coordinator where he introduced a program to the in-school suspension that continued to be implemented for 2 years after the grant for his employment ended.

Franklin has three children who graduated from Prattville High School where he and his wife were extremely involved in extra curricular activities.

Franklin currently holds a BS in Theology and is the founder and Pastor of Calvary Church.

**Teresa Nettles** is a local business owner with over 12 years of employing skills in leadership, communication, and psychology to drive desired results and serve the local community. Over the span of her career, Mrs. Nettles has performed work that encompasses decision-making, budget planning, regulatory compliance, problem solving, and relationship management, while remaining dedicated to improving outcomes for diverse populations.

Mrs. Nettles is a servant leader who values community involvement, and therefore, serves as a volunteer in several capacities. As a board member of Prattville Historic Preservation Commission, she reviews plans for the historic district and ensures compliance with architectural and historic guidelines. She served as president of the Central High School Alumni Association for six years, where she introduced successful events and fundraisers, not limited to beautification projects and digital signage. Other associations include those she co-founded: Step 2 Homework Enrichment Center and Breaking the Chain Outreach Mission. Mrs. Nettles also serves as a missions fundraiser in the church, overseeing charitable initiatives.

Mrs. Nettles is the owner of Candy Corner – a small, family business that prides itself for providing delectable treats, a great family atmosphere and exceptional customer service. As the store owner, Mrs. Nettles plans and directs the day-to-day business operations including the management of staff, budget, vendor contracts, and marketing communication strategies to help drive sales and increase profitability.

Mrs. Nettles has worked several positions where she combined her skills in leadership with her passion for serving to help youth and adults develop and apply the skills necessary to thrive. In these capacities, she assessed their circumstances, created customized service plans to foster their overall wellbeing.

Mrs. Nettles holds a Bachelor of Science degree in Human Resources and a Master of Science degree in Counseling from Faulkner University. She resides in Prattville, Alabama and is a devoted wife, mother, and grandmother.

**Tom Newton** is a principal and founding member of RMG, LLC, specializing in single tenant retail development. He is also a principal and founder of Net Lease Alliance, an equity and debt provider for real estate development throughout the United States. Mr. Newton began his professional real estate career in 1980 developing neighborhood shopping centers and larger lifestyle centers throughout the Southeast. From 1990 to 2010, he was a founder and managing partner of a regional development firm with offices in Alabama, Tennessee, Ohio, and Arizona. Since 1980, Mr. Newton has been principal and partner in developing more than 300 retail projects. Mr. Newton's outside interests lie in serving his family, community, and faith. He has served on numerous boards, including school, civic, financial and both private and public companies. Mr. Newton believes traditional values are not just something you talk about, they are what you live out in your family, work and community.

**Jim Wohlers** owns a small business in Prattville that specializes in the restoration of art and electronics as well as document and data recovery. Prior to starting his own business, Mr. Wohlers worked in the oil and gas industry negotiating contracts related to the exploration and drilling of oil and gas wells. Originally from New Jersey, Jim completed High School in Monroeville, AL, and went on to earn a Bachelor of Science in Management and a Master of Science in Human Resources, both from Auburn University at Montgomery (AUM). After completing graduate school, he taught senior level courses at AUM as an Adjunct Professor

Mr. Wohlers has lived in the Prattville area for over 20 years and currently lives in the Marbury area with his wife and children. He is active in his local church, serving as a Deacon for 10 years, and is currently the Financial Advisor for the church. He also teaches Financial Peace classes in the community and is certified as a Master Financial Advisor through the Dave Ramsey organization. Mr. Wohlers has served as a coach for youth sports in baseball, football and basketball through community organizations as well as the YMCA. In his spare time, Mr. Wohlers enjoys working on the family farm, playing at the lake, spending time with family, and Auburn football.

- 1. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.**

Ivy Classical Academy has been selected to be an affiliate school of the Barney Charter School Initiative (BCSI) of Hillsdale College. Ivy Classical Academy and BCSI are united by the common desire to provide children with a classical education consistent with the principles upon which America was founded, including the virtues of citizenship and civic responsibility. The mission of BCSI is to promote the founding of classical charter schools and excellence in their teaching and operations, to the end that public-school students may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue. Over the past decade, the BCSI has helped establish over 20 classical charter schools across the United States.

BCSI will assist in creating and implementing Ivy Classical Academy's classical curriculum. BCSI will also provide teacher training and guidance on the development of a vibrant school culture through relationships with the leadership of the school, including regular site visits and trainings conducted at Hillsdale College.

- 1. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as an attachment (Attachment 13), the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.**

**If no candidate has been identified, provide, as an attachment (Attachment 13), the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.**

The school leader has not yet been identified. The ideal candidate will possess knowledge of classical education methodologies and be capable of projecting this knowledge to the faculty. He

or she will also have knowledge of charter school operations and challenges. BCSI will support and advise the board in recruiting and selecting a school leader. BCSI has assisted several other classical schools in the selection of their school leaders through a national search.

The search for a school leader will commence on March 16th 2020. The Board will seek advice and counsel from BCSI, associations that support classical schools and staff, and also secure the services of an executive recruiting firm. The aim is to secure the school leader as soon as possible with a deadline of September 1st 2020. Successful candidates will be put through a rigorous interview process by the Board, as well as representatives from BCSI.

The Ivy Classical Academy school leader will be entrusted with the education and well-being of its pupils and the overall reputation of the school, its constituency, and its surrounding community. He or she will be charged with considerable fiduciary duties, not only acting as a steward of substantial public funds but as a 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.

**See Attachment 13: School Leader Qualifications** for more information.

- 1. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as an attachment (Attachment 14), the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring**

The individuals who will fill these positions have not yet been hired, as the board believes that the School Leader should be involved in the process of determining which candidates are best suited to support the vision and mission of Ivy Classical Academy.

The board plans to identify the School Leader by September 2020. Subsequently, he or she will begin assisting in the efforts to recruit and hire teachers and staff. Initial advertisements for open positions will be posted on the Ivy Classical Academy's website and social media pages. Local media outlets will also be utilized to drive traffic to the school's website, where candidates can view and apply for open positions. Applications will be screened, and the School Leader will initiate the interview process by conducting semi-structured interviews with qualified candidates. Reference and background checks for select candidates will be conducted, and a pool of candidates will then advance to a second stage of interviews with a panel that consists of members of the board and the School Leader. At this interview, candidates applying for teaching and instructional staff positions will be required to present a demonstration lesson. The best candidates will be offered an employment contract.

**See Attachment 14: School Management Qualifications** for more information

- 1. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals**

The Ivy Classical Founding Board will immediately begin the recruitment of a school leader in conjunction with administrators at The Barney Charter School Initiative. Board Members fully understand and respect the need to identify and on-board a school leader as soon as possible after gaining approval.

The newly appointed school leader will have the primary responsibility of recruiting support staff, as well as working full-time on the development of Ivy Classical Academy, including increasing personal understanding of the charter school policies and procedures in the State of Alabama.

Compensation will be funded through several grant opportunities the school will apply for through New Schools for Alabama, an organization that makes competitive grants to support the growth of new, high-quality charter schools. New Schools for Alabama has two grant programs: The School Founders Program and CSP Grants.

- The School Founders Program is a selective yearlong fellowship for aspiring charter school founders. Fellows in the program receive a yearlong salary stipend and participate in a full-time administrative residency with a high-performing charter school network. Fellows will also gain firsthand exposure to the most innovative charter school models around the country and will receive hands-on assistance throughout the startup process.
- The CSP Grant - which stems from a \$25M federal grant New Schools received in 2019 - provides selected applicants with a five-year startup grant of up to \$1.5 million to support their costs during the planning year. Eligible applicants must be nonprofit organizations approved to launch a charter school that has not yet opened. Startup and district conversion charter schools alike are eligible.

In addition to applying for the above listed grants, Ivy Classical Academy Board Members will seek financial contributions, gifts and donations from their network of connections.

## Attachments

### Section 15: Educational Program Capacity

15.1	<a href="#">Attachment 13: School Leader Qualifications</a>	Neave, Bradley, 3/13/20 5:51 AM	DOCX / 19.839 KB
15.2	<a href="#">Attachment 14: School Management Qualifications</a>	Neave, Bradley, 3/13/20 5:48 AM	DOCX / 20.632 KB

# OPERATIONS PLAN AND CAPACITY

## 18. Legal Status and Governing Documents

Please Find Attached

Attachment 15: Articles of Incorporation, Proof of filings for obtaining non-profit and tax exempt status, Board Bylaws.

Attachment 16: Statement of Assurances

### Attachments

#### Section 18: Legal Status and Governing Documents

18.1	<a href="#">Attachment 15: Articles of Incorporation, Proof of filings for obtaining non-profit and tax exempt status, Board Bylaws.</a>	Neave, Bradley, 3/13/20 2:17 PM	PDF / 5.286 MB
18.2	<a href="#">Attachment 16: Statement of Assurances</a>	Neave, Bradley, 3/12/20 4:06 PM	PDF / 1.08 MB

## 19. Organization Structure and Relationships

Please See Attachment 17: Organization Charts for the Year One and Year Five Organization Charts.

### Attachments

#### Section 19: Organization Structure and Relationships

19.1	<a href="#">Attachment 17: Organization Chart</a>	Neave, Bradley, 3/13/20 7:27 AM	PDF / 350.445 KB
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## 20. Governing Board

Section 20: Governing Board

### Governance Philosophy

The governance structure of Ivy Classical Academy was strategically and purposefully designed to ensure that the school uphold its 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.

Please See Attachment 18: Governing Bylaws.

## **Governance Structure**

The next sections will provide a clear description of the governance structure of Ivy Classical Academy.

### **Primary Roles**

The primary roles of the Governing Board will be to focus on long-term strategic planning, the continued development of school policy, oversight of the school operations and finances, the continued implementation of Ivy Classical Academy's mission and vision, and the evaluation of the School Leader.

### **Board / School Leader Relationship**

The School Leader will be required to attend all Board Meetings. The School Leader will also, when requested, provide recommendations to the Board regarding any pending matters or concerns. The Governing Board will also evaluate the School Leader on an annual basis.

### **Board / Advisory Council Relationships**

Majority of the Advisory Councils will meet with either the School Leader or Assistant School Leader, depending on the age/size of the school. On occasion, it will be necessary or best suited for an Advisory Council or representative of an Advisory Council to report directly to the Governing Board. In such a case, the Advisory Council or Representative will be asked to attend a portion of the subsequent Board Meeting with the content of any discussions included in the minutes.

All minutes of Advisory Council meetings will be kept and made available to the Governing Board as well as posted on the Faculty/Student/Parent section of Ivy Classical Academy's website.

### **Board Size**

The Governing Board will be composed of seven (7) members.

### **Board Composition**

Ivy Classical Academy's Governing Board will adhere to Alabama Public Charter School Law requiring a minimum of 20% of members be parents of current students at the school. The Governing Board as a whole will be composed of a diverse group of individuals with far ranging experience and key skills developed in facilities management, charter school finance, real estate development, business management, business development, marketing, social services, education, academic administration, budgeting and contract negotiations.

The Governing Board assembled for Ivy Classical Academy will have the collective resources, experience and key skills needed to govern the operation of a successful public charter school in Alabama.

### **Powers**

The powers of the Governing Board include the following:

1. To elect and remove Members.
2. To select and remove officers, agents, and employees of the corporation and to prescribe



powers and duties for them, as well as to fix the compensation for employees and agents of the corporation.

3. To conduct, govern, and control the affairs and activities of the corporation, and to make rules and regulations.
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes or promoting the interests of the corporation.
5. To act as Member under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
8. To indemnify and maintain insurance on behalf of any of its Members, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the state and federal law and the limitations noted in these Bylaws.

## **Duties**

The duties of the Governing Board will include but not be limited to:

1. Adopting and maintaining the budget for the upcoming fiscal year.
2. Exercising continuing oversight over school operations.
3. Ensuring that the services of a certified public accountant have been retained for the annual financial audit, and reviewing and approving the audit report.
4. If necessary, monitoring a corrective action plan.
5. If necessary, monitoring a financial recovery plan.
6. Participating in governance training.
7. Annually reporting progress to the Charter School Commission.
8. Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.
9. Overseeing hiring decisions, staff contracts, and compensation schedules.
10. Development and approving policies, including a Staff and Faculty Handbook and the Student and Parent Handbook.
11. Adopting policies establishing standards of ethical conduct for instructional personnel and school administrators.
12. Setting goals for student achievement and for school improvement.
13. Evaluating results of internal and external testing as evidence of whether the school is meeting the Board's stated goals.
14. Evaluating school management's performance.

## **Educational / Financial / Operational Success**

It is our belief that the size, composition and skills of the Governing Board described above will put Ivy Classical Academy on a path resulting in educational, financial and operational success. It is also important to point out that this will be a Board focused on governance and not micro-management of the school or school leaders. While It is imperative that the Board builds a solid structure and sets a foundation for Ivy Classical Academy to succeed; It is equally imperative that the Board pull from their skills and experience to select the best possible candidates for all leadership positions. By selecting the best possible candidates, the Board will be able to operate in a manner that allows the School Leader and school administration to function without Board

interference. This will foster an environment in which school leaders can devote themselves entirely to managing the school by following the course set by the Board.

This will ensure that the Governing Board and school leaders can all work collectively, and within their strongest skillsets to help make Ivy Classical Academy the flagship of charter schools for the State of Alabama.

### **School Success and School Leader Evaluations**

Ivy Classical Academy will be adhering to all State and Federally mandated student assessments. As such, the School Leader will be keeping the Governing Board apprised of all relevant data and results as they pertain to student assessments. The Governing Board will compare data from Ivy Classical Academy against other public, private and charter schools to determine what, if any changes need to be implemented.

The School Leader and other school leaders will be directly responsible for the implementation of Ivy Classical Academy's charter contract and all academic outcomes contained therein. School leaders will provide updates to the Governing Board regularly throughout the year. At the end of the school year, the Governing Board will review the year as a whole, as well as school leader's individual performance as part of the evaluation process.

### **Active and Effective Representation**

Just as Ivy Classical Academy is inclusive of all types of students, the Governing Board will ensure active and effective representation of all stakeholders including the students, their families, the community at large or the school faculty. To ensure long-term success, Ivy Classical Academy will have to be more than just a school operating on weekdays between the school bells. As such, the Governing Board will put a heavy emphasis on family involvement, Advisory Councils, PTO's and other opportunities to engage the community as a whole. The school will advertise opportunities to join councils, groups or to attend meetings. Ivy Classical Academy will follow open meeting laws and will post all minutes to portions of the website accessible to faculty, students and families.

It is the desire of Ivy Classical Academy to be a fully immersive experience for students, families, faculty and the community.

### **Founding Board Membership**

The mission of Ivy 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 virtue. All of the Founding Board Members share this mission and are bound by the common interest of bringing to Autauga County and the surrounding area, a public charter school that demonstrates excellence in teaching and operations and provides enrichment opportunities for staff, students and their families. Below you will find brief bio's for the Founding Board Members. The bios will highlight individual skillsets that serve to make the board stronger as a whole.

#### **Dr. Carl Byrd (Academic Administration, Education, Management)**

Dr. Byrd currently serves as the Dean of Academic Affairs at Amridge University (Montgomery, AL). In this position, he serves as a leader of the faculty and is also a teaching faculty member. He also teaches as an adjunct professor at Bellevue University and the University of Maryland. In his administrative capacity at Amridge University, Dr. Byrd is responsible for the development of quality instruction, research, institutional effectiveness efforts, service programs, and ensuring that

all academic programs and services are conducted in accordance with accreditation standards. He brings extensive leadership expertise in policy development, curriculum development, student learning outcome assessment, faculty professional development training, instructional design, and program evaluation.

Dr. Byrd earned a Doctor of Education at Northcentral University and Master of Science in Leadership and Management at Amridge University. He is a lifelong resident of Prattville and product of the Autauga County School System. He and his wife, Lisa, have two amazing daughters, Analeigh (8) and Nora Jane (18 months).

**Reid Cavnar** (Charter School Finance, Governance, Budgeting)

Mr. Cavnar is a managing director of Public Finance in Montgomery, Alabama with more than 20 years of experience in the public finance industry. He is skilled in providing debt analysis and debt restructuring alternatives for a broad range of public entities including cities, counties, universities, state agencies, K-12 institutions, charter schools, and water and sewer systems. He routinely represents these clients before rating agencies, bond insurers, and other financial institutions and investors.

Prior to joining Merchant Capital, Mr. Cavnar served on the staff of U.S. Senator Richard Shelby. During his tenure with Senator Shelby, Mr. Cavnar served as Senator Shelby's State Director, as a Professional Staff Member of the U.S. Senate Appropriations Committee, and as a Legislative Assistant. Mr. Cavnar is a graduate of Georgetown University where he received a MA degree in American Government. He currently holds FINRA Series 50, 52 and 63 licenses.

**Mallory Harp** (Teaching, Curriculum, Administration)

Mallory currently serves as the grades 6-10 Science Content Director for A+ College Ready. Prior to joining A+ College Ready, Mallory served nine years in the classroom teaching physical science while also serving in various roles with student leadership, and as an A+ Coordinator. She began working for A+ as part of the 6th and 8th grade curriculum development teams and became a Laying the Foundation and A+ summer institute trainer. Additionally, she is an AMSTI presenter.

Mallory earned a Bachelor of Science in Biology from the University of Alabama in 2008 and her Master's degree in Secondary Science Education from the University of Montevallo in 2010. Originally from Trussville, she now lives in Prattville with her husband and two daughters. She enjoys leading and attending Bible study, relaxing at the lake, spending time with friends and family, and cooking.

**Bradley Neave** (Business Administration, Governance, Fundraising)

Bradley has two decades of experience as a business owner, area developer and as part of various business development teams. He has a unique understanding of how to thoroughly evaluate businesses with a special focus on franchise systems. He uses his expertise to help clients determine which, if any, business opportunities are a good fit and coaches them through all aspects of the validation, evaluation and acquisition process.

Along the way, Bradley has gained understanding in all facets of business management and development including finance, capital improvements, acquisitions, accounting and bookkeeping, procurement, logistics, contracts and team leadership.

As a former board member, Bradley was asked to act as interim COO and CBDO for The Root Cause, a non-profit NGO founded to help both foreign and domestic governments battle the pending Type-2 Diabetes epidemic. With large scale screenings and data collection efforts

ongoing in India, Kenya, Detroit and Dallas, Bradley was able to pull from his business experience to develop and implement strategies focused on helping not only the team members abroad, but those afflicted with Diabetes around the globe.

Bradley enjoys taking on large projects and has consistently demonstrated a knack for pulling together groups of individuals that not only share a vision, but possess specific skills needed to strengthen the group as a whole. He has done so for foreign governments and large corporations, but has also done so for his local hospital and small rural church.

Bradley will be bringing an array of skills and knowledge developed over his career in both the private and non-profit sectors to the formation and governance of Ivy Classical, but his two young sons are the driving force behind his efforts. Bradley witnessed firsthand the changes and growth in children who attend Atlanta Classical Academy. After learning more about classical education and the Barney Charter School Initiative, Bradley felt so strongly that all children, his own included, should have access to a tuition-free classical education.

**Jessica Neave** (Facility Design, Construction Oversight, Business Management)

Jessica Neave is a state licensed and professional interior designer with 17 years of experience in commercial design and entrepreneurship. She has a thorough understanding of the relationship between physical environments and the impact they have on our mental, emotional and social wellbeing.

Since founding Design South, Inc. Jessica and her team have worked on projects totaling over 1.5 Billion USD in many states across the nation. Specializing in student housing, multi-family and other commercial sectors, Jessica understands the boundaries of safety codes, budgets, scheduling, teamwork and time management. Jessica intends to utilize these resources and skills to help provide Ivy Classical Academy and the Prattville community with a fresh, exciting, functional learning environment that will stand the test of time and keep students and teachers healthy and engaged.

Most importantly, as a mother of two young children, Jessica understands the importance of a classic education and what Ivy Classical Academy would mean to her family and many others within the community.

**Franklin Nettles** (Counseling, Discipline, Public School System)

Franklin has been employed with Montgomery Job Corps for the past seven years where he serves as a career counselor managing a case load of 60 to 73 at-risk youth. Franklin was also employed for a year by the Lowndes County Board of Education as an At-Risk Youth Coordinator where he implemented a program to the in-school suspension protocol that continued to be implemented for 2 years after the grant for his employment ended.

Franklin has three children who graduated from Prattville High School in Autauga County, where he and his wife were extremely involved with extracurricular activities.

Franklin currently hold a BS in Theology and is the founder and Pastor of Calvary Church.

**Teresa Nettles** (Youth Development and Counseling, Management, Fundraising)

Teresa Nettles is a savvy business owner with over 12 years of employing skills in leadership, communication, and psychology to drive desired results and serve the local community. Over the

span of her career, Mrs. Nettles has performed work that encompasses decision-making, budget planning, regulatory compliance, problem solving, and relationship management, while remaining dedicated to improving outcomes for diverse populations.

Mrs. Nettles is a servant leader who values community involvement, and therefore, serves as a volunteer in several capacities. As a board member of Prattville Historic Preservation Commission, she reviews plans for the historic district and ensures compliance with architectural and historic guidelines. She served as president of the Central High School Alumni Association for six years, where she introduced successful events and fundraisers, not limited to beautification projects and digital signage. Other associations include those she co-founded: Step 2 Homework Enrichment Center and Breaking the Chain Outreach Mission. Mrs. Nettles also serves as a missions fundraiser in the church, overseeing charitable initiatives.

Mrs. Nettles is the owner of Candy Corner – a small, family business that prides itself for providing delectable treats, a great family atmosphere and exceptional customer service. As the store owner, Mrs. Nettles plans and directs the day-to-day business operations including the management of staff, budget, vendor contracts, and marketing communication strategies to help drive sales and increase profitability.

Mrs. Nettles has worked several positions where she combined her skills in leadership with her passion for serving to help youth and adults develop and apply the skills necessary to thrive. In these capacities, she assessed their circumstances, created customized service plans to foster their overall wellbeing.

Mrs. Nettles holds a Bachelor of Science degree in Human Resources and a Master of Science degree in Counseling from Faulkner University. She resides in Prattville, Alabama and is a devoted wife, mother, and grandmother.

**Tom Newton** (Real Estate Acquisition and Development, Governance, Finance)

Tom is a principal and founding member of RMG, LLC, specializing in single tenant retail development. He is also a principal and founder of Net Lease Alliance, an equity and debt provider for real estate development throughout the United States.

Tom began his professional real estate career in 1980 developing neighborhood shopping centers and larger lifestyle centers throughout the southeast. From 1990 to 2010, he was a founder and managing partner of a regional development firm with offices in Alabama, Tennessee, Ohio and Arizona. Since 1980, Tom has been principal and partner in developing more than 300 retail projects.

Tom's outside interests lie in serving his family, community and faith. He has served on numerous boards, including school, civic, financial and both private and public companies. Tom believes traditional values are not just something you talk about, they are what you live out in your family, work and community.

**Jim Wohlers** (Facilities Management, Human Resources, Finance)

Jim is a small business owner in Prattville Alabama that specializes in the restoration of Art and Electronics as well as document and data recovery. Prior to starting his own business, Jim worked in the oil and gas industry negotiating contracts related to the exploration and drilling of oil and gas wells as well as directing day-to-day operations.

Originally from New Jersey, Jim completed High School in Monroeville Alabama and went on to earn his Bachelor of Science in Management and his Master Degree in Human Resources from

AUM. After completing his Masters Degree, he taught Senior Level classes at AUM as an Adjunct Professor

Jim has lived in the Prattville area for 20 years and currently lives in the Marbury area with his wife and children. He is active in his local church, serving as a Deacon for 10 years, and is currently the Financial Advisor for the church. Jim teaches Financial Peace classes in his community and is certified as a Master Financial Advisor through the Dave Ramsey organization. Jim has served as a coach for youth sports in baseball, football and basketball through community organizations as well as the YMCA. Jim enjoys working on the family farm, playing at the lake, spending time with family and Auburn football.

Please See Attachment 19: Completed Board Member Disclosure Forms and Resumes

### **Board Member Selection**

Founding Board members were selected based on unique qualifications and skills best suited to give the collective Board a well-rounded and knowledgeable foundation. The Founding Board members are well equipped to oversee and manage facilities management, special education, curriculum, real estate acquisition, charter school financing, business development and management and child and family counseling.

Moving forward, Governing Board members will be selected not only on their desires to uphold the school mission and virtues, but also on the experience and knowledge they have gained in their respective careers.

All future members will be selected according to the Governing Board by-laws, which require conflict of interest disclosure, background verification as well as a 2/3 vote by existing board members.

### **Frequency of Board Meetings**

The Governing Board will meet on a monthly basis with a set time and location to be determined shortly after gaining approval. The meeting location will move to the school facilities once they are acquired or built.

### **Governing Board Committees**

The most efficient way to conduct board business is to compartmentalize and assign members to serve on various committees. This allows the board to base the majority of tasks around individual member strengths.

One item the Board will address shortly after approval is whether to allow non-board members to sit on board committees. In the event the board elects to do so, all non-board members selected to participate will be subjected to the same conflict of interest policy, code of ethics policy and background verification.

All committees will be chaired by a designated board member, but may include additional board members and if approved by the board, vetted parents or community members.

The committee meeting will take place in addition to the regularly scheduled Governing Board meetings, and will have their own meeting schedule and agenda. All committees will follow the same rules that apply to the Governing Board, with a record of minutes available to the Governing Board as well as to be posted on Ivy Classical Academy's portal.

The Governing Board will discuss which committees need to be formed, appoint a designated chair for the committee and determine the duration of the committee. Several committees already being discussed are an Executive Committee, Finance Committee and a Fund Raising Committee.

### **Governing Board Capacity**

The Founding Board is made up of community and business leaders that have accrued specific skillsets and real-world knowledge that will prove helpful in helping Ivy Classical Academy gain approval from the Alabama Charter School Commission. Each member feels that there is a very strong need for the formation of a high performing charter school that utilizes the classical model in Autauga County.

If there are any vacancies when the Founding Board transitions over to the Governing Board, those board positions will be posted on the school website and recruitment will commence.

The proposed process for admitting new members, which is subject to change, is as follows:

1. Prospective Board members who express interest and enthusiasm will be invited to complete an application, which will be reviewed by the current board.
2. Upon a majority vote, a prospective Board member will be asked to appear at an interview. The prospective member will be evaluated on his or her qualifications, experience, skills, demeanor, and motivation at the interview.
3. Provided references will be checked and once the applicant is cleared, the prospect will be recommended for appointment.
4. Upon selection, members will undergo fingerprinting and background screening within 30 days of the nomination as required by Alabama Law.

All Board members will complete governance training focusing on conflicts of interest, ethics, and financial responsibility. New members will complete this governance training within 90 days of their appointment to the board.

After the initial training, each member will be required, within the subsequent three years and for each three-year period thereafter, to complete refresher training on the topics listed above in order to retain his or her position on the charter school board. Any member who fails to complete the refresher training within any three year period must undertake a full training in order to remain eligible as a board member.

The orientation process for new members will include a briefing on board procedures and duties and an orientation meeting with the board chair and the school leader intended to inform new members about school specific information.

Incoming board members will receive a copy of the Articles of Incorporation, the Governing Board's By-Laws, Alabama Charter School Statutes, the current charter contract with the Alabama Charter School Commission, the most current annual budget as adopted, the most recent financial statement, all Policy Manuals, the Staff and Faculty Handbook, the Student and Parent Handbook, and a copy of Ivy Classical Academy's charter application.

Board members will also receive ongoing professional development training designed to increase their capacity, as needed. Such training may include but will not be limited to the following:

- Recommended reading such as *Getting Started with Policy Governance: Bringing Purpose, Integrity, and Efficiency to Your Board* by Caroline Oliver (2009), *Good to Great and the Social Sectors* by Jim Collins (2005), and *Boards That Make a Difference: A New Design for*

Leadership in Nonprofit and Public Organizations by John Carver (1990)

- Ongoing training related to topics such as updated legislative requirements and finance
- Governing board training seminars conducted by the Barney Charter School Initiative.

Twice a year, the Barney Charter School Initiative holds training sessions at Hillsdale College for members of their affiliate classical charter school boards. The format is typically a two-day training session that covers discussions on board governance principles and processes.

A recent training session featured Dr. Brian L. Carpenter, a nationally known trainer on board governance, and author of Charter School Board University and *The Seven Outs: Strategic Planning Made Easy for Charter Schools*.

Topics that were addressed at the two-day seminar included:

- Why the Board Exists
- How the Board Does its Work
- What Work the Board Does

BCSI Staff and Hillsdale College department Vice-Presidents also held discussions regarding board expectations and addressed topics that are important to the life of their affiliate schools:

- Media Relationships and Branding
- School Performance and Compliance
- The Relationship between BCSI and the Board
- Financial Literacy
- Board Reports
- Board Management and Strategy

### **Transition to Formal Board**

The transition from Founding Board to a formal Governing Board will start to take place during Year Zero and a full transition will occur shortly after the first day that Ivy Classical Academy is operational.

The Governing Board will be comprised of members of the Founding Board as well as new members that will be recruited during Year Zero. The Governing Board will be formed according to the board By-Laws, and all new members will be subjected to the Conflict of Interest policy, the Code of Ethics policy as well as a background verification.

As per the Governing Board by-laws, time served on the Founding Board during Year Zero counts towards the total term limit as outlined in the by-laws. There will also be no double representation, including spouses and immediate family members.

### **Governing Board's Ethics and Conflict of Interest**

Ivy Classical Academy's Board is committed to the principles of honesty, integrity, and respect. Members are expected to display ethical conduct and a professional demeanor at all Board and school functions, regardless of their role(s) at such function as a Board Member, parent, or volunteer.

The Board upholds the following ethical standards. Additional information can be found in the complete Code of Ethics and Conflict of Interest Policies in Attachment 16:

1. Board members will serve the students, faculty, staff, and parents of Ivy Classical Academy



in accordance with its mission, vision, values, and all governing documents of the school. Members will uphold the duties of care, loyalty, and faithfulness as fiduciaries of the school. Members will exercise reasonable care as stewards of the school, will be loyal to the school and not act for personal gain, and will be faithful to Ivy Classical Academy's mission.

2. Board members will attend Board meetings as scheduled and will be fully informed on matters to be considered by the Board. If a member is unable to regularly participate, the member will resign from the Board. More specifically, if a member misses more than three scheduled meetings, in which his or her absence has not been approved by the Board Chair or designee within a twelve-month period, then the member will automatically resign from the Board at the next scheduled monthly meeting.
3. Members will base their voting on items before the board on what is best for students and for the school as a whole.
4. Members will excuse themselves from deliberation and voting on any issue in which they have an unavoidable conflict of interest, as required by the Conflict of Interest Policy.
5. Members will abide by and support majority decisions of the Board, past and present. If a member feels a past decision needs to be revisited, the member will do so in accordance with Board policy.
6. Members will not attempt to exercise authority over the school or speak for the Board except to repeat explicitly stated Board decisions.
7. Members will refrain from making disparaging remarks, in or out of Board meetings, regarding the school, other members of the Board, faculty and staff, or members of the school community. When receiving criticism from parents or others in the school community, members will support the school's grievance policy and shall refer critics to the appropriate party as indicated by the dispute resolution policy of the school.
8. Members will not use the school or any part of the school's program(s) for their own advantage or for the advantage of friends or family members, either financial or non-financial. In addition, Board Members are prohibited from accepting anything of value based upon an understanding that any official board action or vote would be influenced. In addition, any business entity in which a board member or any member of their immediate family has a material interest is prohibited from contracting with the school for the purchase, rent, or leasing of any real estate, goods, or services as stipulated in the Conflict of Interest Policy.

As part of the new member selection process, prospective Board Members will be required to complete a Conflict of Interest form. If the form as completed indicates a (potential) conflict of interest, the potential board member will, depending upon the issue, either:

1. not be allowed to join the board, or
2. will be asked to abstain from voting on those issues when they come before the Board for deliberation.

Board members will be required to complete the Conflict of Interest form on an annual basis; these records will be maintained by the human resources function of the school's administrative staff. Should new conflicts of interest arise, they will be addressed in an appropriate fashion by the remaining members of the Board.

See Attachment 20: Code of Ethics Policy and Conflicts of Interest Policy

### **Existing Relationships / Conflicts**

Ivy Classical Academy and members of the Founding Board are unaware of any existing relationships that would or will pose a conflict of interest.

### **Existing Nonprofits**

Ivy Classical Academy is a stand-alone, newly formed nonprofit organization with the sole focus of gaining approval for and operating a classical charter school in Autauga County, Alabama.

## Attachments

### Section 20: Governing Board

20.1	<a href="#">Attachment 20: Proposed Code of Ethics &amp; Conflict of Interest Policies</a>	Neave, Bradley, 3/13/20 2:02 AM	PDF / 105.482 KB
20.2	<a href="#">Attachment 19: Board Disclosure Forms</a>	Neave, Bradley, 3/13/20 2:00 AM	PDF / 4.638 MB
20.3	<a href="#">Attachment 18: Governing Bylaws</a>	Neave, Bradley, 3/13/20 1:59 AM	PDF / 377.798 KB

## 21. Advisory Bodies

### Section 21: Advisory Bodies

Ivy Classical Academy plans to have the following committees.

#### **Parent Teacher Organization (PTO)**

Embracing parent, guardian and family involvement will be one of the defining successes of Ivy Classical Academy. As such, the school will seek to form a PTO comprised of parents and guardians with a fair and equitable representation of the lower (K-5<sup>th</sup>), middle (6<sup>th</sup>-8<sup>th</sup>) and upper (9<sup>th</sup>-12<sup>th</sup>) schools. There will be a school faculty designated to head the PTO.

Parents interested in participating on the PTO will be able to submit their names through Ivy Classical Academy's website, along with a brief bio and message to other parents and guardians as to their qualifications and desires to participate on the committee. PTO members will be selected by other parents and guardians whose children attend Ivy Classical Academy.

The PTO will be a function of the school with duties and tasks delegated by the school leader, such as event organization or fundraising for school account's. The PTO will report directly to the school leader.

Once identified, the school leader will be responsible for formalizing policies and procedures that govern the PTO.

#### **Community Advisory Committee**

Ivy Classical Academy wants to work well with the surrounding neighborhoods and communities. A way to ensure that is possible is to put together a Community Advisory Committee made up of faculty and parents or guardians of students attending Ivy Classical Academy. This Committee will meet regularly to ensure that any community or neighborhood specific concerns or ideas have a way of being properly brought to and addressed by the school leader. The committee will report directly to the school leader.

Members of the Community Advisory Committee will be selected by the school leader. Formation of the Community Advisory Committee will be a priority and will take place once a school leader has been selected.

### **Fundraising and Endowment Advisory Committee**

The Fundraising and Endowment Committee will be chaired by a current member of the board. The committee will be more selective in nature and will focus on engaging community business leaders as well as individuals who have demonstrated an ability to secure philanthropic donations or supplemental grant monies.

The Fundraising and Endowment Committee will focus on both innovative and proven strategies that Ivy Classical Academy can deploy to raise funds from the community as well as other philanthropic institutions and groups. The funds raised will be used to build academic buildings, athletic facilities or other school needs.

Members The Fundraising and Endowment Committee will be selected by the Governing Board.

### **Future Councils**

Additional or future advisory committees will be set up by the Governing Board and school leaders to address needs as they become apparent. All future committees will operate under bylaws, policies or guidelines as set up by the school leader or the Governing Board.

This Section Does Not Contain Any Attachments.

## **Attachments**

### **Section 21: Advisory Bodies**

– No Attachments –

## **22. Grievance/Complaint Process**

### Section 22: Grievance / Complaint Process

#### **General Complaint Policy**

Ivy Classical Academy will adopt a General Complaint Policy to address concerns about Ivy Classical Academy in general or regarding specific employees. If a complaint arises regarding harassment or perceived violations of state or federal laws, we will refer to the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy. For any other complaint, the following General Complaint form and accompanying procedures will be appropriate.

#### **Internal Complaints**

This section of the policy is for use when an Ivy Classical Academy employee raises a complaint or concern about a co-worker or board member.

When reasonably possible, an attempt to resolve internal complaints should be made at the lowest possible level, including attempts to discuss and resolve concerns between the two or

more involved parties. If there is no resolution, parties should involve an immediate supervisor. In the event an informal resolution does not suffice or does not resolve the situation, the following steps will be followed by the appointed school leader.

- The complainant will bring the matter to the school leader designated with resolving grievances and complaint as soon as possible after informal attempts to resolve the complaint with the other parties and/or the immediate supervisor have failed to resolve the issue or complaint.
- The complainant will submit the complaint in writing, indicating to the best of their ability all known and relevant facts. The school leader or designee will then investigate the facts and provide a solution or decision based on the findings.
- If the complaint is serious in nature, ie sexual harrasment, involving the school leader, the complainant may file their complaint in a signed letter to the Chair of the Governing Board, who will then investigate the facts and provide a solution or decision based on the findings

Ivy Classical Academy's Grievance and Complaint policy cannot guarantee that every incident is resolved to each employee's satisfaction. However, Ivy Classical Academy will always provide employees with the ability to express concerns, field complaints or seek a resolution without fear of retribution or adverse consequences to their employment.

### **General Complaints**

This section of the policy is for use when a parent, guardian or third-party raises a complaint about Ivy Classical Academy in general, or an Ivy Classical Academy employee or board member.

All efforts should be made to resolve the complaint informally with the inclusion of a direct supervisor in the discussions. If complaints cannot be resolved informally, complainants may file a written complaint with the school leader, or the Chair of the Governing Board in the event the complaint concerns the School Leader.

All efforts should be made to submit the written complaint as soon as possible after the event(s) that give rise to the complainant's concerns. The written complaint should include as many details and facts about the event(s) surrounding the complaint as possible, as well as note any witnesses to the event.

In processing the complaint, the school leader or designee shall abide by the following process:

- The school leader or designee shall use their best efforts to obtain the facts as they pertain to the complaint. Where applicable, the school leader or designee shall communicate directly with all parties identified in the complaint as well as any other individuals with knowledge of the events surrounding the complaint.
- In the event that the school leader or designee finds a complaint to be valid, the school leader or designee may take appropriate action to resolve the problem. If the complaint was made against an employee of Ivy Classical Academy, the school leader may take appropriate disciplinary action against the employee. The severity of the complaint and employee conduct history will be taken into consideration as to whether the school leader should reprimand the employee without initiating formal disciplinary measures.
- The school leader's decision relating to the complaint shall be final unless the decision is appealed to the Governing Board of Ivy Classical Academy. At that time, any decision put forth by the Governing Board shall be final.

### **General Requirements of All Complaints**

1. Confidentiality: All complainants will be notified that any information obtained from the

complainants and through information gathered about the complaint will be held in a manner as confidentially as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants 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 school leader will investigate complaints appropriately under the circumstances and pursuant to any applicable procedures, and if necessary, appropriate remedial measures will be taken to ensure effective resolution of any complaint.

In order to submit a complaint, complainants can fill out a General Complaint Form that will be available in a printed format at the offices of Ivy Classical Academy, or by accessing a form that will be available from Ivy Classical Academy’s website. The forms can be submitted in person, mailed in, faxed in, or sent in electronically.

## Attachments

### Section 22: Grievance/Complaint Process

– No Attachments –

## 23. Staff Structure

Please See Attachment 21: Staffing Chart

### Senior Administrators and Staff Relationships

The school leader reports directly to the Board, all other members of the senior leadership team, including the Assistant School Leader of Academics, Assistant School Leader of Administration, and the Student Services Coordinator will report directly to the School Leader.

A cooperative and professional, but linear approach will be taken in managing the relationship between Ivy Classical Academy’s senior administration team and the rest of the faculty and staff. Teachers, faculty and staff will have a clear understanding of their role, duties and responsibilities. They will also have a clear understanding of who they report any needs, concerns, issues to.

Members of the senior administrative team will meet frequently to discuss, monitor and track the direction of Ivy Classical Academy and the school’s adherence to the mission, vision and purpose.

The Student to Teacher Ratio will be 14:1 (Years 1-3) and the ratio will be 15:1 (Years 4-5)

The Student to Staff Ratio will be 11:1 (Year 1), 12:1 (Year 2-4), and 13:1 (Year 5)

## Attachments

### Section 23: Staff Structure

23.1	<a href="#">Attachment 21: Staffing Chart</a>	Neave, Bradley, 3/13/20 7:41 AM	PDF / 110.735 KB
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## 24. Staffing Plans, Hiring, Management, and Evaluation

### Section 24: Staffing Plans, Hiring, Management, and Evaluation

#### **Employer / Employee Relationship**

Ivy Classical Academy will employ teachers and staff on an at-will basis, using annual employment contracts. The contracts will outline salary, position, title, and duties. The first year of employment will be on a probationary basis. The discipline and termination policies will be available as part of the Staff and Faculty Handbook that will be developed by the school leader. The Governing Board will review and finalize all policies prior to offering any employment contracts.

There is No Attachment 22: Employee Manual – this will be developed, reviewed and finalized prior to any onboarding of school faculty and staff.

#### **Compensation**

Ivy Classical Academy will offer highly competitive salary ranges and employment benefits for all full-time employees. For purposes of budgeting, teacher salaries will average \$46,000 in year one, which is comparable with Autauga County Schools, with a budgeted increase of 2% per year for teachers who achieve highly effective performance rating. The final salary structure will be determined and approved by the Governing Board prior to the opening of the school.

Benefits will be offered to school employees, including enrollment in a 403(b) plan, health and dental insurance, and other supplemental insurance policies. Details of these policies will be finalized in Year Zero and made available in the Staff and Faculty Handbook.

The Governing Board of the School is in favor of participating in the Teachers' Retirement System and Public Education Employees' Health Insurance Plan. The Board understands that this election must take place prior to the execution of the charter contract and once made is irrevocable.

Incentives and/or increased salary will be offered to teachers pursuing or holding certifications such as ESOL, ESE, Reading remediation, and other relevant training. In addition, teachers will be offered the opportunity to tutor students, teach in summer camps if provided by the school, serve as club advisors for after-school clubs, serve as athletic coaches, and otherwise serve additional student needs in return for additional compensation.

Staff retention will be built around the compensation structure described above as well as the development of a strong professional environment, the opportunity for staff to receive high quality professional development through Hillsdale College, and the opportunity for staff to provide input into the operations and future planning of Ivy Classical Academy.

Additionally, there will be leadership opportunities through which teachers can mentor and coach new teachers and others who wish to become more proficient in the classical curriculum. This will allow for the teacher to refine their craft and more frequently rate as highly effective in their classroom.

These policies and programs should create an environment that fosters high job satisfaction which will aid in retaining the highest quality faculty and staff.

#### **Recruitment**

To ensure equal opportunity for open positions and eliminate any concerns of discrimination, Ivy Classical Academy will ensure all job opportunities are made available to the public through the school's website.

Additionally, openings will be posted on websites of local, state and federal teaching recruitment and online community boards.

To verify that applicants are appropriately skilled or otherwise prepared for the specific job they are applying for, all job postings and advertising will include a:

- Detailed summary of the job description including the key elements of location, job title, essential functions, required experience and/or education
- Description of primary job duties.
- Indicate a closing date for accepting applications
- Salary Range

Ivy Classical Academy will be proactive in the recruitment of all necessary school positions, but the primary focus will initially be on the school leader. Once the school leader is selected, they will become a brand ambassador, canvassing all corners of the country for staff and teachers that are seeking their first assignment or a brand-new opportunity.

The school leader will put together a timeline for the hiring of all administrative staff. This timeline will be reviewed and approved by the Governing Board.

In line with the hiring timeline, the school will begin conducting preliminary searches and interviews for senior and specialized staff. This practice is imperative as it will give the school leader and Governing Board ample time to select the staff and teachers most qualified to uphold the mission and vision of Ivy Classical Academy.

As a school that aims to be fully inclusive and one that celebrates diversity, Ivy Classical will not restrict the search to local teachers only, or even teachers within the state of Alabama. Autauga County offers a relatively low cost of living, a safe community and Ivy Classical Academy will provide teachers with a chance to truly make a difference in the lives of students in the least funded county in one of the worst performing states academically. The Founding Board believes these qualities will help set Ivy Classical Academy apart, as an exciting and desirable destination for teachers, educators, school leaders and support staff.

Ivy Classical Academy will not discriminate during the hiring process. All teachers, faculty and staff will be selected based on qualifications and their ability to uphold and further Ivy Classical Academy's mission and vision.

### **Hiring of Employees**

As per Act 2015-3, Section 9(e)(1) Ivy Classical Academy shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter schools shall be exempt from state teacher certification requirements.

Once the school leader has been brought onboard, they will have final approval of all faculty and teacher hiring and dismissals. Hiring procedures will include:

- Conducting Interviews
- Drafting and executing an employment contract

- Completion of appropriate paperwork
- Conducting a criminal background check and fingerprinting as required by Act 2015-3, Section 9(d)(1).
- Providing routine reports to the Governing Board

Hiring administrative staff and faculty will be undertaken and overseen by the school leader during Year Zero and leading into the inaugural school year.

The full teaching staff will be hired as per the timeline to be put together by the school leader, but no later than the start of Summer 2021. This hiring deadline is necessary, as teacher training specific to the classical curriculum and Barney Charter School methods will be conducted during the summer prior to the school start date.

Ivy Classical Academy will provide equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, or disability. In addition to federal law requirements, the school will comply with applicable state and local laws governing nondiscrimination in employment.

The interview process will be based loosely around the Blueprint Teacher Selection Toolkit (Blueprint Schools Network, 2013) a useful resource for the school's hiring processes. The Blueprint Teacher Selection breaks the interview process into five stages:

1. **Stage One: Initial Screen of Resume and Cover Letter**- Applicants will be asked to submit a school-specific cover letter and resume, which should include information on the candidate's education and experiences as well as certification to ensure they are highly-qualified for the position.
1. **Stage Two: Phone Interview** - The hiring committee will utilize the Behavior Event Interview techniques, interview questions, and scoring protocols. The Behavior Event Interview (BEI) technique requires candidates to detail actions and thinking in past work events. Interviewers using BEI should ask questions that encourage candidates to reflect on concrete, past actions, rather than hypothetical responses.
1. **Stage Three: Reference Check** - Candidates will be required to provide at least two references with one reference coming from an immediate supervisor who has evaluated the candidate in the past. STAR will use a reference check document based on best practice charter school hiring processes and templates to collect and document feedback from references.
1. **Stage Four: 5-part School-based Interview**
  - **Lesson Plan Scenario** – Candidates will be given a lesson plan scenario with student pre-test data and demographics (i.e., IEP status, EL status, etc.) in order to create a personalized lesson plan based on the data. All lesson plans will be evaluated using a rubric.
  - **Lesson Observation** – Candidates will be shown a short video clip of a teacher providing a lesson to a group of diverse learners. Candidates will be given key teacher evaluation rubric frameworks to observe for (i.e., Differentiated Instruction, Standards Implementation). They will be asked to note what characteristics the teacher and students demonstrate and align their observations to the identified evaluation frameworks. Their video notes will be evaluated using a rubric.
  - **Data Team Scenario** – Candidates will be placed in small groups to interact with one another to analyze a set of student data. They will be asked to identify areas of strength and need. Based on the identified areas of need, candidates will have to



collaborate on possible next steps instructionally for the hypothetical student group. Their data notes and collaboration within the group will be evaluated using a rubric.

- **Multi-Cultural Awareness Essay:** Candidates will be given a quote concerning the need for teacher awareness and sensitivity to the diverse student population of STAR Academy and asked to respond to the quote in writing. Essays will be evaluated using a rubric.
- **Model Lesson:** Candidates will be asked to prepare and teach a model lesson to be observed by the school administration and interview committee (whenever possible). Candidates' lessons will be evaluated using a rubric. Students participating in the lesson will also be interviewed using a specific toolkit protocol.

1. **Stage Five: Follow-up and Final Selection-** the school leader will work collaboratively with their support staff and any department heads in place to review candidate application documentation and make final selections. The offer of employment will define the position, salary and other benefits, start date, employment status (exempt or exempt), reporting relationships, basis for performance reviews, evaluation schedule, and the employer's at-will statement.

### Termination of Employees

Employees may be dismissed on the following grounds: incompetence, unprofessional conduct, an inability or an unwillingness to abide by school policy, insubordination, misappropriation of funds or property, breach of contract, or other just cause deemed to be detrimental to the school or its students.

As a smoke-free and alcohol-free environment, the school also requires employees to abstain from smoking, using tobacco products, using intoxicants, and being under the influence of intoxicants on campus. Failure to abide by these rules could result in suspension or termination, as determined by the school leader.

In the case of substandard performance, if a teacher consistently receives poor scores on their evaluation, and additional support such as mentoring, professional development, and coaching has been provided but evaluation results have not subsequently improved, the teacher may also be dismissed. This decision will be made by the school leader.

An employee will be given two weeks' notice if employment is to be terminated, except in cases of gross misconduct. The two weeks' notice may or may not involve the continuation of teaching, depending upon the circumstances and / or reasons for which the termination is made. A faculty or staff member who chooses to resign or terminate his or her contract shall be required to give the school two weeks' notice.

Unsatisfactory performance of faculty, staff, or leadership will be handled using this three-step process:

1. Employees will receive a warning and will also be provided a reasonable amount of time to implement the corrective measures outlined to resolve issues of conduct or poor performance. Those measures could include mentoring or additional professional development training. The corrective measures will be selected by the department head or when appropriate, the school leader.
1. The second step involves a warning to the employee for failure to resolve or sufficiently address the initial infraction. The second step will involve a written warning that will be documented in the employees records. At this time, the school leader will determine if any steps or processes need to be implemented in addition to the corrective measures outline in

step one, or if there shall just be an extension of the time provided to the employee to undertake those measures.

1. The final step may or may not involve a temporary suspension or termination. This will be determined by the school leader. The final step will be a result of the employee's failure to address or employ the corrective measures outlined in step one and step two. The school leader will have the final decision in whether to temporarily suspend or terminate the employee for failure to correct duly documented issues of misconduct or poor performance.

The school leader, at his discretion and if the infraction is severe enough, reserves the right to proceed directly to a secondary warning, suspension, or termination.

All terminations will be conducted or approved by the school leader or governing board.

### **School Leader Support, Development and Evaluation**

Ivy Classical Academy will be fully supportive of the school leader and will expect that they continually seek to further develop themselves professionally with positive results demonstrated through leadership evaluation tools and programs.

The Governing Board will primarily interact with the school leader and as such will review their requests for administrative and organizational support staff. The school aims to offer the school leader all the resources and tools they may normally find in a charter school offering a classical education.

The school leader will be provided ample opportunities to increase professional capacity. The school board will immediately begin the search for a school leader upon completion of this application. The board is aiming to be able to have the school leader apply for the School Founders Grant during Year Zero. This program will provide them with additional tools and resources that will help develop their leadership capacity. The program consists of four training experiences: Application Assistance, School Founder Training, Alabama Compliance and Residency.

Additionally, The Barney Charter School Initiative offers professional development opportunities to school leaders on an annual basis. These courses take place on the Hillsdale College campus and are provided at no cost to school leaders of affiliated charter schools.

Ivy Classical Academy will employ the use of LEADAlabama, an evaluation tool for school leaders. LeadAlabama's evaluation system includes a self-assessment based on Alabama Continuum for Leadership Development, a Professional Learning Plan, Goals to Demonstrate Growth, and documentation of professional learning evidence toward these goals.

Ivy Classical Academy will also look to incorporate elements from New Leaders' Principal Evaluation Handbook. New Leaders is a nationwide non-profit organization that helps develop school leaders.

Ivy Classical Academy will also be working closely with BCSI during the development process of the school leader evaluation tool.

Please See Attachment 23: Leadership Evaluation Tools for an outline of the New Schools: Principal Evaluation Tool.

### **Teacher Support, Development and Evaluation**

Ivy Classical Academy will be fully supportive of the school's teachers, including those teachers who instruct students with disabilities or special needs. The school leader will help cultivate and promote a culture that expects teachers to further develop themselves professionally with positive results demonstrated through teacher evaluation tools and programs.

The school leader will have a firm and thorough understanding of the needs of the school as a whole, as well as within specific departments, down to individual teachers. As such, the school leader will field requests from department heads and teachers regarding any needs or support issues they may encounter. The school leader will at their discretion make decisions as to what support to offer teachers or departments, over and above the needs identified during any planning and developmental stages.

The school aims to offer school teachers the resources and tools they may normally find in other charter schools offering a classical education, and will rely on the school leader to ensure that these needs are either met or addressed.

Ivy Classical Academy teachers will be provided with many opportunities to increase professional capacity. The school leader will be tasked with providing teachers with unique and innovative tools offered online, in person, or at conventions/conferences that will help develop their leadership capacity and result in better student outcomes.

The Barney Charter School Initiative will also offer Ivy Classical Academy teachers the opportunity to attend summer programs aimed at increasing their understanding of classical education as well as increasing their professional capacity. These courses take place over the summer months, on the Hillsdale College campus and are provided at no cost to school teachers of affiliated charter schools.

The school leader, along with department heads, will conduct teacher evaluations using the Charlotte Danielson's Framework for Teaching evaluation instrument. The Framework for Teaching identifies aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research to result in improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The school leader will have the flexibility to introduce different or additional evaluation tools and methods as they see fit. All evaluations will be conducted with the intent of students meeting or exceeding Alabama State assessments or graduation requirements, as such any tools implemented should be able to provide data or feedback that can help the school leader, department heads and teachers better achieve those goals and standards.

Please See Attachment 24: Teacher Evaluation Tools for an outline of Charlotte Danielson's Framework for Teaching.

### **Leader / Teacher Performance and Turnover**

The school leader will be fully responsible for the evaluation, assessment and performance of teachers, both in terms of academics and professional behavior. The school leader, or designated department heads will continually assess the performance of teachers and provide support and guidance when the teacher is performing unsatisfactory or not attaining the required student performance results.

Unsatisfactory performance will result in minimal intervention scaling up to intervention by the school leader. If attempts to remedy the unsatisfactory performance or behavior fail to result in positive changes, the school leader may opt to further discipline or suspend the teacher.

The school will have a clear structure of hierarchy, with the school leader in charge of all day to day functions in the school. In the event of leadership change, Ivy Classical Academy will determine if a promotion from within is possible, or if the school needs to recruit a replacement from further afield. The Governing Board will be the sole body in charge of replacing the school leader, should there be a transition. If the vacated position falls below the school leader, then he/she will be fully responsible for recruiting, hiring and onboarding the replacement.

If the transition occurs below the supervisory level, i.e. a first year teacher vacates after a short stay, then the school leader may, at their discretion, opt to include any department heads in the recruiting, interviewing and selection process of a replacement teacher.

Department heads and the school leader will deal directly with employee turnover. Interviews shall be conducted to determine whether departures are due to normal circumstances or if there is a broader issue causing the departure.

In the event that turnover rates become significantly higher than the local school system typically experiences, the Governing Board may request that the school leader and department heads conduct exit interviews to determine whether school policies, procedures or compensation are affecting overall employee satisfaction.

## Attachments

### Section 24: Staffing Plans, Hiring, Management, and Evaluation

24.1	<a href="#">Attachment 23: Leadership Evaluation Tools</a>	Neave, Bradley, 3/13/20 5:37 AM	PDF / 794.544 KB
24.2	<a href="#">Attachment 24: Teacher Evaluation Tools</a>	Neave, Bradley, 3/13/20 5:37 AM	PDF / 483.705 KB

## 25. Professional Development

### Section 25: Professional Development

#### Responsible Parties

The School Leader and the Assistant School Leader of Academics will be responsible for the oversight of professional development activities at Ivy Classical Academy.

The Barney Charter School Initiative (BCSI) will provide intensive professional development prior to the school's first day, as well as ongoing training and support thereafter as a part of our affiliation.

#### Core Components

Ivy Classical Academy is committed to offering learning opportunities for all teachers and staff that meet state quality standards and promote the curricular and instructional practices identified by the state.

Professional development will be provided to faculty/staff, administration, and our Board members. The school's primary goal is to ensure that the professional development offered to Ivy

Classical Academy faculty and staff is implemented effectively and results in a positive impact on student achievement.

Some of the trainings provided will be systemic, while other professional development offerings will be individualized throughout the school and will target individual teacher needs as determined by analysis of student performance data, instructional observation, and the school's improvement goals.

The administration will help assess and provide professional development opportunities to teachers specific to the needs of the school through individualized professional development plans (IPDPs). Both new and experienced teachers will be taught to expand upon their initial knowledge base and capacity in order to refine their instructional delivery and increase their effectiveness.

Teachers will meet with administrators after assessment and testing periods to analyze student progress and develop an action plan. The effectiveness of the professional development will be evaluated by the change in teacher instructional practices, which demonstrates mastery of the skills and concepts taught through the professional development offerings.

School administrators will monitor the implementation of the curriculum and tailor any professional development to ensure teachers can most effectively utilize the curriculum and classical pedagogy.

Ultimately, the professional development offered should impact student achievement and the training provided to teachers will be measured by its ability to develop teacher capacity and practices that improve student performance. Professional development options will emphasize training on how to employ the classical educational program in the classroom, especially in the first few years of the school's operation.

Mandatory professional development in the core components of our education/curriculum will be required of all teachers prior to the School's opening.

### **Core Knowledge Sequence**

Training in the Core Knowledge Sequence will provide overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics and Science. Teachers will be provided with example lesson plans and instructions on how to incorporate the Sequence into their instructional practice. The Sequence guides teachers in which instructional resources are necessary to utilize to fully deliver the curriculum.

A minimum of five days of Core Knowledge professional development is recommended in the first year of implementation. All staff members will participate in the "Getting Started with the Sequence" training for Grades K–8.

Likewise, the school administrators and select faculty may participate in the Core Knowledge Coordinator and Leadership Institute and provide continued professional development opportunities for teachers through professional learning communities (PLCs) or on campus workshops.

### **Riggs Institute's *The Writing & Spelling Road to Reading & Thinking***

Through our partnership with BCSI, Access Literacy will provide professional development in the Riggs Reading curriculum. Access Literacy will consult with administrators and train teachers to use phonetics and orthography of the English language to teach students to become fluent writers and readers. This includes instruction in the teacher's resource materials for the program,

including but not limited to how to instruct students through the use of phonograms, implementation of spelling vocabulary lists, and orthography notebooks. Teachers will also receive training on how to best utilize the comprehensive teacher manuals provided by the Riggs curriculum.

Furthermore, teachers will be trained in assessing students with the McCall-Crabbs and the Riggs diagnostic reading assessments and how to apply the data to inform instructional strategies designed to meet the needs of students. Consultations and training will be provided on the Riggs curriculum as needed. In addition to building Riggs expertise among staff, Ivy Classical Academy will provide training to increase capacity within the school by providing on-site trainings that will utilize resources effectively.

## **Singapore Math**

Singapore Math contains different elements that comprise daily lessons (mental math, teacher directed, guided practice, activity, and independent practice) that align with students' conceptual and skill building frameworks to learn math.

What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next. Singapore Math must be followed with fidelity in order for students to be successful.

Teachers will be trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing.

Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms. In addition to building Singapore Math expertise among staff, Ivy Classical Academy will provide training to increase Singapore Math capacity within the school by providing models that will utilize resources effectively.

## **Socratic Seminars**

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open ended questions are asked. Training of Ivy Classical Academy teachers will occur in the following areas:

- Primary resources and texts teachers will assign
- Strategies to formulate questions that will encourage critical thinking, analyzing meaning, and expression of ideas with clarity and confidence
- How to lead students in Socratic Seminar discussions
- Instructional discussion techniques to guide students into unexplored areas or to promote further research

## **Character Education and Classroom Management**

Ivy Classical Academy will provide training to staff including, but not limited to:

- The Pillars of Character
- Behavior Management
- Anger Management/Mediation/Conflict Resolution programs/Bullying

- Effective communication
- How to integrate opportunities to discuss and model virtuous behavior within the curriculum
- Media literacy
- Students with Disabilities

Additionally, all faculty/staff will be offered, at minimum, the following on-site site and/or district-based trainings:

- Curriculum/Standard Implementation by Subject Area
- Differentiated Instruction
- Data-Driven Decision-Making
- Safety and Security
- Suicide Prevention
- Cultural Diversity

Administration will set the example as life-long learners and participate in all professional development trainings alongside faculty with additional opportunities for development available.

Leaders will develop their abilities through professional learning opportunities such as national and regional conferences, the School Leader Conference at Hillsdale College. Additionally, school administrators and other leadership staff may participate in the Core Knowledge Coordinator and Leadership Institute provided to instructional faculty.

Administrators and other school leaders will be trained on methods of classroom observation in order to provide feedback and coaching. School leaders will employ professional learning studies and other additional protocols to help teachers improve instructional and assessment practice.

Ivy Classical Academy administrators will receive regular mentorship and coaching through BCSI and benefit from collaboration with the network of BCSI and other classical school leaders throughout the region and nation.

Trainers in the stated programs will work in collaboration with administration to provide targeted training in the strategies/methods for each component of the curriculum. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, cognitive approaches to learning, strategies to enhance memory, and the Socratic method will be targeted in each program.

Staff will learn how to implement these strategies and methods within the context of each of these programs.

## **Schedule**

Teachers will need to begin their training during the month of July 2021 in order to be ready to implement the curriculum when school begins in August 2021. BCSI provides two weeks of free professional development training (80 hours) to our staff. The training consists of four days of Riggs training, two days of Core Knowledge, two days of Singapore Math, and two days of philosophical and classroom management discussion. This training offers practical application of our curriculum and lesson planning and will be revisited during BCSI semester site visits.

Please See Attachment G: Sample On-Site Professional Development Schedule

## **Mandated Reporter Training**

In addition to the professional development provided by BCSI, all school leaders, teachers, staff

and board members will be required to take the mandated reporter training conducted online by the Alabama Department of Human Resources.

This course will ensure that Ivy Classical Academy staff and teachers are well equipped to identify and report any suspected cases of child abuse or safety concerns.

Code of Alabama § 26-14-3 (1975) provides for the mandatory and permissive reporting of child abuse/neglect to a "duly constituted authority," primarily the Department of Human Resources (DHR) and law enforcement, when any person suspects children are being abused or neglected.

**The Child Abuse Mandated Reporters Training** explains:

- Why it is important to report child abuse and neglect
- Who is required to report it
- How to recognize it
- How and when to report it
- What happens after a report is made

### **Time Allotments**

Ivy Classical Academy will continually encourage ongoing professional development, which is reflected in additional contractual days of professional development before the school year begins, during the school year, and after the school year ends.

This includes participation in early release days and teacher-planning days as outlined in the Autauga County School District calendar to provide collaborative planning time for teachers to implement our curriculum or the opportunity to attend District trainings, as applicable.

Teachers will have three in-service days within the calendar school year, and one week of in-service days before the start of the school year for professional development and collaboration opportunities. Teachers will also have early-dismissal days in accordance with the Autauga County school system calendar. Some professional development and/or department meetings may be held during teacher prep periods or after school hours. The daily schedule will attempt to place students in the same grade level in special areas and electives courses at the same times to allow for additional collaborative planning time for faculty.

### **Professional Development Funds**

Funds will be allocated for staff to attend relevant conferences and training in addition to hiring consultants to provide on campus training. Training materials, books, and other resources will be purchased for additional professional development and learning community opportunities.

Each summer, teachers will travel to Hillsdale, Michigan for free professional development from our BCSI partners. Ivy Classical Academy will coordinate with the Autauga County School System and the state of Alabama to determine if there are any grant training opportunities for our administration and the allocation of Title II funds for professional development opportunities for our faculty/staff.

## **Attachments**

### **Section 25: Professional Development**

[Attachment G - Professional](#)



## 26. Performance Management

### Section 26: Performance Management

The authorizer will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

**1. Describe the school's mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.**

The 2018 – 2019 Alabama Department of Education Report Card listed the following proficiency results scores for the Autauga County School System:

- Reading: 54%
- Mathematics: 54%
- Science: 48%
- Graduation Rate (i.e. percentage of students enrolled in the cohort who graduated within 4 years of first entering the 9th grade): 88%

Acclimating students to the classical curriculum at various ages in the early years is challenging, because success in the upper grades can be dependent upon knowledge and skills attained in the lower grades to an extensive degree. Therefore, we expect slower growth initially as many new students will not have the benefit of previous foundational years of classical education. However, as founding students advance, we expect accelerated growth rates in years five and beyond. Below is a list of Ivy Classical Academy's mission-specific educational goals and targets.

- The percentage of students scoring at a proficient level in Reading will increase by 1% in the first year and 2% in each subsequent year so that 63% of students will demonstrate proficiency by Year 5.
- The percentage of students scoring at a proficient level in Math will increase by 1% in the first year and 2% in each subsequent year so that 63% of students will demonstrate proficiency by Year 5.
- The percentage of students scoring at a proficient level in Math will increase by 1% in the first year and 2% in each subsequent year so that 57% of students will demonstrate proficiency by Year 5.
- 75% of students who participate in Latin language studies will demonstrate proficiency on the school's Latin curriculum assessments.
- Ivy Classical Academy's students will demonstrate college readiness by having at least 50% of high school students achieving above state average scores on the ACT by the end of the

11th grade.

- Ivy Classical Academy's Graduation Rate (when applicable) will be 95%.
- Ivy Classical Academy will achieve and maintain a school grade of "A" on the ALDSE Report Card by Year 5.

Character development and the focus on the core virtues of prudence, excellence, respect, perseverance, compassion, courage, and integrity are mission-specific goals of Ivy Classical Academy. The school plans to focus on character development efforts that instill in students a culture of excellence and respect for themselves, their peers, the school's faculty, and the community. The school will measure success by reviewing the impact character development has on student behavior data. The School Leader and the governing board will review and track the incidents where behavioral interventions outside of typical classroom management strategies employed by the teacher are needed. The data collected throughout Year 1 will be used as a baseline to set goals for character development and student behavior in subsequent years.

**2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.**

Ivy Classical Academy will promote a positive school culture where students show respect for themselves, their teachers, their school, and their peers; faculty and staff embody the virtues they are instilling in students; and parents are an active part of. The school plans to gather data from students, parents and teachers through the use of online and paper surveys, with the aim of achieving:

- 80% of students will report a positive school climate.
- 80% of faculty will report a positive school climate.
- 80% of parents will report a positive school climate.
- 70% of parents will be involved in school activities.
- 90% of teachers will report that they have access to the resources they need for instruction.
- 90% of faculty and staff will express satisfaction with school leadership.
- 90% of faculty and staff will express satisfaction with professional development opportunities.
- 100% of financial audits will result in no major findings.

**3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.**

In addition to all mandatory state assessments, in order to establish a complete picture of student progress, Ivy Classical Academy will employ the following additional formative and summative assessments:

- Riggs assessments that may be given daily after each lesson
- McCall – Crabbs Comprehension and Fluency Tests as needed for student remediation.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K-2 to assess early learner competencies and skills.
- Diagnostic Assessment of Reading (DAR) will be administered to K-6 when appropriate, to measure progress of students within reading intervention.
- iReady Diagnostic Assessments will be administered to provide predictive scores for students, teachers, and parents to better understand how well students perform in reading for K-8 students.
- Singapore Math Grade Placement Assessments to ensure proper ability grouping placement

and appropriate mathematical skills development.

- Teacher developed pre – assessments and post – assessments and other formative assessments completed by students aligned to Autauga County Standards

**4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

Ivy Classical Academy will use formative and summative assessments to evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Student assessment and performance data will be regularly assessed by the School Leader and teachers to ensure that all students are receiving the support and instruction necessary. Teachers at Ivy Classical Academy will closely monitor each student's progress, provide and document accommodations and intervention progress, collect data on their outcomes, and reach out to the multiple resources at the school to ensure the needs of students are met. Along with the School Leader, teachers will all play a critical role in managing and interpreting the data to ensure that students are receiving the support and instruction necessary to be successful.

Student data will drive individual and departmental monthly performance meetings where student progress monitoring and intervention strategies will be discussed as needed. Classroom walkthroughs will help inform areas of focus for instructional practice. Observation and student performance will drive the School Leader's discussions with teachers and will also be used to inform professional development choices for faculty. The use of flexible ability groups with students will allow for easy implementation of remedial strategies and instruction in areas where the individual student needs it most. The School Leader will work individually with teachers to ensure differentiated instructional strategies are utilized to remediate students and increase their performance on assessments.

For each student who does not meet performance levels in reading, writing, mathematics, science, civics and/or history, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to, summer school, dropout prevention services, parent tutorial programs, modified curriculum, reading instruction, after-school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs.

**5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.**

The school leader will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

**6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.**

The School Leader will serve as the in-house expert who will coordinate the ongoing training of Ivy Classical Academy's teachers to interpret and improve student assessment results. The School Leader will regularly attend trainings in preparation for proper analysis. He or she will continuously

analyze student performance data and meet with teachers to review data and create plans and strategies to improve students at all levels of achievement.

Teachers, who are daily interacting with students and assessing their performance, are the first line in identifying potential areas of need. As a result, they will proactively raise concerns so student performance deficits can be mitigated. Ivy Classical Academy also recognizes the importance of sharing assessment results with parents and the general community; thus, the School Leader will disseminate this information to parents.

**7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.**

Progress of the school will regularly be communicated to the governing board, BCSI, and parents. Falling short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level will trigger the School Leader to perform an analysis to determine the root cause. The School Leader will ultimately be responsible for implementing corrective actions that may include improvements to instruction, supplements to the curriculum, revised alignment of curriculum to tested content, or revisions to the curriculum. All teachers and staff will also be responsible for implementation of any needed corrective actions that directly impact them. BCSI will also be consulted on the analysis and corrective actions to be implemented. Ongoing monitoring will be conducted to ensure desired results.

## **Attachments**

### **Section 26: Performance Management**

– No Attachments –

## **27. Facilities**

### Section 27: Facilities

#### **Facility Identification**

The process for identifying and securing a facility has been commenced. While there is plenty of land available in Autauga County and several facilities that could make sense for Ivy Classical Academy explore, including facilities at a church school that is ceasing operations in June of 2020.

There are two options that have been the focus of the Board.

The board will adhere to all laws, regulations and policies as outlined at the Federal, State and Local level as it pertains to building, renovating or converting facilities to be used for a charter school. Student safety is paramount and the board has started discussing storm shelter options with manufacturers in Alabama as well as Oklahoma.

#### **Option 1: Land Donation / Permanent Facilities**

The Board is working directly with a landowner who has expressed the desire to donate 18+/- acres to serve as Ivy Classical Academy's campus. There is an adjacent property, roughly 11+/-

that is also for sale and could serve the school for future growth and expansion, especially athletic facilities, and auditorium or school parking.

The land is in a prominent location along Hwy 14 and would easily serve residents of Autauga County due to the ease of access to Interstate 65, Hwy 14, McQueen Smith Blvd and Hwy 31.

Ease of access and location would make Ivy Classical Academy's location convenient for Autauga County, Elmore County, Montgomery and Chilton County students who wish to enroll in the Academy.

If option 1 is finalized and the school has been approved. Ivy Classical Academy will seek bond financing and other conventional loans, given the historically low interest rates, to commence construction of the school's permanent facilities.

There are dozens of reputable design/build contractors and developers who have experience with what is termed permanent prefab construction. Any negative design connotations should be assuaged by reviewing the attached portfolio of what the school could potentially resemble.

See Attachment: Permanent Prefab Portfolio

Construction costs for permanent prefab are usually significantly lower than conventional building techniques because a large portion of the structure or shell is constructed in large facilities and then transported to the construction site, thus abating any weather related delays.

Projects around the country and of all different sizes have inception to certificate of occupancy project timelines that would have Ivy Classical Academy students at their permanent home prior to the commencement of the Fall of 2021.

The Board will have more updates for the Charter Commission at the time of our capacity interview and hearing.

## **Option 2: Retail Conversion**

There is a large outdoor retail center centrally located within Prattville's city limits that has been predominantly vacant since construction in 2008.

Given their experience in dealing with unique and large real estate undertakings, Board members opened dialogue directly with the property owners, bypassing the leasing agents and management company.

The owners of the plaza have expressed an interest in working with Ivy Classical Academy to furnish the necessary square footage for classroom and common areas. The plaza has over 400,000 sf of available space and they have the development capabilities to begin conversion with any of the tenant improvements factored into the lease.

See Attachment: Shopping Center Overview

## **Hazard Mitigation Grant**

Another possibility Ivy Classical Academy has started to explore is to partner with the Federal Emergency Management Association (FEMA) to build an on-campus auditorium or arena that doubles as a storm shelter facility for public use during threatening weather.

Utilizing the Hazard Mitigation Grant Program would reduce the cost to Ivy Classical Academy by

75% resulting in significant savings. The facility would serve not only the students, but also the community at large, strengthening the bond between the school and surrounding areas.

The board will reach out to FEMA regarding this partnership in the near future, leading up to the design phase of Ivy Classical Academy’s new school campus.

The school will also look to partner with the City of Prattville and Autauga County, neither of which has an auditorium. This could be a third party to the FEMA, Hazard Mitigation Grant program, resulting in a zero cost endeavor for Ivy Classical Academy.

Working with FEMA and the City of Prattville to be able to more rapidly construct athletic facilities will also boost student morale and excitement through engagement in extracurricular activities on campus. With on-campus facilities, the school will also be able to provide a wider array of extracurricular activities resulting in a more engaged student and family population.

For more information please visit: <https://www.fema.gov/hazard-mitigation-grant-program>

**Supporting Documents**

As there are no agreements in place, the school does not hold any MOU or have any supporting documents regarding the facility. As such, there is not an Attachment 25, nor Attachment 26.

Any and all undertakings by Ivy Classical Academy to furnish facilities to students will be done according to state and local regulations and requirements. The school is also well aware and equipped to interact with city and local planners and the developers to ensure the project reaches completion on time and on budget.

Please Note There is No Attachment 25 and No Attachment 26

**Attachments**

**Section 27: Facilities**

27.1	<a href="#">Attachment: Shopping Center Overview</a>	Neave, Bradley, 3/13/20 11:26 PM	PDF / 2.475 MB
27.2	<a href="#">Attachment: Prefab and Traditional Design Inspiration</a>	Neave, Bradley, 3/13/20 11:17 PM	PDF / 2.329 MB

**28. Start-Up and Ongoing Operations**

Section 28: Start-Up and Ongoing Operations

**Start-Up Plan**

See Attachment 27: Start-Up and Ongoing Operations Plan for a detailed plan of Ivy Classical Academy’s start-up including the specified tasks and timelines. The plan was built around plans offered as resources to start-up charter school through another state as well as through a national charter school informational portal.

**Transportation Plan**

Code of Alabama, Section 16-13-233 does not require Public Charter Schools to provide pupil transportation, as such Ivy Classical Academy has elected not to provide pupil transportation.

The Governing Board and school leaders will reevaluate the need for transportation on an annual basis, taking into consideration student and parent/guardian needs, as well as the financial impact adding transportation will have on the school.

If Ivy Classical Academy does provide pupil transportation services in the future, the school will adhere to the same regulations as non-charter public schools as outlined in Code of Alabama, Section 16-27-1.

## **Safety and Security**

Ivy Classical Academy is fully committed to the safety and security of all students, faculty, staff and visitors, as well as the facilities and school property. The school will be implementing a number of measures to ensure the safety and security of all physical assets, but also of every person on campus.

Ivy Classical Academy will adhere to the requirements and conditions as set forth in the Alabama School Choice and Student Opportunity Act (Act 2015-3, Section 7 and Section 9) including but not limited to:

- Mandatory Evacuation Drills
- Written Safety and Security Plans
- Annual Inspection
- School Safety Committee
- Governing Board Safety Training
- Faculty and School Leader Safety Training

## **Identification**

Faculty and staff will display on themselves at all times, their proper school identification badge. It is good practice for not only students, but other staff members to be able to quickly determine if someone on school grounds is authorized to be there.

All visitors to the school, including volunteers, non-instructional contractors and parents will be required to provide school administration with valid photo identification upon arrival for scanning and documentation purposes. Depending on the nature of the visit, identification badges may be provided, and visitors will be escorted through the facility by a member of the faculty or staff.

## **Background Checks**

All faculty and volunteers will be subjected to fingerprinting and background checks as required by Alabama Law.

Non-instructional contractors allowed on campus while students are present or with access to students or to school funds will be required to undergo fingerprinting and a background check in accordance with state regulations. They will be required to wear an identification badge at all times and be escorted through the campus by a faculty member.

## **Student Pick Up**

All individuals who have parental or guardian permission to pick up Ivy Classical Academy students will be identified in writing on the Emergency Contact and Pick Up form provided by

parents upon registration. Individuals identified on the list will be required to provide photo identification, and when possible parents or guardians should notify the school in advance of any change to their normal pick up routine.

In the event that a parent or guardian is unreachable or unable to pick up a student without prior notice, the school will use the Emergency Contact and Pick Up form to find an approved individual who can come and pick up the student.

### **Student Uniform Policy**

Student attire should never be a cause for distraction or foster differences between the students. A standardized attire policy will keep the focus on education and learning, resulting in a safer school experience.

Ivy Classical Academy intends to implement a standardized attire policy for students, for the purpose of providing a safe and appropriate environment for students. The Board and school leader will finalize a uniform policy during Year Zero, including the sourcing of responsible vendors.

### **Gun-Free Schools Act**

The Governing Board will set a policy providing for a gun-free environment in effect requiring the expulsion from school for a period of not less than one calendar year, and referral to the criminal justice or juvenile delinquency system, of any student who is determined to have brought a firearm to school. This policy may allow for the Governing Board to modify such expulsion requirement for a student on a case-by-case basis. *Code of Alabama (1975), §16-1-24.3(a)(c)*

### **Drug Free Workplace**

Ivy Classical Academy will operate a drug-free workplace and campus in accordance with *Code of Alabama (1975), §16-1-24.1, §16-40A-3*

### **Tobacco Free Workplace**

Ivy Classical Academy will operate a tobacco-free workplace and campus in accordance with AAC, Chapter 290-3-1-.02(1)(b)(2). This policy will extend to any events on school property or any school-sponsored events. The final policy will prescribe specific penalties for all students and school personnel who violate the Tobacco-Free policy.

### **Facility Security**

To ensure maximum facility security, the school intends to use a single primary entry point for all visitors, volunteers and non-instructional contractors. All secondary access points will be kept locked. Additional safety steps can be taken to keep the primary entrance locked, and accessible to visitors and guests only after they have been granted access to the door by a remote buzzer.

### **Inspections**

The school will comply with all required inspections including those conducted by the fire marshal and will participate in regular fire drills.

Emergency exits will be clearly marked and evacuation routes will be published and posted. Faculty and staff will be knowledgeable of evacuation routes for their area(s) of the facility.



## **Perimeter Fencing**

Depending on the facility design, the school may opt to erect perimeter fencing around the campus, or certain portions of the campus, such as playgrounds and outdoor green space. The fencing would be to prevent trespassing, as well as to prevent younger children from the possibility of any traffic/vehicular related danger.

## **Technology and Equipment**

To make the security and safety of the campus and students more streamlined, the school may choose technology platforms such as, but not limited to:

- Systems to securely check-in and log volunteers and visitors
- Fire alarm systems (as required by building code)
- Carbon Monoxide monitors
- Alarm Systems
- PA System
- Two-way radio system to communicate with faculty during emergencies
- Firewall systems to secure all school related information technology
- Rapid communication system that will send text blasts and emails to the entire school community (students, faculty and staff, parents and guardians, volunteers, etc.) This service will be used in cases of extreme urgency such as unforeseen school closings, inclement and severe weather, active school shooter situations, etc.
- Security Cameras that will monitor the primary and secondary access points as well as any other public areas that may require monitoring.

The Governing Board and school leaders will commence the formalization of a Safety and Security policy once the facilities have been finalized. Any and all Safety and Security policies will be reviewed annually to ensure that the plans and processes the school has in place provide the greatest level of security and safety to every person on campus, as well as the physical structures themselves.

## **Insurance Coverage**

Ivy Classical Academy will maintain adequate insurance coverage necessary for the school's operation as set forth in the charter contract presented by the Alabama Charter School Commission. This coverage will include, but not be limited to:

- property insurance
- general liability insurance
- workers' compensation insurance
- unemployment compensation insurance
- motor vehicle insurance
- errors and omissions insurance

The school will also secure additional insurance that will provide coverage to the Governing Board, School, faculty and staff.

Ivy Classical Academy will secure and maintain fidelity bonds for School faculty members who have been given the responsibility to receive, manage or disburse funds for or on behalf of the school.

Where applicable, the state, charter commission or school district will be listed on the policy as an additional insured.

Ivy Classical Academy will also secure, through the payroll company or other third-party vendors, appropriate group policies for employees such as health insurance, dental, life, short and long-term disability, etc. These benefits will be offered to all full-time employees of Ivy Classical Academy.

Ivy Classical Academy will commence the process of finalizing insurance coverage once a more comprehensive understanding is had in terms of final staff projections and facility size.

See Attachment 29: Types and Levels of Insurance Coverage

## Food Service

The Governing Board and school leader will fully assess which, if any, Child Nutrition Programs (CNP) to bring in house or contract out. This decision will hinge on facilities as well as final student enrollment and percentage of students who qualify for free or reduced-price lunches.

National School Lunch, School Breakfast and the Afterschool Snack Programs are all available to all Alabama public charter schools, including Ivy Classical Academy. The United States Department of Agriculture (USDA) provides the funding for meal operations and services and is based upon monthly claims for reimbursement from the school.

If Ivy Classical Academy moves forward with internal food services, the school will be required to comply with all federal and state regulatory requirements as outlined in the Code of Federal Regulations 7, Parts 210 and 220.

Ivy Classical Academy believes that serving healthy meals and snacks will provide the proper fuel for students to build not only strong bodies, but also strong minds. Providing nutritious and healthy meals during school will help students achieve their maximum potential.

The Founding Board will be putting a large emphasis on the school's CNP and has already held discussions with a State Licensed Nutritionist to develop and fine tune the program should the school choose to bring food service in house. If the decision is to contract out the service, Ivy Classical Academy will select the best possible vendor, who will in turn be held to the state and federal regulatory requirements.

There is No Attachment 30, as Ivy Classical Academy hasn't finalized any plans, partnerships or agreements pertaining to meal services or a food plan.

## Attachments

### Section 28: Start-Up and Ongoing Operations

28.1	<a href="#">Attachment 28: Financial Plan Workbook</a>	Neave, Bradley, 3/13/20 11:33 PM	XLSX / 1.312 MB
28.2	<a href="#">Attachment 29: Types and Levels of Insurance Coverage</a>	Neave, Bradley, 3/12/20 8:00 AM	DOCX / 35.996 KB
28.3	<a href="#">Attachment 27: Start-Up and Ongoing Operations Plan</a>	Neave, Bradley, 3/12/20 7:59 AM	DOC / 637.5 KB

## 29. Operations Capacity

### Section 26: Operations Capacity

#### **Applicant Team Capacity**

The Founding Board was intentionally comprised of individuals with a proven track record in sectors that would be instrumental in launching a successful charter school and implementing the operations plan.

#### **1. Staffing**

Several of the Board Members are local small business owners with part of their responsibilities including all facets of staffing – recruiting, interviewing, on-boarding, promotion and termination.

- Jim Wohlers has over 20 years experience overseeing staffing and human resources departments in various sectors, at one time overseeing a staff of 600 across several states. Some of Jim's primary responsibilities included: Directing personnel, training and labor relations activities, identifying staffing needs, and recruiting and interviewing applicants.

#### **2. Professional Development**

While the board has a depth of professional development experience, whether it be the attainment of professional accreditation, or certifications, or helping ensure that staff and team members increase their professional capacity, it is really The Barney Charter School Initiative, BCSI, who will be leading the way in terms of teacher and staff professional development. Please see Section 25: Professional Development for a more comprehensive analysis on how Ivy Classical Academy plans to implement Professional Development.

- Mallory Harp is the current Science Content Director and former Curriculum Developer for A+ Education Partners. Her organization is instrumental in advocating for policies, practices, and investments that in turn build the capacity of teachers and school leaders. Prior to joining A+, Mallory served nine years in the classroom teaching physical science while also serving in various roles within student leadership.
- Carl Byrd is the Dean of Academic Affairs for Amridge University. He is also an Assistant Professor teaching courses such as: Leadership and Organizational Dynamics, Principles of Management, Management Intervention, and Leadership Principles and Ethics. These courses help students, oftentimes business professionals, further develop and acquire new professional skills to make them more effective leaders and workers.

#### **3. Performance Management**

Performance management principles are used most often in the workplace and can be applied wherever people interact with their environments to produce desired effect. Schools, in particular, can benefit greatly from efficient performance management principles.

Each member of the board deals with performance management on a routine basis. For example, Mallory has to weigh the efficacy of the science content against improvement in student performance and development. Tom and his team evaluate real estate holdings against industry benchmarks to determine which projects to proceed with and which to sell. Jessica and her team deal with last minute change orders and logistics issues, which if left unchecked, can result in significant budget overruns. Franklin has to ensure that all areas of the church he founded are

operating as efficiently as possible. Reid and his team continuously monitor client loans and bonds to determine any short and long run benefits of restructuring financial agreements.

#### 4. General Operations

- Bradley Neave has broad experience in general operations over a multitude of sectors. From helping grow and run his family business, to overseeing the development of franchise systems with over 100+ franchisees, to serving as COO and CBDO for a multi-national non-profit. Bradley's unique mix of experience allows him to jump in to most any situation seamlessly, whether dealing with foreign policy, finance, business development, management or general operations.
- As a small business owner, Teresa Nettles uses a wide array of professional skills and general operations experience on a daily basis. Keeping a business running means having to have a firm grasp on Bookkeeping, Inventory, Contract Negotiations, Vendor Relations, Finances, Taxes, Staffing, HR, and much more. Teresa also serves on the Historic Preservation Committee for the City of Prattville, which requires Teresa to pull from her experience as a business owner to think through complex planning and zoning issues, and weigh them against the well-being of the historic zone and those who reside there.

#### 5. Facility Acquisition and Management Capacity

Ivy Classical Academy's Founding Board is particularly experienced in terms of facility acquisition and Management. Board Member, Tom Newton, is a principal and founding member of RMG, LLC, specializing in single tenant retail development. He is also a principal and founder of Net Lease Alliance, an equity and debt provider for real estate development throughout the United States.

Tom began his professional real estate career in 1980 developing neighborhood shopping centers and larger lifestyle centers throughout the southeast. From 1990 to 2010, he was a founder and managing partner of a regional development firm with offices in Alabama, Tennessee, Ohio and Arizona. Since 1980, Tom has been principal and partner in developing more than 300 retail projects.

Another Board Member, Jim Wohlers, served as Vice President for a professional facilities management company for eight years. The company provided facilities management services across the country for a number of sectors, most notably schools and universities.

Lastly, Jessica Neave is the Founder and President of Design South, a commercial interior design firm based in Atlanta. Since forming the company, Jessica and her team have overseen the interior design and build-out of over \$1.5 Billion USD in new construction and renovation projects across the country. Jessica began her design career working for a developer focused on student housing, but Design South has a broader scope, working directly with architects, developers and builders on all types of commercial and residential projects.

This Section Has No Attachments

## Attachments

### Section 29: Operations Capacity

– No Attachments –

## **30. Unique/Innovative Operational Aspects**

### Section 30: Unique & Innovative Operational Aspects

It is the goal of Ivy Classical Academy to explore and take advantage of special and unique opportunities to improve the school's operations resulting in the best possible education and school experience for teachers, staff, students and their families.

#### **Hazard Mitigation Grant**

One idea that Ivy Classical Academy has started to explore is to partner with the Federal Emergency Management Association (FEMA) to build an on-campus auditorium or arena that doubles as a storm shelter facility for public use during threatening weather.

Utilizing the Hazard Mitigation Grant Program would reduce the cost to Ivy Classical Academy by 75% resulting in significant savings. The facility would serve not only the students, but also the community at large, strengthening the bond between the school and surrounding areas.

The board will reach out to FEMA regarding this partnership in the near future, leading up to the design phase of Ivy Classical Academy's new school campus.

The school will also look to partner with the City of Prattville and Autauga County, neither of which has an auditorium. This could be a third party to the FEMA, Hazard Mitigation Grant program, resulting in a zero cost endeavor for Ivy Classical Academy.

This type of endeavors is fairly unique to the charter school sector, so it is difficult to quantify the benefits. However, a collaboration between Ivy Classical Academy, FEMA, and the City of Prattville to provide facilities at a substantial reduction in cost to the school will result in more funding and finances directed towards the academic and curriculum programs, as well as the teaching staff at the school. The increased funds available to those areas will result in more positive student outcomes and an enhanced learning environment.

Working with FEMA and the City of Prattville to be able to more rapidly construct athletic facilities will also boost student morale and excitement through engagement in extracurricular activities on campus. With on-campus facilities, the school will also be able to provide a wider array of extracurricular activities resulting in a more engaged student and family population.

#### **Informational Kiosks**

Information kiosks are another innovative element that will be incorporated onto the Ivy Classical Academy campus. These kiosks will provide students and parents without or with limited access to the internet the same access to information regarding school events, information, billing/payments, and enrollment information as needed. Kiosks will be centrally located and self-operated. Through the use of proper IT systems and security, users will be able to access secure portions of the website to maximize their usability and experience.

The kiosks will be provided at a substantial cost savings by one of our family partners.

#### **STEAM Center**

Similar to what is being developed by AO Discover!, Ivy Classical Academy may look to set up an experience center focused on Science, Technology, Engineering, Arts and Mathematics. This will be used as a supplement to the classroom experience, and will be opened before and after school

hours for students and their families to explore and have fun at. Opening the center to other schools and the general public could provide a source of supplemental funding for Ivy Classical Academy events, facilities or extracurricular programs.

### **Alternate Operational Ideas**

The Board feels it will be best to wait until the school leader has been selected to discuss too many unique and innovative operational aspects, as they may wish to focus on building a solid, time tested foundation first and implement new ideas as the school matures.

Some ideas that have been brought up for later discussion are:

- Classroom Gardening
- Design Challenges
- Student Served Lunch
- Student Staffed Coffee Lounge for Upper School Students
- Apprenticeships with Local Businesses
- Student Involved School Cleaning (see Japanese School Program)
- Sister School Program
- Positive Peer / Colleague Review
- The House System

Any of these real-world, innovative ideas would help students think differently and deepen their learning while contributing to their school and community. As students become more invested and involved, they will develop a sense of responsibility, pride, and belonging.

This Section Has No Attachments

## **Attachments**

### **Section 30: Unique/Innovative Operational Aspects**

– No Attachments –

# FINANCIAL PLAN AND CAPACITY

## 31. Financial Plan

### Section 31: Financial Plan

#### **Systems, Policies, and Processes**

Each year a needs assessment will be conducted in which stakeholder data will be collected from multiple data sources. After all supporting information and forecasts are completed the leadership team led by the Ivy Classical Academy School Leader will compile and analyze the data and create the annual budgets. The School Leader will work collaboratively with the Governing Board President for initial review and approval. Once approved by the Governing Board President, it shall be submitted to and approved by the ICA Board of Directors at a regularly scheduled annual meeting. The Governing Board shall adopt an annual budget and maintain an operating budget as required by their fiduciary responsibilities. In addition to the annual budget, the School Leader shall present a multi-year plan. The School Leader and Governing Board will have the responsibility to review and monitor the financial condition, statements and supporting information monthly, reporting to the board at regularly scheduled meetings of the Governing Board. The Governing Board will develop and adopt the financial and internal controls of the school, while the School Leader and Business Manager will be responsible for the implementation. A complete financial management process will be developed and implemented to cover all aspects of the organization, including but not limited to processes for contract review and approval, purchasing, bank account authorizations and oversight, accounts receivable and payables, cash receipts oversight, payroll processing selection of bank institutions, retention of records, payroll and all other financial management elements. The State Department of Education will provide training, guidance and technical support to the School Leader and Business Manager and the Alabama School Board Association will provide training to the Governing Board in the areas of budgeting, budget analysis and forecasting, financial management, financial systems development and accounting and reporting procedures. Focus on ensuring a transparent, timely and effective financial management system will be a priority of the corporation's Governing Board.

#### **Purchasing**

Purchase orders and contracts within the approved budget will be required for all expenditures and will be reviewed and pre-approved by the School Leader and/or business manager and presented to the Treasurer for final review and approval. A complete monthly report of these expenditures shall be made available to the finance committee and Governing Board as directed. Purchase orders and contracts will be prepared in duplicate, with one going to the vendor and the other remaining on file in the office of the school. Any purchase order totaling more than the limit set by the Governing Board will require board approval. Checks will be signed by two individuals designated and approved by the Governing Board. The Governing Board will be responsible for compliance with all applicable state and federal competitive bid laws.

#### **Payroll**

The Business Manager will prepare timely monthly payroll reports that will include all salaries and wages, withholding summaries and any other required payroll information. The School Leader will authorize the Business Manager to issue monthly checks and process federal, state and local

payroll taxes. The Business Manager will prepare the state and federal quarterly and annual tax forms, review the forms with the School Leader, and submit forms to the required and appropriate agencies in a timely manner.

### Financial Reporting

In coordination with the School Leader, Business Manager and the Treasurer, regular financial reports will be provided to the Governing Board, including budget comparisons, statement of income and expenditures, balance sheets, ongoing financial forecasts and other related information. Reports will be reviewed monthly or as needed by the Finance Committee and the Governing Board. The review of financial reports should be related to the annual goals and strategic objectives as approved by the Governing Board. All financial statements will be available to the public through the school's website.

### Roles & Responsibilities

The following is a preliminary general summary of roles and responsibilities for the administrative staff and the Governing Board. It is not intended to be a comprehensive list, which will be developed as the implementation of Ivy Classical Academy's Plan is addressed.

<b>School Leader &amp; Business Manager Responsibilities</b>	<b>Governing Board Roles &amp; Responsibilities</b>
Develop Financial goals and budget development	Establishes and approves financial policies
Manage day-to-day operations	Reviews and approves annual budget
Prepare required financial reports	Reviews monthly financial performance
Monitor budget and expenditures daily	Appoints finance committee led by Treasurer
Oversee financial operations of the school-School Leader is ultimately responsible	Appoints auditor
Maintains budget forecasting -Business Manager	Accepts and approves audit and directs action needed
Implements compensation-School Leader	Develops long range resource development strategies



Manages accounts receivables/accounts payable, purchasing, & related operations-Business Manager	Approves all contracts, agreements, etc.
Authorize purchasing and make recommendations for approval-School Leader and Business Manager	Establishes internal controls
Ensure transparency and openness of finances	Reviews monthly financial statements, balance sheet, income and expenditures per budget
Oversees bank accounts in coordination with School Leader-Business Manager	Approves all compensation
Oversees and manages all insurance-Business Manager	Reviews monthly expenditures, account receivables and payables, and all transactions
Identifies grants and applies, as approved	Approves grants
Implements board approved controls	

### Accounting & Audit Plans

Ivy Classical Academy's Governing Board will maintain and cause to be implemented effective, transparent and strict financial policies and administrative operational guidelines for the school in compliance with the adopted vision, goals, objectives and strategies of the Ivy Classical Academy as well as in compliance with required operating procedures of an IRS 501©3 nonprofit corporation and any state and federal agency requirements. The cost-effective and efficient financial and operational management of the school is a primary responsibility of the Governing Board and those employed and appointed to insure implementation and management of approved policies and procedures, effective use of all resources, and stewardship at the highest level to support the mission of the Ivy Classical Academy. It will be a priority to ensure that all funds are budgeted, expended, accounted for and maintained appropriately. The financial policies and procedures of the school will be developed and formulated by the Treasurer and finance committee in coordination with the School Leader and Business Manager and approved by the Governing Board. The School Leader and Business Manager will be responsible for a regular review of operations, financial management and all other activities on a regular basis as directed by the Governing Board. The School Leader will have the responsibilities for all day-to-day operations and financial management of the Ivy Classical Academy. Financial duties and responsibilities, however, must and will be separated to meet appropriate fiscal management guidelines; and will be separated so that no one employee has sole control over cash receipts, disbursements, payroll, bank deposits, bank reconciliations or other matter requiring appropriate

division of responsibilities. Appropriate technology and technical systems will be established to support and manage all financial related matters and required reporting, including the necessary and approved computer systems, equipment, processors, and other related equipment.

The Governing Board shall cause and approve the employment and retention of services from an independent, certified public accountant or auditor for an annual external audit of the corporation. The School Leader, in coordination with the Governing Board and Business Manager, will cause the annual audit and financial review to be completed in a timely manner, to meet requirements and regulations of the Alabama State Department of Education, Alabama Charter School Commission, and IRS 501©3 rules. Within a designated period as set by the corporation’s Governing Board, appropriate systems for accounting, reporting, technical support, and other related procedures and processes will be developed and implemented. Ivy Classical Academy will maintain all documentation required to satisfy all federal, state and local legislation tied to funding (as applicable). Information will be provided to appropriate authorities as requested.

**Liability Insurance**

Board Members will work with a reputable insurance carrier to provide adequate E&O and Liability insurance coverage to protect the School, Board Members, School Leaders, Teachers and Staff against tort claims. Any insurance will be obtained and secured in accordance with the governing bylaws and any state and local regulations.

There is No Attachment 32: Evidence of Commitment for Funds

Current Expenses have been paid for on an as needed basis. This includes the retainer to Adams & Reese, the law firm tasked with incorporating Ivy Classical Academy and registering all of the necessary paperwork for the school to obtain non-profit and tax-exempt status. Once the school gains approval, the board is fully aware and capable of setting and meeting fundraising expectations for the immediate cash flow requirements of the school

<b>Attachments</b>			
<b>Section 31: Financial Plan</b>			
31.1	<a href="#">Attachment 30: Financial Plan Workbook</a>	Neave, Bradley, 3/13/20 7:34 PM	XLSX / 1.312 MB
31.2	<a href="#">Attachment 31: Budget Narrative</a>	Neave, Bradley, 3/13/20 7:09 PM	PDF / 260.509 KB

**32. Financial Management Capacity**

Section 32: Financial Management Capacity

**Financial Management**

Ivy Classical Academy’s Board Members have extensive knowledge in the financial management sector.

1. Reid Cavnar is a managing director of Public Finance in Montgomery, Alabama with more than 20 years of experience in the public finance industry. He is skilled in providing debt analysis and debt restructuring alternatives for a broad range of public entities.

Reid has successfully completed more than 300 financings totaling more than \$3.8 billion in a broad range of municipal sectors including general government, revenue (water, sewer, natural gas, electricity, energy performance, and telecom), primary and secondary education, charter school, higher education, health care, commercial development, and public/private partnerships. Reid routinely represents these clients before rating agencies, bond insurers, and other financial institutions and investors.

Reid's in-depth knowledge of the complex world of bond financing and charter school financing will prove to be an immense value to Ivy Classical Academy as the school seeks to acquire property, develop facilities and build a foundation upon which the school can educate students for generations to come.

1. Jim Wohlers is an executive with a seasoned business executive with experience in all facets of financial management and oversight. Jim holds a certification as a Master Financial Advisor, is the acting Financial Advisor for his church and also teaches Financial classes in the community to help individuals and families better manage their finances and financial situation.
1. Tom Newton has sat on a number of governing boards for organizations in the financial sector. He was actively involved on a Federal Advisory Board for Real Estate Finance and was on the Board for a regional bank based out of Selma, Alabama. Having a solid foundation of governance in the financial sector will serve Ivy Classical Academy well in terms of the financial management capacity that Tom brings to the Board.

Other members of the board collectively have decades of experience of financial management in the private sector and public non-profit sector. With duties including, but not limited to: bookkeeping, financial oversight, accounting, securing financing, accounts receivable and accounts payable, fundraising and taxes

## **Fundraising and Development**

Fundraising and Development will be a vital component to the immediate and ongoing success of Ivy Classical Academy.

As such, Board Members have already laid a solid foundation upon which to begin seeking financial gifts and contributions. The following is a select list of some of the organizations we have contacted.

### **1. New Schools for Alabama**

The CSP Grant - which stems from a \$25M federal grant New Schools received in 2019 – provides selected applicants with a five-year startup grant of up to \$1.5 million to support their costs during the planning year. Eligible applicants must be nonprofit organizations approved to launch a charter school that has not yet opened. Startup and district conversion charter schools alike are eligible.

### **1. School Founders Grant**

The School Founders Program is a highly-selective yearlong fellowship for aspiring charter school founders in Alabama. We recruit, select, and train high-caliber individuals as they launch new, high-quality charter schools around the state. The program consists of four training experiences: Application Assistance, School Founder Training, Alabama Compliance and Residency.

Fellows receive a one-year stipend to cover salary and fringe expenses as well as travel and other accommodations necessary to support fellows in their full-time commitment to the launch of a new school.

### **1. The Walton Family Grant**

The Walton Family Foundation has supported the creation and growth of diverse, high-quality charter schools since 1997 as part of our effort to give all families — especially those with the greatest needs — the opportunity to choose the best options for their children. In our Public Charter Startup Grant Program, we focus on supporting high-quality and high-potential charter schools serving low-income children in our target geographies.

The foundation has invested more than \$407 million to grow high-quality charter schools since 1997.

Board Members will also be seeking ongoing financial support from local area individuals and businesses.

Bradley Neave has been involved with The Root Cause, a non-profit NGO implementing and overseeing projects throughout the world. As the acting COO and CBDO, part of his responsibilities included donor relation and donor education. With the organization fully reliant on donations and gifts-in-kind, meeting and exceeding fundraising goals is imperative to the business.

With several years of experience in the non-profit world, including fundraising, Bradley will be able to help the Board and the school develop fundraising initiatives and strategies.

Reid Cavnar also brings a unique perspective to the Board as it pertains to fundraising. As the Development Research Coordinator for the Heritage Foundation, Reid prepared strategy reports for solicitation meetings with Associate (\$10,000) and Founder (\$100,000) level donors.

Being able to interact with small and large donors is something that Ivy Classical Academy will need to be able to do. Reid's experience preparing and developing materials and reports to generate those donations is an asset on the Board.

### **Accounting and Internal Controls**

Ivy Classical Academy is in discussions with a former public school leader and financial control specialist that has a firm grasp on the federal reimbursement, eGap and school budget system in general. We aim to have details of a contract position in place prior to our scheduled hearing.

The school leader, once appointed, will be tasked with implementing all accounting and internal control measures. The primary means to do this will be through the effective recruiting, interviewing and hiring of the best candidate possible. We will be commencing our search for school leader shortly after the application deadline.

Ivy Classical Academy will undergo a detailed audit of all financial records, policies and procedures annually.

## **Attachments**

### **Section 32: Financial Management Capacity**

– No Attachments –

# EXISTING OPERATORS

## 33. Existing Operators

Ivy Classical Academy is a stand-alone entity. This will be the only school governed by the Board.

The Founding Board has no affiliation or contract for services from any CMO or EMO.

There is No Attachment for this Section.

### Attachments

#### Section 33: Existing Operators

– No Attachments –