

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

CHARTER FOR

THE CLASSICAL ACADEMY OF SARASOTA

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

The Classical Academy of Sarasota

Provide the name of the person who will serve as **the primary contact** for the Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Josh Longenecker**TITLE/RELATIONSHIP TO NONPROFIT:** Founding Member**MAILING ADDRESS:** 5785 Stone Pointe Dr. Sarasota, FL 34233**PRIMARY TELEPHONE:** (719) 494-9823**ALTERNATE TELEPHONE:** (719) 494-3413**E-MAIL ADDRESS:** joshandharm@aol.com**NAME OF EDUCATION PROVIDER (if any):** N/A**NAME OF PARTNER/PARENT ORGANIZATION (if any):** N/A**Projected School Opening:** August 2014

| School Year | Grade Levels | Total Projected Student Enrollment | Student Enrollment Capacity (if known) |
|-------------|--------------|------------------------------------|--|
| First Year | K – 10 | 428 | N/A |
| Second Year | K – 11 | 499 | N/A |
| Third Year | K – 12 | 573 | N/A |
| Fourth Year | K – 12 | 620 | N/A |
| Fifth Year | K – 12 | 677 | N/A |

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature: _____**Title:** Founding Member**Printed Name:** Josh Longenecker**Date:** 7/25/13

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for The Classical Academy of Sarasota is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provisions of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep all necessary permits, licenses and certification related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Josh Longenecker, board member, to sign as the legal correspondent for the school.

Signature _____

Date 7/25/13

Printed Name Josh Longenecker

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EXECUTIVE SUMMARY

The Classical Academy of Sarasota (here after referred to as TCA) is resubmitting a charter application to Sarasota County. After being denied last year TCA has restructured and spent the last year researching and preparing to submit a stronger application. The approach has been to become and be surrounded by individuals dedicated to researching and rewriting the areas of the application where we did not meet criteria. The application has changed but the heart and philosophy of TCA has remained the same. We have consulted with experts in different fields and hired a local charter school consultant to review our application before submitting.

TCA has been and will continue to be a parent led movement. We are not a corporation and will not have a management company pulling strings and dictating where our educational dollars are to be spent. The families involved in starting TCA live in Sarasota, work in Sarasota, are committed to our community and are dedicated to bringing this time honored approach to education to Sarasota. Every dollar which TCA receives will be put directly into the school to provide the best education to our students. We will maintain strict accountability through the prudent partnerships we have formed and will make sure that every dollar is managed with the utmost care.

The rigor and critical thinking skills that the new Common Core brings aligns perfectly with classical education. Classical education first gives students the knowledge needed to become critical thinkers and then instructs students how to independently process this information and finally prepares them to share this information with others, logically and persuasively. Classically educated students are trained to become the ultimate critical thinkers who will be prepared for whatever college or career paths they choose.

The classical model of education has proven to be successful in all settings, urban and rural as well as public and private. TCA looks forward to working with students and parents from across Sarasota and surrounding counties. As a charter school we are open to any and all families interested in our philosophy of education. Charter schools, by their very nature, are able to draw on a more diverse demographic of students for the very reason that they are open to the entire county. Our purposeful advertising practices are intended to reach the different submarkets within Sarasota County. Our enrollment policies and random selection through the lottery process will ensure that all students and families who register will be given equal opportunity to attend.

TCA will offer a unique option for families providing students with a K-12 education on one campus. Students will receive a cohesive education which builds upon itself year after year, creating a successful foundation for learning. Our small school atmosphere will provide students with individual attention and accountability while fostering deeper relationships throughout their academic career. Students will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. The strong leadership of our Governing Board, administration and teachers will provide an excellent example of character for our students.

TCA looks forward to partnering with Sarasota County in bringing this model of education to the community of Sarasota.

I. EDUCATIONAL PLAN

SECTION 1: MISSION, GUIDING PRINCIPLES AND PURPOSE

A) Provide the mission statement for the proposed charter school.

The mission of The Classical Academy of Sarasota is to provide an excellent K-12 education which develops the academic potential of each student through a rigorous, content-rich, classical liberal arts education while building in them a virtuous character.

The Classical Academy of Sarasota is dedicated to the classical model of education. A classical education is a balanced education that attends to advancing the intellect while instructing the moral character. It delivers the best content of the Western traditional canon through pedagogy that acknowledges current understanding of child development and learning. TCA students will be prepared to think for themselves. They have at their command a large body of factual knowledge, a logical frame of mind that allows them to organize and analyze facts, and the ability to put forward reasoned and persuasive arguments in what they say and write. Foundational to their learning is a keen attention to ethics and the habitual practice of applying wisdom and virtue as a way of life.

Classical education focuses on a rigorous and content-rich core where academic marks given for mastery, not for effort, are the goal in every subject. Students who attend TCA will be given a solid foundation of education grounded in literacy, a civic understanding and strong virtue. Classical education emphasizes excellence in everything from the literature we read to quality of each assignment completed by our students. Acquiring knowledge is highly valued, and beyond the ability to simply pass a test, classical education advances this acquisition in order to create logical and articulate citizens.

The community created by our small student population will naturally create an atmosphere of relationship, accountability and excellence. Many schools have to create programs and structures to form small communities on their campuses but at TCA, due to our small overall population, this community will be a natural by-product. Students at each grade level will be known by all their teachers. These relationships will create accountability and foster an environment where teachers and students alike are looking out for one another's best interests. As concerns arise regarding students, our highly qualified teachers will respond quickly and provide the interventions necessary to ensure their academic and character success.

As the capstone of our program, our high school students will be challenged with rigorous and content-rich courses, aligned with state standards and grounded in literacy, a strong civic understanding, excellence and virtue. Our total high school population will reach capacity at approximately 200 students, 50 students per grade level, creating a depth of relationship, accountability and mentoring which will foster greater student achievement. Student success and progression at this critical age will be closely monitored by all our middle and high school teachers and administrators.

TCA will meet on one campus where interaction among varying grade levels will be the norm, creating mentoring and leadership opportunities. Our students will be held to the highest of standards in their conduct and virtue through direct instruction in the classroom, examples of virtue studied in great literature and history, and the model set by our classically trained staff. Additionally, our small community will more easily facilitate communication among staff and parents. Parents will be recognized as an integral part of each student's education and TCA will create multiple opportunities to foster the home-school relationship.

In order to maintain our fiscal responsibility, while still providing our students with excellence in education, TCA will share administration across all schools; elementary, middle, and high. Along with disciplined and careful oversight by our board and School Financial Services, TCA will ensure excellence in all financial matters. The model for TCA's curriculum, population and finances was generated from classical charter schools across the country who are the top academic achieving schools, public and charter, within their states; schools like Ridgeview Classical School in Fort Collins, CO, The Vanguard School in Colorado Springs, CO, and Parnassus Preparatory School in Maple Grove, MN. TCA is excited to offer this model and philosophy of education to the families and students of Sarasota County.

To achieve our mission, TCA teachers will employ the following methods:

- The Socratic Method — the use of direct, intentional questions to guide students' understanding of problems and their solutions — will undergird the curriculum in all classes beginning in kindergarten.
- Use of Primary Source documents — diaries, letters, stories, drawings, and memoirs created by those who participated-in or witnessed events— will bring history, science, math, literature, art and music to life and equip students with essential insight, and research and analytical skills. Students in every grade will learn a true account of the times through the eyes and words of those who experienced them.
- Teaching and Coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-command and self-sacrifice found in classical literature and history. As an example, children would learn about the virtue of “perseverance” by listening to the poem, *Try, Try Again*, or after reading Rev. Martin Luther King, Jr.'s landmark speech, *I Have a Dream*.
- Integrating a Standard of Excellence represented in the Eight Pillars of Character (*citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility*). These will be displayed in TCA's halls and classrooms as the guiding principles of behavior for the school community.
- Utilizing the resources in Florida, especially those relating to science and history, for the benefit of students at all grade levels. Resources include state exhibits and museums, subject matter experts and our proximity to the Gulf.
- Teaching of Study Skills — such as time management, organizing, memory techniques, note-taking, outlining, and research — will be emphasized throughout the school and integrated throughout the curriculum to equip students for higher learning.
- Studying Latin in kindergarten through 6th grade, and offering Latin as an elective in the higher grades will afford students a critical knowledge of English Grammar and a basis

for studying other foreign languages, while bolstering performance in subjects across the board.

- Using student data, collected from assessments, classroom observation and class work, to drive instruction and interventions necessary to help each student achieve their full academic potential. Student progress will be tracked on a continual basis and academic progress will be clearly communicated to parents to better facilitate the home-school relationship.

Additional methods TCA teachers will use in the high school grades include:

- Expanding the teaching of literature using the Socratic Method, started in the elementary and middle school years into the high school years. Students will read classics and great books such as Homer's *Odyssey*, Jane Austin's *Pride and Prejudice*, Charles Dickens's *A Tale of Two Cities*, and Fyodor Dostoevsky's *Crime and Punishment*. The reading of such rich and important works that have shaped culture and history will enrich the mind and inspire students to learn.
- A rigorous civics curriculum that will emphasize America's founding principles, including inalienable rights, American Constitutionalism and the free market system.
- Four classical virtues — *temperance, fortitude, justice, prudence*— will be introduced to extend the standard of excellence represented in the Eight Pillars of Character.
- A Senior Thesis— an in-depth inquiry into a question or topic that represents the culmination of the student's academic experience at TCA. The process of researching and completing the thesis hones students' ability to conduct research, to analyze and synthesize information, and to communicate effectively about what they have learned.

These methods will help provide students a rigorous and complete education that will challenge them to excel both in learning and in character. Students will learn explicit phonics, reading, English, spelling, composition, math, history, geography, science, music, art, and rhetoric— through time-proven methods, and will be held to high standards of discipline, ethics, and personal responsibility. Equipped with knowledge of necessary skills and content, a true perception of history, and strong character, TCA students will be prepared to assume their role as leaders and self-governing citizens. Students will graduate highly literate and excellent individuals, prepared to uphold our nation's founding principles and become active and responsible members of their community.

How will we know if we are achieving our mission?

We will know we are achieving our mission when TCA:

- upholds high standards of academic achievement measured through
 - state assessments (FCAT, PARCC, and EOC)
 - school grade according to AYP
 - student growth listed in section 5A
- achieves extremely high acceptance rates into post-secondary educational institutions
- provides optimal learning opportunities for students
- maintains a high consistent level of discipline

- when students demonstrate virtuous behavior through school work and school and community behavior.

B) Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- ❖ **Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.**

1) Kindergarten through twelfth (K-12) grade on one campus

TCA will offer an educational opportunity unique to families in Sarasota and surrounding counties. We intend to open as a K-10 school adding grades 11 and 12 in the subsequent years. Our school structure will better facilitate a cohesive consistent curriculum and school environment which promote student achievement. Our Kindergarten teachers will understand what our seniors are learning and our high school teachers will have a greater knowledge of the foundation our students receive in elementary. Our high school is the capstone of our educational program and our emphasis at all grade levels will be to prepare our students for success at this level.

We understand that this is a very unique undertaking, tackling eleven grades in one year. However, TCA is modeling its structure and student population after dozens of other successful K-12 classical charter schools across the country, which opened with similar numbers. The consistency, coherence and structure created by this model are the core of its success. The students of TCA will be provided with a systematic structure of education unlike anything currently offered in Sarasota County, except in the private sector. The partnerships TCA has formed and the group of individuals, who are becoming experts in their fields committed to the success of our students, will ensure the accountability, effectiveness and longevity of the school.

2) Emphasis on a classical liberal arts education

Our foundation of education will be built upon the model of classical liberal arts education. A classical education is a back to basics education with an emphasis on building a strong foundation in all core subjects. Classical education has a rich history dating back over 2500 years, from the time of Aristotle to the founding of our country and continuing in many schools today. Classical education is language/writing based, and relies heavily (but not solely) upon classical sources because of the depth of beauty, logic, reasoning, and the excellence found in many of these sources. The goal is to instill a love and understanding of learning and to teach that all knowledge, and consequently all subjects, is interrelated: learning in one area will cultivate growth in other areas. Classical education teaches high moral virtues and the importance of the pursuit of excellence and strives to produce citizens who will become productive, thoughtful members of society. Classical education is guided by the philosophy that all learning consists of three parts: 1) grammar; laying a foundation and **acquiring** knowledge

through learning and committing to memory facts, dates, people, events, geography, etc.; 2) logic; giving the tools necessary for organizing the facts and the ability to **think** through arguments; and finally 3) rhetoric; learning to **express** the conclusions reached using sound reasoning and judgment. In summary, a classically educated student has at their command a large body of knowledge which they are able to logically process and then articulate a sound and reasoned judgment.

3) Small community

Our small school environment will facilitate deeper relationships among students and staff. These deeper relationships in turn will create greater accountability and our highly qualified teachers will constantly be challenging our students to achieve their full academic potential. We believe through rigorous effort each student can achieve the goals they set. Our job is to inspire them to see the value in the effort that garners the outcome.

At TCA we will strive to create a community where each of our students is known by all our teachers and staff. As students' progress through our school, our elementary school teachers will be communicating with our middle and high school teachers and as concerns arise, interventions will quickly be implemented. Students will be held accountable to our high standards both academically and in the development of their character, creating an environment where all students can succeed. Due to our size, our emphasis within middle and high school will be on quality not quantity. Our projected high school population will not exceed approximately 200 students when TCA reaches its capacity. Parents who desire the programs and courses a large school can offer have a number of options in Sarasota, but our small middle and high school environment will be unique within the county.

4) Sixth grade will be part of elementary

Our sixth grade will operate as part of our elementary school. In order to further facilitate accountability and community, part of our philosophy will be to keep our students in an elementary environment for one extra year. Our teachers, who are instructing students at this pivotal age, will be able to develop deeper relationships and challenge these students in ways which may not otherwise be afforded. We also believe this will allow our students an extra year to mature and grow in character before entering into the responsibilities and obstacles which often arise in middle school.

5) Emphasis on virtue and excellence

Virtue will be taught across all grade levels and in all subjects. Rather than a standalone program or class, TCA will emphasize the great virtues in everything we do. We know that our character will determine our fate, not only as individuals but as a school. We stand on the foundations of the time honored virtues taught as a core of classical education. The Eight Pillars of Character – *citizenship, cooperation, courage, honesty, respect, perseverance, integrity, responsibility* – along with four classical virtues – *temperance, fortitude, justice, and prudence* – will be taught and modeled on a daily basis. These virtues are foundational to a successful life, dating back to the writings of Aristotle and Plato, to the shaping of our country and the laws

which govern us. We know that by living by these virtues and creating habits of excellence, we are creating solid foundations for success in school and in life (F.S. Section 1003.42(2)(s)).

6) A strong emphasis on civic understanding.

Classical education espouses to a firm underpinning of civic understanding. Dating back to Ancient Greece and Rome, and continuing through the founding of the United States, classical education is geared toward preparing youth to be exemplary citizens. Classical education upholds the ideal that a free government depends upon the wisdom and virtue of its citizens. Our Founding Fathers believed that with a strong civic understanding and through each individual's ability for self-government, the constitutional republic created so long ago would be maintained.

Florida Statute 1003.42(2)(a-f) places a strong emphasis on a civic understanding and the founding principles of America. The statute states that students are required to be taught from such primary source documents as the Constitution, the Declaration of Independence and the Federalist Papers, learning about the principles contained within these documents and the meaning and impact these principles should have upon our lives. TCA's mission and its philosophy of classical education align perfectly with these principles.

❖ **Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.**

1) K-12 on one campus provides greater financial efficiency due to a need for fewer administrators

Our relatively small student population will allow TCA to hire fewer administrators. TCA will be able to keep its administrative costs lower while still maintaining its efficiency and effectiveness. Our ability to manage one school with multiple grade levels is only possible due to our overall student population. This model has been successfully implemented by classical schools across the country. See Section 3C for a list of these schools operating with similar populations.

Our one campus model and small student population will also create greater accountability regarding our student's academic success. We believe that the mentor: mentee relationships formed by teachers and students will create the accountability and proximity necessary to keep all our students on track and help students at all academic levels strive to reach their full academic potential. Students at TCA will not slip through the cracks and as teachers see a need arise, interventions will quickly be implemented.

2) Sharing of middle and high school teachers

During our first few years our middle and high school teachers will teach classes in seventh through twelfth grade. TCA will recruit highly qualified teachers in each subject area who will help in creating courses in alignment with state standards and the philosophies of the school. Our teachers will be certified experts in their subject area and our small student population will ease the burden that may be felt by having such a diverse class load. In partnership with

administration, TCA's middle and high school teachers will select literature and text, create assessments and use and align curriculum which will challenge the academic potential of all our students.

Our sixth grade will operate as part of our elementary school. Students will not enter our middle school until seventh grade. This means that fewer teachers will be needed in our middle and high schools, saving money in staffing salaries; the scheduling burden for administration will be lessened as well.

3) Careful financial oversight and transparency through wise partnerships

TCA began as a parent lead movement within the community. Currently, we have many parents who desire an alternative to the educational options which are available in Sarasota County. As Founding Families, we are committed not only to excellence in our children's education, but we feel a strong commitment to the Sarasota community. The relationships we have formed in the community cross ethnic and socio-economic boundaries. The individuals selected to lead and govern TCA will share these beliefs. Our Governing Board will be comprised of members from Sarasota County with varying backgrounds and experiences. Our Board will be committed to maintaining the character and reputation of TCA, a large part of which will be ensuring financial efficiency through transparency and professional partnerships.

By accepting public funds for our services, we expect to be held accountable to appropriate and acceptable standards of financial efficiency and responsibility. All apportionment and allocation of resources (staff and fiscal) shall be aligned with our vision to help students and to continually improve our school and services. Our decisions and finances will be open, available, and audited annually. Strict fiscal accountability with the best internal controls will be stressed. We also will follow district requirements for monthly financial reports and budget information.

The Governing Board will have strict control over the budget and approval of expenditures, and will be ultimately responsible for the results produced at TCA as defined by the Charter Contract and Application. The Governing Board will delegate day-to-day responsibilities to the Principal, who will be responsible for controlling expenditures according to the budget and for producing academic results according to the Governing Board's directives. The Board will ensure accountability and responsibility by continuously monitoring results and finances.

The partnership formed with our Sponsor, Sarasota County, through its Board and employees will help provide the support and guidance needed to maintain strict accountability. TCA looks forward to working closely with Sarasota County to provide all required documentation according to county guidelines in order to maintain the highest level of accountability.

The Board will have direct oversight of the finances, and TCA will be partnering with School Financial Services as well to ensure that the school is held to the highest possible standards. School Financial Services has been working with charter schools in Florida for many years and their expertise regarding charter school finance will help ensure financial responsibility.

The Board will work with School Financial Services to produce a clear budget and monitor expenditures to ensure all is consistent with the budget. School Financial Services and the Principal will review routine expenditures and purchase orders to ensure that they are in financial compliance. The Governing Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with the school goals and the charter contract.

TCA has also partnered with Hillsdale College. The reputation of Hillsdale as a liberal arts college is well known. Hillsdale will be working closely with the TCA Board and administration in training and preparing its faculty and staff, choosing curriculum, and generating support. Our partnership with Hillsdale will provide the support and advisement needed during our foundational years. Hillsdale College is not a management company and will act solely in an advisory capacity, helping TCA free of charge. See Section 11 for a detailed explanation of this relationship.

The outcome of the work of the inaugural year will dictate the development of a School Improvement Plan (SIP) for the subsequent school years. We will voluntarily participate in the SIP process.

4) Curriculum which continually builds upon itself

We believe students will achieve their full academic potential when taught foundational skills and information while being challenged by high expectations and principled standards. The creation of these foundational skills will be the nucleus which directs the instruction and curriculum at TCA. The curriculum selected by TCA partnered with our well trained instructors, using clear instructional methods, will create an atmosphere whereby the full academic potential of each student can be realized. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based curriculums, each of which involves an organized and sequential continuum of learning. Children learn by building on what they already know. The curriculum and instruction in K-8 will be closely aligned to Common Core and NGSS Standards ensuring that a foundation of knowledge is created which benefits all our students. This foundation of knowledge is then enhanced through a challenging, content-rich course schedule in the high school. This emphasis on the acquisition of knowledge not only provides a foundation for learning, but also allows each student to achieve their full academic potential.

❖ **Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.**

1) Our curriculum is built with an emphasis in reading across all subjects

Classical education has a clear and focused prominence placed upon reading within all subjects. Our use of content-rich literature will engage our students' minds and expand their understanding of the world around them. Content-rich literature includes books and writings (including but not limited to: historical or literary classics, science fiction, historical novels,

books on nature, travel, and chemistry, and periodicals like newspapers and magazines) which are examples of great thought and excellence; literature, narrative and expository, which incorporates deep meaning and strong virtue through beautiful and well-chosen writing. The new Common Core standards place a strong emphasis on the importance of reading diverse materials spanning all subject areas. The emphasis classical education places upon reading content-rich and exemplary literature correlates to these new standards. This correlation will ensure that all our students are receiving the highest quality education and gain at least a year's worth of learning each academic year.

The development of literacy will be one of the primary focuses at TCA. We believe reading is the key to success in all subject areas and our philosophy reflects this ideal. Our instruction in reading will be interwoven throughout the curriculum and all subjects. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, direct instruction in letter-sound correspondences. Our curriculum allows for the continued assessment of these skills, ensuring the continual monitoring of reading skills. Students will be taught to write and speak through example and sensible practice. Grammar, logic, and spelling learned from classical literature will be part of these skills. Our emphasis on developing strong readers will continue throughout high school by offering not only advanced literature courses, but remedial courses for low-performing students.

2) Use of classroom and state required assessments to assess learning gains

Every parent has the right to understand the progress of their student. To set a baseline of achievement level for each student entering The Classical Academy, its staff will obtain student records from the student's prior school. Transcripts from previous schools and standardized test scores will be analyzed for appropriate placement in grades/courses. The results from prior assessments, norm referenced assessments, and school designed assessments will allow the school staff to set a comprehensive baseline of academic achievement level for each TCA student. This baseline will serve to strongly inform curricular planning and academic support provision.

In addition to assessment data from prior years, students in grades K-8 may be assessed for reading and math proficiency using FAIR assessments, Singapore Math and Riggs Reading inventories, which will also help determine placement in ability groups. Parents will have access to the results of these assessments as well as performance on two subsequent FAIR, MAP, Riggs Reading, and Singapore Math inventories as benchmark assessments throughout the year.

Additionally, we will analyze students' FCAT 2.0 scores for all students, End of Course (EOC) assessments for middle and high school students, PARCC summative and non-summative assessments for diagnostic, mid-year, and end-year (after year one) from previous years and results from Reading and math diagnostic assessments to determine whether or not a child gains at least a year's worth of learning based on FLDOE-established Developmental Scale Scores per subject area (or as is determined for PARCC assessments). TCA will comply with the administration of any new assessments introduced from FLDOE, including the Common Core PARCC assessments, scheduled for full implementation in the 2014-2015 school years.

- 3) Small community will provide greater accountability and communication with parents, students, teachers and administration

Communication with families will play a vital role in the success of each student in reaching their potential. Our small school community will help to promote this atmosphere. Parents will be kept up to date as teachers, support staff, and administration monitor individual growth and provide for necessary interventions. For all our students, but especially our students who have individual education plans (IEP's) or 504 plans, we know that maintaining records and adhering to these plans is essential. Communication and regular meetings with parents of students who need these additional interventions will be vital.

Parents will receive a clear and updated depiction of their child's growth and progress through TCA's atmosphere of open communication. Since reading is such a key component to understanding in all subjects, each student's reading level will be regularly monitored and communicated to parents. TCA may also hold parent teacher conferences during the fall and spring. These conferences will give parents and teachers the opportunity to communicate openly about the progress and growth of each student. Progress reports may also be sent home mid-quarter in order to more effectively communicate the development of each student. Parents may also be able to access student grades and progress through on-line resources, such as Cross Pointe. Teachers will be held accountable to communicate regularly with parents of students performing below grade level.

Our aim is at least one year's learning for each year in attendance. Parents will be notified whether or not this standard is achieved by their child. We will use the assessment data listed above to determine learning gains and will share data with parents so that they will know how their child is progressing. We will focus remediation and scaffolding efforts to help those students who are not making adequate gains. All data and information will be shared with parents in a timely manner. The rigor and naturally progressive nature of our curriculum will help to ensure learning gains that meet or exceed state standards.

- 4) Parent Information and Enrichment Nights (PIE Nights)

Throughout the year TCA will host Parent Information and Enrichment Nights. During these gatherings TCA administration and teachers will communicate with parents concerning events, programs and challenges regarding the students. The night will begin with announcements, followed by a presentation on a topic concerning the education and character development of students. Parents will have the opportunity to talk with teachers and administration as well as one another creating a stronger sense of community at TCA.

- C) Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

In accordance with the law, charter schools shall fulfill the following purposes:

- ❖ **Improve student learning and academic achievement**

1) K-12 model

Our K-12 model will improve student learning and academic achievement because our teachers and administration will walk with each one of our students throughout their entire school career. Rather than a student having three separate segments in their education, our model will create relationships, mentoring and accountability promoting a consistency which fulfills this purpose.

2) Our classical approach to education

- Our focus on the Trivium

Students across all grade levels will be putting to memory facts as they are taught new information. At every grade level they will learn to draw logic conclusions through higher level questioning by teachers. Students will then begin to clearly articulate their thoughtful judgments as they mature in their understanding and knowledge.

- Use of exemplary literature

TCA defines exemplary content-rich literature as writing infused with great and challenging grammar and vocabulary, deep meaningful character lessons and timeless virtues. Age appropriate literature will be selected for all grade levels while meeting the aforementioned criteria. The literature will spark thoughtful conversations and lead students to draw conclusions and learn lessons from the characters and information in the text. Exemplary literature will be both narrative and informational, meeting the standards set forth by the Common Core. Students will read entire works rather than excerpts, sparking greater interest and understanding as students follow characters in context from beginning to end. This approach best fosters the development of logical patterns of thought in historical, mathematical, and scientific text.

- Emphasis on direct teacher instruction

Rather than peer led groups where students self-discover or teach one another, the teacher is the expert and provides the instruction. The lesson is taught incorporating dialogue and discussion, and students practice once the information has been thoroughly explained.

- Latin

Classical education has at its foundation a rich and deep heritage of communication through the written and spoken word. We believe that our students need a firm grasp on the English language in order to ensure their ability to communicate effectively. As more than half of the English language is derived from Latin, informal Latin training will begin in elementary and following this basic foundation, formal Latin will be offered as an elective for our middle and high school students.

- Standard of excellence

Our students will be constantly challenged to perform with excellence. Work will not be accepted which does not demonstrate the student's best efforts. Our teachers will expect our students to consistently turn in their best work.

- Interrelating of all subjects

At TCA we understand that learning in one subject will promote growth and understanding in other subjects as well. Reading is a foundation to learning in all subjects. Science cannot be fully understood without grounding in reading and math, while history can advance learning in all subjects.

- Focus on virtue

In everything TCA does, our focus will be on virtue as a consistent reminder to our students that we expect the best from them at all times and in all situations. Virtue will be taught through the texts students read, modeled by faculty and staff and continuously emphasized across the campus. The eight pillars of character will also be prominently displayed across the school as a consistent reminder of the virtue being emphasized in the classroom.

❖ **Increase learning opportunities for all students, with a special emphasis of low-performing students and reading.**

TCA knows that reading is fundamental to the understanding and comprehension of all subjects. Our students' success in every subject will be determined largely by their ability to read and comprehend text. To this end, our goal will be to ensure that all our students are reading at or above grade level. Our teachers and administration will consistently work toward this goal; assessing student growth and creating interventions necessary to help our struggling students. Our learning opportunities will be increased through the following strategies:

- 1) TCA's small community will ensure that students are not overlooked

When a student begins to struggle at TCA, teachers will catch the problem early due to the relationships that have been formed and begin classroom interventions immediately. Students will form multiple relationships with teachers and staff and each of these relationships will help to form greater accountability. Our highly qualified teachers will take special interest in low-performing students and share strategies with teachers across grade levels and subject areas to help ensure that each student is receiving the highest quality education.

Low performing students will also be identified through the use of assessment and diagnostic tools. Students who score below grade level will be given extra support to reach grade level NGSSS and Common Core Standards within the classroom, such as small group setting and differentiated instruction, as well as pull out instruction in accordance with Florida's Multi-Tiered System of Supports model.

- 2) Use of explicit phonics

In 2011, the Mayo Clinic released a study of almost 6,000 students who were studied to report the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. The actual incidence of reading disability representative of the total

population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and more common in boys than girls¹.

Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. The time-tested, multi-sensory, brain-based approach that addresses virtually every student's learning style is the Riggs method -*The Writing & Spelling Road to Reading & Thinking*. Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students who exhibit academic progress, and will be an effective remedial program for students with academic challenges. ELL students will also benefit, because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Our explicit phonics program will not only provide our students the tools they need when learning to read but will be used to help our underperforming readers at every grade level. Our reading program has strategies and methods which can be successfully used for all our various students' needs. The built in assessments within the curriculum can be utilized to constantly monitor our student's growth and comprehension. As students progress in their learning, new strategies and methods can be implemented to ensure their continued success. Where remediation is needed or required our curriculum can be adjusted and will be courses created to meet the needs of lower level students.

3) Use of exemplary literature

The use of exemplary literature will capture our students' attention and imaginations. Rather than reading excerpts from text books or publisher written basal readers, our students will read complete works in their entirety, appropriate for each reading level. The use of exemplary literature will engage our student's minds and expand their vocabulary and comprehension. Our highly qualified teachers will expound upon the text, challenging students with thoughtful questions. Struggling students will be provided with appropriate text based upon their reading level. Our teachers will work with our Director of Curriculum to create reading plans and strategies to create adequate interventions.

4) Highly qualified staff and teachers

Our teachers will be provided extensive training at the beginning of each year. Teachers will receive instruction in classical methods and strategies along with best practices for implementing and utilizing our curriculum in class. This training will be provided free of charge by experts in their fields from Hillsdale College.

5) Director of Curriculum and Philosophy will provide support and help in designing lesson plans and strategies to help struggling students

¹ Mayo Clinic. "Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys." ScienceDaily, 15 Nov. 2001. Web. 11 Feb. 2013

TCA will employ a part-time Director of Curriculum (DOC). The DOC will help teachers in their classrooms with strategies and methods to better ensure our students success. Teachers will be assisted with lesson plans and curriculum implementation freeing them to focus more on the needs of their students. The DOC will also provide professional development and training regarding classical education and curriculum implementation. The DOC will partner with teachers and administration to ensure that curriculum and courses are aligned with CCSS and NGSSS.

❖ **Encourage the use of innovative learning methods.**

1) Classical Approach

While the model of classical education has been around for over 2500 years there are currently no classical schools within Sarasota County. Thus TCA will provide this innovative approach to education in the local market place. Although this approach is new to Florida, many well established and very successful classical charters schools are operating across the United States, raising the bar of academic achievement using this model of education. Last fall two classical education charter schools were approved in the state of Florida, one in Pasco County and the other in Collier County (approved as a K-12 charter), both will open in the fall of 2014 when TCA intends to open.

2) K-12 model

TCA will offer one school where students in Sarasota County can attend for their entire academic career. This school model will create an atmosphere of academic excellence through a cohesive and consistent K-12 curriculum on one campus. This model of opening as a K-10 school has proven successful at other classical charter schools across the United States in schools such as Ridgeview Classical in Fort Collins, CO. The lasting relationships formed among staff and students created by this model will facilitate accountability and mentoring which are not feasible with segmented education. This type of school will be unique within Sarasota County.

3) Small Community

Our small student population will help to ensure that our students' needs are being met on all levels. The ability of our faculty and staff to monitor the growth of all our students is greatly enhanced due to our small overall student population. Teachers and staff will know each student by name and quickly become familiar with their educational strengths and needs. These relationships will then continue as students move up in grade level. Since our teachers in middle and high school will be teaching across grade levels, these mentoring relationships will be strengthened during these formative years.

4) Cohesive curriculum from K to 12

Due to the fact that TCA will operate on one campus with a small population, our teachers and administration will work closely with our chosen curriculum to ensure that students are receiving sequenced and cohesive instruction. Our curriculum's alignment to state and national standards

will provide the knowledge necessary for our students to thrive academically. Our curriculum integrates learning across all subject areas which will greatly enhance our students' knowledge.

5) Latin – taught informally in K-6 and formally offered in 7-12

The learning of Latin has been shown to be beneficial across nearly every subject area. When students learn Latin they have a much stronger grasp of English grammar due to the fact that 65% of English is derived from Latin. Studies have also shown that students who study Latin perform higher in science and math.

6) Spanish taught in elementary

TCA intends to offer Spanish in our elementary school. This educational option will allow our students to begin learning a second language at an early age. This option will also allow our teachers to pull out low performing students and provide interventions required for students with IEP's and as a part of RtI/MTSS.

7) Requirement of a Senior Thesis

TCA seniors will prepare and defend a senior thesis within their final year of high school as a part of their literature course. This thesis will consist of selecting a topic of the students choosing, researching all sides of the topic, preparing a paper based on their research and then defending their position before a panel of teachers and administration. As explained, this process follows the thinking process of the Trivium that will begin in Kindergarten at TCA. This systemic and logical approach to making sound and reasoned judgments will prepare our students to enter the world and draw thoughtful and logical conclusions in future learning and experiences.

❖ **Require the measurement of learning outcomes.**

TCA clearly understands that we need to carefully track and monitor the growth of each of our students. As stated above, our K-12 model and small community atmosphere will help to greatly enhance the ability of our teachers to monitor that growth. We understand that learning outcomes cannot be gauged through the administration of one test or even through assessments alone; multiple sources of data are optimal. To this end, TCA will measure the growth and learning outcomes of each student through the following means:

1) State required assessments

We understand that scores collected in pre and post assessments along with annual assessments provide the required data needed to measure student growth and leaning gains. This data will also be used in the creation and evaluation of the School's annual SIP. To this end, TCA will fully participate in all aspects of the FCAT 2.0, FAIR assessments, and EOC Assessments as required by Florida Statute. TCA will also transition to PARCC assessments to reflect the progression modeled by the State, scheduled for implementation in 2014-2015. As changes in

these assessments are implemented and updated, TCA will work closely with the DOE and Sarasota County to ensure that our students receive the proper assessments.

2) Continual monitoring through teacher observation and in class assignments

Our highly qualified teachers will be our best gauge regarding the growth and learning of each of our students. As our teachers collect assignments and track progress on a daily basis they will be the first to notice when problems arise. They will provide the interventions necessary when they see that a student is beginning to struggle or fall behind. Our administrative team will be in continual communication with teachers offering any necessary support or guidance.

TCA teachers will meet as grade level teams to discuss student achievement and growth along with the pacing of the curriculum. Grade-level team leaders will lead these meetings and report any concerns or questions to administration. Our teachers will also meet as subject area teams. These teams will help to ensure the consistency, sequencing and alignment of our curriculum. They will also have opportunity to discuss student achievement and report any appropriate concerns or questions to administration. Our Director of Curriculum (DOC) will work closely with these teams throughout the year.

3) In-class assessments

We understand the need for data in the tracking of growth for our students. The curriculum we have selected offers pre and post assessments along with built in regular assessments which teachers administer in order to track growth and understanding. These assessments along with teacher created assessments, given regularly, will give teachers and administration hard points of data which can help in creating a more accurate picture of a student's growth.

D) Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.

In accordance with the law, charter schools may fulfill the following purposes:

❖ Create innovative measurement tools

1) Senior Thesis for all our graduates

As mentioned above our senior thesis will be a unique tool TCA will use to measure the success of our program. The Senior Thesis will be the culmination of all the learning acquired during their time at TCA, where the student is given the opportunity to display their confidence and ability to defend a chosen topic to a panel of administration and teachers. This intensive thesis will be the capstone of our program and help prepare our students for success in the future.

❖ Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

1) Classical approach to education

The schools which TCA is modeling its program and curriculum after are consistently scoring at the top of their states academically (See Section 3C). Our classical approach will challenge our students with academic excellence creating an atmosphere of exceptional academic growth.

2) K-12 on one campus is unique to Sarasota's public school system

As mentioned above our model of a public K-12 charter on one campus will not only stimulate academic growth in our students but stimulate growth in the county as well. Our model will create a unique option in Sarasota and families in the community will be provided with varied educational choices in the public sector.

3) Small community will offer parents a different option than the large public schools

Many of the current public schools have large student populations, while the intimate community and accountability created by the small student population at TCA will create a different option. Parents and students will be afforded the opportunity to choose a school which offers something completely unique when compared against the current options.

❖ **Expand the capacity of the public school system.**

While we understand that enrollment may be down across Sarasota County we also acknowledge the desire among parents in the county for a small K-12 school atmosphere joined with a classical approach. Our focus on classical education will draw kids who are currently involved in home and private school back into the public school system. TCA is open to all students in Sarasota County, and our classical approach combined with the K-12 model will draw some of these students back, thereby actually increasing public school enrollment.

SECTION 2: TARGET POPULATION AND STUDENT BODY

A) Describe the anticipated target population to be served.

The Classical Academy is open to all eligible students residing in Sarasota County or surrounding counties (F.S. Section 1003.21). TCA seeks to serve all students who desire a content-rich, rigorous liberal arts classical education in an environment that promotes and builds strength of character.

TCA will welcome all students — public, private, home-schooled, and children just beginning school. In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act (F.S. Section 1000.05(2)(a)), TCA will not discriminate on the basis of race, gender, ethnicity, religion, national or ethnic origin, or disability in the admission of students.

Our plan is to open with grades K-10. The 11th grade will be added in Year 2 and 12th grade in Year 3. Our sixth grade classes will be part of our elementary utilizing two teachers during the first year.

B) Provide the following projection for each year of the proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

TCA has plans to add students according to the following chart, but is not limited to these proposed numbers and will inform the District if the chart needs to be adjusted:

| Class/Year | Year 1 (Fall 14) | Year2 (Fall 15) | Year 3 (Fall 16) | Year 4 (Fall 17) | Year 5 (Fall 18) |
|--------------|------------------|-----------------|------------------|------------------|------------------|
| Kindergarten | 54 | 54 | 54 | 54 | 54 |
| 1st Grade | 54 | 54 | 54 | 54 | 54 |
| 2nd Grade | 36 | 54 | 54 | 54 | 54 |
| 3rd Grade | 36 | 36 | 54 | 54 | 54 |
| 4th Grade | 44 | 44 | 44 | 66 | 66 |
| 5th Grade | 44 | 44 | 44 | 44 | 66 |
| 6th Grade | 44 | 44 | 44 | 44 | 44 |
| 7th Grade | 44 | 50 | 50 | 50 | 50 |
| 8th Grade | 22 | 44 | 50 | 50 | 50 |
| 9th Grade | 25 | 25 | 50 | 50 | 50 |
| 10th Grade | 25 | 25 | 25 | 50 | 50 |
| 11th Grade | 0 | 25 | 25 | 25 | 50 |
| 12th Grade | 0 | 0 | 25 | 25 | 25 |
| Total | 428 | 499 | 573 | 620 | 677 |

TCA will adhere to class size requirements found in F.S. Section 1003.03(1-2):

- K-3 classrooms will not exceed 18
- 4-8 classrooms will not exceed 22
- 9-12 classrooms will not exceed 25

C) Provide a description of how the student population projections were developed.

The rationale for the population created was derived from the networking and interest created during the past two years of preparing this application. Informational meetings have been held at different locations around Sarasota County providing opportunity for families from across the county to attend. These meetings have been advertised at local schools, classical home school co-ops, and libraries as well as on our website (www.tcasarasota.com). At these meetings, and throughout this process, we have received letters of intent which we have kept on file. Unlike a neighborhood school, which draws from the immediate surrounding community, charter schools allow for the opportunity for more diverse demographics because they are not restricted by neighborhood boundaries or family finances. Our intent to advertise to all submarkets within Sarasota County through radio, TV and newspaper ads, along with hosting informational meetings at libraries across Sarasota, will help to ensure that we reach a broad demographic of families interested in TCA's philosophy.

TCA's classical approach to education, as well as a smaller school environment and K-12 campus, provides families with a unique option for their children within Sarasota and surrounding counties. We currently have close to 300 students comprising 150 families which have expressed interest and intent to attend upon approval of the charter. We are confident that once we have approval and begin advertising for our registration, we will quickly meet our projected enrollment. A copy of the letter of intent is attached as Appendix A. These Letters of Intent were used to help gauge support for TCA but are not a guarantee for enrollment. Pursuant to F.S. 1002.33, TCA will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted. The lottery and enrollment processes are outlined in Section 13.

The model for classical schools across the country is to open as K-10, or even K-12. We have based our population on the success of these other models and are confident we will meet our projections. Our partnership with Hillsdale College will also garner our school a great deal of recognition and support within the community. A revival of classical education is spreading across the country and as families hear about this philosophy of education they are excited to become a part of our community here in Sarasota.

SECTION 3: EDUCATIONAL PROGRAM DESIGN

A) Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instruction time.

TCA will adhere to the Florida statute guidelines for required instruction hours found in F.S. Section 1011.61(1)(a)1. Our school year will consist of 170 days with the required instructional hours exceeding State Statute (see chart below) and each semester will vary slightly in length. This variance in semester length is due to the fact that TCA will end its first semester on the Friday before Winter Break. Our students will be tested on this day and then return in January to begin their 2nd semester. The purpose for this variation is to end the first semester at the natural break and test our students while the information is still fresh in their minds and then begin new courses upon returning in January. We understand that our instructors during the fall semester will have to work at a slightly quicker pace to finish the curriculum and will plan accordingly.

Our year will begin with two weeks of professional development to ensure that our instructors are familiar with the curriculum and philosophy of classical education. There are numerous professional days built in throughout the year which facilitate further training and 2 half days to allow for parent teacher conferences. The proposed calendar for the 2014-2015 school year is below.

A working model of our schedule can be seen below as well. Our day for the elementary school (K-6) will begin at 8:45 a.m. and end at 3:30 p.m. The middle and high schools (7-12) will begin 15 minutes earlier with homeroom and end 30 minutes later than the elementary. This extended time for our middle and high schools will allow for the additional instruction hours needed while helping to accommodate for passing periods, and also ease traffic congestion for drop off and pickup. Start and end times are subject to change based upon traffic congestion, location, and other factors. TCA will notify the county once a final schedule has been drafted.

In the middle and high school there are 7.5 hours in the school day. Accounting for passing periods totaling 40 min and a 50 min lunch there are 6 hours of instruction time each day for a total of 1020 instructional hours in the year at the middle and high school levels.

INSTRUCTIONAL HOURS

| Grade | Required Hours | TCA Hours |
|------------------|----------------|-----------|
| K | 720 | 892.5 |
| 1 st | 720 | 935 |
| 2 nd | 720 | 935 |
| 3 rd | 720 | 935 |
| 4 th | 900 | 935 |
| 5 th | 900 | 1020 |
| 6 th | 900 | 1020 |
| 7 th | 900 | 1020 |
| 8 th | 900 | 1020 |
| 9 th | 900 | 1020 |
| 10 th | 900 | 1020 |

| | | |
|------------------|-----|------|
| 11 th | 900 | 1020 |
| 12 th | 900 | 1020 |

F.S. Section 1011.60(2) states: “*MINIMUM TERM.—Operate all schools for a term of 180 actual teaching days or the equivalent on an hourly basis as specified by rules of the State Board of Education each school year.*” Our schedule, although differing in the number of days, exceeds the statute in number of hours at every grade. F.S. Section 1011.61(1)(a)1 states “*Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program*”. Our proposed schedule will allow for students to master the rigor of our curriculum while building in breaks necessary for their minds to be refreshed.

Proposed Calendar July 2014 - June 2015

July 2014

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

August 2014

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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

September 2014

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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

October 2014

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

November 2014

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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24 | 25 | 26 | 27 | 28 | 29 |

December 2014

| S | M | T | W | T | F | S |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
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| 28 | 29 | 30 | 31 | | | |

January 2015

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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

February 2015

| S | M | T | W | T | F | S |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

March 2015

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| 29 | 30 | 31 | | | | |

April 2015

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May 2015

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| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

June 2015

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|---|-----------------------|---|-------------------------------|---|--------------------------------------|
|  | Beg/End School |  | No School-Students/Most Staff |  | Professional/Training Day |
|  | End of Grading Period |  | Holiday – Paid |  | ½ Day for conferences 10/15 and 3/12 |

| TIMES | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | | | | | |
|-------------|---|---|---|---|---|---|--|--|-------------|--------|-----------------------|-----------------------|
| 8:30-8:45 | Arrival | | | | | | | | | | | |
| 8:45-8:50 | Phonics/ Spelling | Reading | Reading | Literature | Literature | Spelling/ Grammar/ Handwriting | Spelling/ Grammar/ Handwriting | | | | | |
| 9:50-9:00 | | | | | | | | | | | | |
| 9:00-9:10 | | | | | | | | | | | | |
| 9:10-9:20 | Literature | Phonics/ Spelling/ Grammar/ Handwriting | Phonics/ Spelling/ Grammar/ Handwriting | Spelling/ Grammar/ Handwriting | Spelling/ Grammar/ Handwriting | Sec. 5a For. Lang. & P.E. Sec. 5b Music & Art | Sec. 6a Latin Sec. 6b Music & Art | | | | | |
| 9:20-9:30 | | | | | | | | | | | | |
| 9:30-9:40 | Sec. Ka For. Lang. & P.E. Sec. Kb Music & Art | Literature | Literature | Literature | Literature | Sec. 5a For. Lang. & P.E. Sec. 5b Music & Art | Sec. 6a Latin Sec. 6b Music & Art | | | | | |
| 9:40-9:50 | | | | | | | | | | | | |
| 9:50-10:00 | | | | | | | | | | | | |
| 10:00-10:10 | Recess | Recess | Recess | 5 min break | 5 min break | 5 min break | 5 min break | | | | | |
| 10:10-10:20 | | | | | | | | | | | | |
| 10:20-10:30 | | | | | | | | | | | | |
| 10:30-10:40 | Math | Math | Math | Math | Math | Math | Math | | | | | |
| 10:40-10:50 | | | | | | | | | | | | |
| 10:50-11:00 | | | | | | | | | | | | |
| 11:00-11:10 | | | | | | | | | | | | |
| 11:10-11:20 | | | | | | | | | | | | |
| 11:20-11:30 | Sec. Ka Music & Art Sec. Kb For. Lang. | 5 min break | 5 min break | Science | Science | Sec. 5a Music & Art Sec. 5b For. Lang & P.E. | Sec. 6a Music & Art Sec. 6b Latin | | | | | |
| 11:30-11:40 | | | | | | | | | | | | |
| 11:40-11:50 | | Science | Science | | | | | | | | | |
| 11:50-12:00 | | | | | | | | | | | | |
| 12:00-12:10 | Lunch | Lunch | Lunch | Lunch | Lunch | Literature | Literature | | | | | |
| 12:10-12:20 | | | | | | | | | | | | |
| 12:20-12:30 | Recess | Recess | Recess | Recess | Recess | Literature | Literature | | | | | |
| 12:30-12:40 | | | | | | | | | | | | |
| 12:40-12:50 | | | | | | | | | | | | |
| 12:50-1:00 | Science | Literature | Literature | Sec. 3a For. Lang. & P.E. Sec. 3b Music & Art | Sec. 4a For. Lang. & P.E. Sec. 4b Music & Art | Lunch | Lunch | | | | | |
| 1:00-1:10 | | | | | | | | | | | | |
| 1:10-1:20 | | | | | | | | | | | | |
| 1:20-1:30 | Literature | 5 min break | 5 min break | History/ Geography | History/ Geography | Science | Science | | | | | |
| 1:30-1:40 | | Sec. 1a For. Lang. & P.E. Sec. 1b Music & Art | Sec. 2a For. Lang. & P.E. Sec. 2b Music & Art | | | | | 5 min break | 5 min break | | | |
| 1:40-1:50 | | Recess | Sec. 1a Music & Art Sec. 1b For. Lang & P.E. | | | | | Sec. 2a Music & Art Sec. 2b For. Lang & P.E. | Recess | Recess | History/ Geography | History/ Geography |
| 1:50-2:00 | | | | | | | | | | | | |
| 2:00-2:10 | History/ Geography | Sec. 1a Music & Art Sec. 1b For. Lang & P.E. | Sec. 2a Music & Art Sec. 2b For. Lang & P.E. | Recess | Recess | History/ Geography | History/ Geography | | | | | |
| 2:10-2:20 | | | | | | | | | | | | |
| 2:20-2:30 | | | | | | | | | | | | |
| 2:30-2:40 | History/ Geography | Sec. 1a Music & Art Sec. 1b For. Lang & P.E. | Sec. 2a Music & Art Sec. 2b For. Lang & P.E. | Recess | Recess | History/ Geography | History/ Geography | | | | | |
| 2:40-2:50 | | | | | | | | | | | | |

| | | | | | | | |
|-----------|---------------|-----------------------|-----------------------|--------------------------------|--------------------------------|--|--|
| 2:50-3:00 | | | | Sec. 3a Music & Art | Sec. 4a Music & Art | | |
| 3:00-3:10 | | History/ Geography | History/ Geography | Sec. 3b For. Lang & P.E. | Sec. 4b For. Lang & P.E. | | |
| 3:10-3:20 | Read Aloud | | | | | | |
| 3:20-3:30 | | | | | | | |
| 3:30-3:40 | Notes: | | | | | | |

Week "A" each grade's section "a" has Foreign Language on MWF and P.E. on TTh
 Week "A" each grade's section "b" has P.E. on MWF and Foreign Language on TTh
 Week "B" each grade's section "a" has P.E. on MWF and Foreign Language on TTh
 Week "B" each grade's section "b" has Foreign Language on MWF and P.E. on TTh
 Week "A" each grade's section "a" has Music on MWF and Art on TTh
 Week "B" each grade's section "b" has Art on MWF and Music on TTh
 Week "A" each grade's section "a" has Art on MWF and Music on TTh
 Week "B" each grade's section "b" has Music on MWF and Art on TTh
 Kindergarten Teacher teaches K music and art

| | Literature | Literature | History | Math | Science | Sci/Math | Latin | Art | Music | P.E. |
|--------------------|------------|------------------|------------------------|---------------|----------|---------------------------|------------|----------|----------|--------|
| 8:30-8:35 | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom | |
| 1st Period | 7a | Remedial Reading | 7b | 8a Alg I | 10 chem | | 9 Latin A | 9 | 8b | 9 |
| 8:40-9:30 | | | | | | | | | | |
| | | | | | | | | | | |
| 2nd Period | 10 | | 9 | 7b | | 7a math | 6a Latin A | 8b | 8a | 7 or 8 |
| 9:35-10:25 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 3rd Period | 8a | Remedial Reading | 10 (principal teaches) | 8b Alg I | 7b | 6b math (ability grouped) | 7a Lat B | 10 | | |
| 10:30-11:20 | | | | | | | | | | |
| | | | | | | | | | | |
| 4th Period | 8b | Lunch | Lunch | 9 Geom | 7a | Lunch | 6b Latin A | 8a | 7b | 10 |
| 11:25-12:15 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 5th Period | Lunch | | 7a | 10 Alg II | 9 Bio | 9 Basic Sci | Lunch | Lunch | Lunch | 7 or 8 |
| 12:20-1:10 | | | | | | | | | | |
| | | | | | | | | | | |
| 6th Period | | 7a | 8a | Lunch | Lunch | 8b Sci | 7b Latin B | 7a | | |
| 1:15-2:05 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 7th Period | 7b | 9 | 8b | Remedial Math | 8a | | 10 Latin A | | 7a | Elem |
| 2:10-3:00 | | | | | | | | | | |
| | | | | | | | | | | |
| 8th Period | | | | | | | | 7b | | Elem |
| 3:05-3:55 | | | | | | | | | | |
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| | | | | | | | | | | |

B) Describe the proposed charter school's educational program.

The TCA philosophy of education subscribes to the tried and true form of education underlying Western Civilization: all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and challenged by high expectations and meritorious standards. We also agree with Aristotle that one becomes virtuous only by practicing the virtues. We further trust that young people will recognize and emulate virtuous behavior when introduced to the timeless heroes and heroines of literature and history. Our philosophy of education aligns with that of America's Founders in that the object of education is "to instruct... our citizens in... their rights, interests and duties, as men and citizens" (Jefferson, August 1818).

With these convictions, TCA will provide students a rigorous classical, liberal arts education that includes a strong emphasis on civics to equip students to understand and uphold America's founding principles. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning.

Children learn by building on what they already know. Thus it is important for them to begin building foundations of knowledge in the early grades. By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. Thus all students, including those considered "at-risk", are exposed to a coherent core of challenging, interesting, interwoven knowledge when taught a content-based curriculum such as the Core Knowledge Sequence for Kindergarten through 8th grade. This foundation of knowledge is then enhanced through a challenging, content-rich curriculum in the high school. This emphasis on the acquisition of knowledge not only provides a foundation for learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society, starting at the school itself.

The skills of learning, namely reading, writing, speaking, listening, calculating, problem solving, and exercising critical judgment, are best taught through the content of an organized body of knowledge. The development of literacy will be one of the primary aims and focuses of effort at TCA. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, direct instruction in letter-sound correspondences. Students will be taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from classical literature will be part of these skills.

There is substantial support for the idea that the earliest elementary school experiences are fundamental to the ultimate success of students in high school. Improving graduation rates, reducing dropout rates and increasing the rate at which graduates choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. The opportunity to be challenged, supported and systematically guided toward graduation is part of the unique mission of this school and the key

rationale for proposing an integrated K-12 solution. TCA's primary goal at the elementary and middle school level is to produce high school-ready students with solid literary and mathematical skills and true self-esteem based on mastery of subject content.

In the high school, TCA students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with while exceeding the state and district model content standards, for all subject areas. The curriculum will be developed so that the content and skills to be taught in each course is clearly articulated; goals and priorities are delineated. Grades will be tied to precise benchmarks and tell exactly what students know and can do. The benchmarks will thus drive the assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics.

The objective of the high school curriculum will be to explore issues and texts intensively and in depth. The focus for teaching literature will be the great books and the classics using the Socratic Method. History will be taught mainly through the use of primary source documents—artifacts, documents, recordings or other sources of information created at the time under study. In the high school, for example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture such as George Washington's *Farewell Address* and Martin Luther King, Jr.'s *Letter from Birmingham Jail*. Such primary sources (which are also recommended by the Common Core) will bring history to life and equip students with essential insight, research and analytical skills. Students will learn a true account of the times through the eyes and words of those who experienced such events and helped shape history.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. Textbooks will be used as a resource, not as the basis of the curriculum. Teaching in the Sciences will likely include student exposure to reports of original research (informational reading), observations or ideas such as Galileo's *The Starry Messenger*, Sir Isaac Newton's *Principia* or Euclid's *Geometry*. Students in the high school will be given some flexibility in the sequence of their courses within each subject. If a student should show an ability to take courses sooner than outlined for a particular grade, the student must get approval from the teacher of the requested class. Detailed course offerings and curriculum will be evaluated and refined in an on-going effort to offer a curriculum that most effectively promotes student achievement.

Foreign languages will be an important part of TCA's curriculum. Both Latin and modern languages will be taught. Latin will be taught informally in grades K-6 and then offered as an elective in middle and high school. Learning Latin affords students a critical knowledge of English grammar and a basis for studying other foreign languages. Since over half of English words derive from Latin, students will considerably improve their English vocabulary and "word sense." Words used in everyday English have long histories. Knowing those histories, which may involve multiple languages, equips students with a greater command over those words.

Intensive study of the grammar of our languages will instruct students in how to order those words into clear sentences and basic units of thought, and move into more complex sentences expressing more complex thoughts. Further, the frequent occurrences of Latin in the English language (*per diem, quid pro quo, ante bellum, e.g., i.e., status quo, et cetera*) will be clearly understood by graduates of our program. Finally, students in the high school will be able to read ancient works written in Latin that are the foundation of our literary, historical, and political tradition.

Modern languages will be taught throughout all grade levels. Studying modern languages will solidify students' knowledge of their own language, enable them to gain insight into different cultures, afford the opportunity of reading the rich literature of other nations, and prepare young people to communicate in a complex world and participate in the global economy. The language courses offered by TCA will meet or exceed Florida state standards, be aligned to course codes and be in line with college expectations.

Students at TCA will also receive instruction in the fine arts. Studying music and the visual arts will teach and impress, by frequent repetition, love of the beautiful and equip students with important core knowledge about their culture. In keeping with classical education, TCA will teach music and art largely through an intensive study of technique and through the works of the masters including but not limited to – Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet.

In Visual Arts, students will learn about the elements of art, sculpture, portraits, still life, landscapes, photography, architecture, expression and abstraction, works of art from long ago, the Renaissance, Impressionism, Post impressionism, and 20th century sculpture. They will be exposed to Islamic art and architecture, African art, Chinese art, Japanese art, and American artwork.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges.

In addition to placing an emphasis on rigorous mental training, TCA's curriculum and school environment will be designed to promote and build strength of character in students. The teaching of the classical virtues will be interwoven with the Socratic Method throughout the curriculum and at every grade level. Students will be exposed to great stories of self-command and self-sacrifice found in literature and history and engage in polite classroom discussion about the moral virtues of the various heroes and heroines. For example, as children and youth read or listen from the classics, they will be trained to ask themselves challenging questions about the themes and characters — *Would I do that? Why did that happen? What would I do if...?* Furthermore, such virtuous standards as represented in the Eight Pillars of Character — *citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility* — and four classical virtues – *temperance, fortitude, justice, and prudence*— will be emphasized through everything we do as a school. TCA faculty will model and expect virtuous behavior, and students will be given opportunities to practice and develop these traits. Students will be

expected to be attentive and polite, and to treat each other respectfully (F.S. Section 1003.42(2)(s)).

To be “classical” means to uphold a standard of excellence. TCA will provide an environment that fosters academic and character excellence through the establishment of a unified team approach of its faculty and volunteers. We will intentionally integrate three separate schools — elementary, middle, and high — into a unified school on one campus. A “family” atmosphere of respect and cooperation will be promoted, and every individual will be recognized as a stakeholder in producing the end-product of our educational process.

We believe that through this defined Core Knowledge, classical, liberal arts curriculum, and a well regulated campus, students will receive a rigorous and complete education that will challenge them to excel both in learning and in character. Students will graduate TCA highly literate and excellent individuals, ready to become active and responsible members of their community.

C) Describe the research base for the educational program.

TCA’s educational philosophy and curricular approach will promote literacy and character excellence for all its students. The chosen curriculum focuses on the acquisition of specific skills and knowledge of certain disciplines following the Core Knowledge Sequence in grades K-8 and a classical, liberal arts model in the high school. When combined with the chosen supplemental programs and instruction in the virtues, these methodologies will provide students with the strong foundation of basic skills and character necessary for success. The curriculum uses sequencing and builds upon knowledge so students are prepared when the curriculum advances and becomes more complex. These components work well together and provide a comprehensive and organized approach to instruction that meets state standards and that can be modified to bring students of all learning abilities up to grade level. This combined Core Knowledge, classical liberal arts curriculum and its supplemental programs will enable all students to experience academic excellence supported by civic purpose.

Support for a Classical Education

Classical Education has a history of over 2500 years in the West, and was thriving at the time of our nation’s founding. Classical Education:

- values knowledge for its own sake;
- upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts;
- demands moral virtue of its adherents; and
- prepares human beings to assume their places as responsible citizens in the political order.

Classical Education uses history as its organizing principle. For example, when students study Ancient Greece, they concurrently study Ancient Grecian art, music and literature. Students immerse themselves in each culture, making it come alive which leads to much greater

understanding and knowledge. At the elementary level, students are well-prepared to flourish in a competitive world market as they study specific aspects of both American history and world history in every grade. As students' progress through the curriculum, they are able to build from a broader to a deeper understanding of history, work with more sophisticated texts and develop a clearer concept of how ideas have unfolded over time.

Classical Education is based on the concept of the trivium, or "three roads," which speaks to the structure of every subject and discipline. The trivium model describes three stages — grammar, logic, and rhetoric — which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. "Grammar," the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as "grammar" schools; they provided students a foundation in the "basics" such as orthography and prescriptive English grammar. The rationale for the grammar stage is there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. Science is based on an understanding of key concepts as well as learning to use the scientific method as the "grammar" for scientific thinking. Latin is introduced and taught alongside English so that students learn the structural underpinnings of our language which expands the student's vocabulary and aids reading comprehension. Oratory skills are taught beginning in kindergarten.

The second stage, "logic," is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. In subsequent years, students revisit the data they have learned and begin to develop analytical skills by connecting themes, ideas and causes. Students at this age want to look at the big picture; they want to know "why?" As they continue to learn facts, they have the intellectual capacity to question those facts. The primary pedagogical style in this stage is logic or dialectic. In this method of instruction answers are arrived at by the exchange of logical arguments. There is a focus on higher-level thinking and communication skills. This method takes students to the highest of thinking examination of pertinent primary source documents. Plato believed that given the opportunities to exchange ideas and logical arguments, knowledge would develop and grow. During this stage, and in the next stage known as "rhetoric," students read great works in the American tradition to better learn about and understand the great ideas, texts and events of Western Civilization.

The last stage of the trivium, "rhetoric," is the ability to apply the foundational knowledge and logical understanding of a subject, and to creatively solve problems and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument. They learn to take their time and work carefully and conscientiously. By doing so, students develop habits of mind that are an essential life skill. They are prepared to analyze arguments, present new ideas, and learn to effectively express their ideas — both verbally and in writing — with the individuality and skill students need in college and beyond.

Anytime a person learns something new they naturally progress through these stages of learning. As new information is acquired an individual begins to process it logically and make judgments.

These stages are performed at all ages and by all learners. Students at every grade will be encouraged and taught to advance through these levels, appropriate to their age and ability level.

In the classical liberal arts model, every subject has its grammar, logic and rhetoric stages. In her book, *The Well-Trained Mind* (WW Norton, 2009, Tenth Anniversary Edition), Susan Wise Bauer states that classical education depends on training the mind in a three-part process. By spending the primary years of school learning and absorbing facts in a systematic way — developing essential literacy — the foundation for advanced study is formed. By mid-school, students can learn to think and exhibit critical thinking skills. In the high school years, students can learn to express themselves. Classical education is language-focused, and learning is accomplished through written and spoken words. Subjects are aligned so that the different disciplines speak to each other and students are able to make connections between them. The challenge of finding links between the various fields of study is accomplished by using history to organize learning. This begins with the ancients and progresses to the modern in history, science, literature, art and music. Classical education is knowledge-centered. The mind is trained to collect and analyze information, and to draw conclusions based upon that information.

Classical Education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well defined problems through a series of stages. These stages, as they apply to classical education, apply to the trivium.

Support for Teaching Latin

An instructional component of a Classical Education is the teaching of Latin. The Classical Academy of Sarasota will informally teach Latin to its young students. Students in K-6 grade will be introduced to Latin roots, but they will not take Latin as a formal class. Students in 7th and 8th grade will be offered a formal Latin class with a trained Latinist. Latin will be also be offered as an elective in high school. Latin instruction is useful in teaching reading. Approximately 65% of all English words have Latin roots. Latin is the “patriarch” of the European languages, and English is the “child.” By learning Latin, students will learn English and other languages and use English and other languages more easily. They will expand their knowledge of vocabulary and comprehension. They will be able to express themselves orally and in writing with greater clarity and depth.

Linguist and psychologist Paul C. Smith discusses the benefits of foreign language instruction in the book *Getting Culture: Incorporating Diversity across the Curriculum* (2009). Smith states that the more you know of a language, the easier it is to learn new grammar and vocabulary. The important underlying mechanism, according to Smith, is that existing knowledge provides multiple cues to newly learned information. All of our knowledge on a topic is interconnected, and our ability to work with that knowledge- to recall a particular fact or bring the correct skill into play at the right moment- depends on moment-by-moment situational cues. The improved cue accessibility that comes with having significant prior knowledge of a language makes it more likely that the information can be retrieved from long-term memory when needed. A Latin student, for example, who has a background in the roots and word parts of the English language, doesn't have to consciously search for the meaning of a particular word and can pay attention to other simultaneous learning tasks such as puzzling out the meanings of other words or properly applying a newly learned grammatical rule. Whenever a cognitive task can be done without using attentional resources, more of that attention is freed up for the other cognitive tasks involved in learning.²

One of the most practical benefits of studying Latin for high-schoolers is boosting verbal skills and scores on tests like the SAT; students with two or more years of Latin typically score 140-160 points higher on the SAT than their Latin-less peers. Numerous studies have demonstrated a significant positive correlation between studying Latin and improved scores on a variety of tests and even with college GPA and performance in college English classes. Of course, even more important is the broadened cultural perspective that comes with studying Greco-Roman civilization, a major component of the high-school Latin curriculum. The Roman world exerted enormous influences on our own culture, so that to be ignorant of Roman civilization is to be ignorant of our own roots. An important consideration too for our own multicultural society is the fact that the Greco-Roman world was what is often called the "archetypal multi-culture." The Roman empire at its greatest extent included all the peoples living around the Mediterranean Sea and the widely disparate cultures of not only Europe but also Asia, the Near East, and North Africa. Rome was thus a cultural melting pot and the lessons we can learn from the world of Rome are invaluable to all of us in America today.³

Support for Emphasizing Civics

Classical education has always been concerned with the political order. Looking back, Greek education was political – geared towards preparing the youth for citizenship. As did the leaders of the ancient republics, America's Founding Fathers realized that a free government depends upon the wisdom and virtue of its citizens – their capacity for self-government. It was their hope that schools would prepare young people to preserve the constitutional republic they created.

In 1776, the year of our Nation's conception, George Mason in the Virginia Declaration of Rights said "No free government, nor the blessings of liberty, can be preserved to any people, but by...a frequent recurrence to fundamental principles." By fundamental principles Mr. Mason referred to the certain understanding about nature, rights, and government expressed in the

² Smith, P. (2009). Foreign language learning: a different form of diversity. In R. A. Gurung & L. R. Prieto (Eds.), *Getting Culture: Incorporating Diversity Across the Curriculum* (1 ed.). Sterling, Virginia: Stylus Publishing.

³ LaFleur, R. "The practical benefits of studying Latin," *The Classical Outlook*. (n.d.)

Declaration of Independence that is fundamental to the United States Constitution. Along with the other Founders, Mr. Mason knew that this nation could only be sustained by self-governing citizens who understood principles such as liberty, equality, natural rights, the Rule of Law, Constitutionalism, and self-government— and we are devoted to upholding them.

In recent years political knowledge has declined. According to a 2008 study conducted by the Intercollegiate Studies Institute (ISI) American Civic Literacy Program, 2,508 Americans were surveyed to determine their knowledge of America’s founding principles and texts, core history, and enduring institutions. The results showed that over 70% of those surveyed failed a basic test of civic information. Less than half of the participants could name all three branches of government, and only half could articulate a basic description on a free-enterprise system. Thirty percent of elected officials do not know that “life, liberty, and the pursuit of happiness” are the inalienable rights referred to in the Declaration of Independence⁴.

Classical liberal arts educators contend that by providing a curriculum with a strong history and civics component, the decline in political knowledge can be reversed and this knowledge can be regained. Our strong emphasis on a foundational understanding of civics aligns perfectly with Florida Statutes (F.S. Section 1003.42(2)(a-f)).

Support for Incorporating Primary Source Documents

In the classical, liberal arts model, primary source documents are used to teach history, with an emphasis on American history and America’s founding principles. Primary source documents are documents that are created by first-hand testimony of witnesses or recorders who experienced the events that are being documented (informational text). These documents can be created at the time the event is occurring, but can also include autobiographies, memoirs and oral history recorded later. Examples of primary source documents that the school may use will include:

- Plato’s Republic – ancient Greece
- The Declaration of Independence – U.S. History
- Private letters between John and Abigail Adams – the workings of the American family
- Diary of Anne Frank – experiences of Jews in World War II
- National Security Data Archives – U.S. history – declassified documents
- Newspapers or periodicals from significant historical/current events

The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author's interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further, as students use primary sources, they develop important analytical skills.

To many students, history is seen as a series of facts, dates, and events usually packaged as a textbook. The use of primary sources can change this view. As students use primary sources they

⁴ Americancivilliteracy.org/2008/summary

begin to view their textbook as only one historical interpretation and its author as an interpreter of evidence, not as a purveyor of truth. Primary sources force students to realize that any account of an event, no matter how impartially presented it appears to be, is essentially subjective.

Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past. By reading a series of public opinion surveys from World War II, for example, students confront the language of the person interviewed and his or her fears about shortages, as well as the interviewer's reactions recorded after the interview. These human expressions provide history with color and excitement and link students directly to its cast of characters.

Interpreting historical sources helps students to analyze and evaluate contemporary sources-- newspaper reports, television and radio programs, and advertising. By using primary sources, students learn to recognize how a point of view and bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among these skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a citizenship where people are able to evaluate the information needed to maintain a free society.

Perhaps best of all, by using primary sources, students will participate in the process of history. They will discuss with teachers and classmates about the interpretation of the sources. They will challenge others' conclusions and seek out evidence to support their own. The classroom will come alive as students test and apply important analytical skills⁵.

Support for Teaching the Virtues

Classical education requires self-discipline and instills virtue, as it requires students to examine moral and ethical issues. Classical education invites students to examine different civilizations that have existed in the past, thus gaining a more critical and historical perspective on their own.

Character is more than a good form of behavior. The English word "character" is derived from the Greek *kharaktēr*, which means 'engraved mark,' and refers to the particular impress or stamp which distinguishes something as different from another. When we speak of excellence of character, the emphasis is not on mere distinctiveness or individuality, but on the combination of qualities that make an individual the sort of ethically or morally admirable person he is.

While character is often spoken of in terms of traits, values, ethical or moral values, or moral principles, historically, specific strengths of character are known as "virtues," and the term "virtue" indicates overall moral excellence. Aristotle defined virtue (*aretê*) as the excellence that makes anything an outstanding specimen of its kind. When applied to human beings, his account of virtue is displayed especially in the decent person (*epiekês*) who recognizes and chooses what is appropriate, and in the well-balanced person in whom all parts of the soul are in harmony with one another. For Aristotle, and the ancient Greeks, virtue was not something people could simply choose or not choose without implication. Virtue is indissolubly connected to human happiness.

⁵ History in the Raw. The U.S. National Archives and Records Administration. <http://www.archives.gov/education/history-in-the-raw.html>

In fact, for Aristotle people find true happiness only when their souls are working in accord with virtue. The happy life is the good or “virtuous” life.

This understanding is not exclusive to the ancients. America’s most prominent founders also saw the inseparable connection between “virtue” and happiness. In his *First Inaugural Address*, George Washington said, "There is no truth more thoroughly established, than that there exists... in nature an indissoluble union between virtue and happiness." Thomas Jefferson wrote in a letter that, "without virtue, happiness cannot be," and in a speech at the Virginia Ratifying convention, James Madison, called the supposition “that any form of government will secure liberty or happiness without any virtue in the people” a “chimerical idea.” Like the classical thinkers, America’s founders knew that virtue is essential not only to individual happiness, but also to the public happiness and prosperity. They also understood that virtue or character is not innate.

The Charter for America’s first state-supported university was written by Abraham Baldwin, a signer of the United States Constitution and member of ten of America’s first Congresses. That charter states:

“[the] public prosperity [of free governments] and even existence very much depends upon suitably forming the minds and morals of their Citizens ... It should therefore be among the first objects of those who wish well to the national prosperity ... early to place the youth under the forming hand of Society that by instruction they may be molded to the love of Virtue and good Order.”
- Charter of the University of Georgia, 1785

More directly, Thomas Jefferson wrote in a letter to John Adams, that “No government can continue good but under the control of the people,” therefore, “their minds are to be informed by education what is right and what is wrong; to be encouraged in habits of virtue and to be deterred from those of vice.”

As did the leaders of the ancient republics, America’s Founders knew that the maintenance and prosperity of a free-republic—the security and happiness of a free people— depends upon the character or virtue of its citizens. They also understood that virtue or character is only “the result of habit and long training.” Youth become virtuous only by learning, observing, and practicing the virtues. Therefore, instruction in the virtues is an essential part of education.

Classical education encourages this training in the virtues and the attainment of good character. A classical curriculum asks students to work against their baser inclinations (laziness, or the desire to watch television, or play video games) in order to reach a goal — mastery of a subject and excellence in character. Through the decorum of the classrooms and halls, the reading of great works in literature and history, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students’ behavior, students will rise to the occasion.

Plato believed that youth ought to be brought up in such a way that they would fall in love with virtue because it was conducive to a good and happy life. Aristotle's balanced person or whole human being is not a slave to pleasure, fear, or greed, nor one who struggles with desires and aversions, but—as a result of habit and long training in the virtues—sees the world as it really is and freely chooses what is truly desirable. He is happy. Laying a strong foundation in virtue and character at an early age leads to students flourishing and to their enjoyment of a happy life.

Support for a Classical Liberal Arts Approach

The classical liberal arts approach has many documented successes within a broad range of school settings — including inner city schools (Westside Preparatory School and Decatur Classical School in Chicago) and more “suburban” schools (Ridgeview Classical School in Fort Collins, Colorado) — despite the academic disabilities and disadvantages of its students.

Marva Collins, founder of Westside Preparatory School, created the school in 1975 in an innercity Chicago area serving students considered “problem children.” Her curriculum was based on classical literature and other materials that contained lofty ideas and abstract concepts. The purpose was to teach values that hold societies together, and to encourage students to think about interpretation and meaning, and to appreciate the nuances of language. They were encouraged to analyze and challenge what they read and to express opinions. As an example, fourth graders read Plato's dialogue, *The Republic*, wherein Plato asks, “What is Justice?” The students were then asked to discuss the various meaning of justice according to their viewpoint or interpretation.

By the end of the first year, every child scored at least five grade levels higher than when they first entered the school. When compared to Chicago Public Schools, one article written about her school stated, “working with students having the worst of backgrounds, those who were working far below grade level, and even those who had been labeled as ‘unteachable,’ Marva was able overcome the obstacles. News of third grade students reading at ninth grade level, four-year-olds learning to read in only a few months, outstanding test scores, disappearance of behavioral problems, second-graders studying Shakespeare, and other incredible reports, astounded the public.”⁶

According to Marva Collins, “Classical Education reminds us that every achievement of humankind is valuable, and every child's soul is damaged when we fail to demand that they achieve. Our young people respond with violence and anger when schools and teachers put labels on them: “Inferior,” “born to fail,” “inability to cope.” Our children don't need tags, measures, inkblot tests. They are screaming for a curriculum that challenges their minds.”⁷

In recognition of her work with children at the Westside Preparatory School, Marva Collins has received many awards, including the Jefferson Award for Benefiting the Disadvantaged, the Humanitarian Award and the National Humanities Medal from President Bush – 2004.

⁶ Excerpts from *Ordinary Children, Extraordinary Teachers and Marva Collins' Way*

⁷ Marva Collins Seminars 2009-2011

US News and World Report ranked Ridgeview Classical Schools' high school as 15th in the country, 4th U.S. charter school, and 4th open-enrollment high school in the nation. The magazine analyzed 21,069 public high schools in 48 states using data from the 2006-2007 school year⁸. Now in their thirteenth year, Ridgeview continues to receive national recognition and their students continue to examine life with both intellectual rigor and ethical goals utilizing the classical method.

The Chicago Tribune, in an article published October 29, 2010, stated the following about the Decatur Classical School: “Certainly, there are exceptions to the low percentages of Chicago children performing at the advanced level. At CPS' Decatur Classical School, 95.3 percent of students scored in the “exceeds category” in reading — the highest in the state. In math, 97.1 percent of students exceeded, second only to Whitney Young Magnet High School in Chicago, where seventh- and eighth-graders take ISAT tests and 100 percent scored in the advanced level. PTA President Kristin Boeke-Greven, who has two children at Decatur, said its liberal arts curriculum includes Latin instruction starting in kindergarten. “I think there is a formula that Decatur has figured out, and it is students who like to learn, teachers who are really committed and parents who are involved,” Boeke-Greven said.

Below is a list of classical charter schools from across the country which are achieving great success using the classical model. Each of these schools represent a broad range of demographics and as demonstrated throughout the application, classical education is proven to be effective for all learners, regardless of race, gender, ethnicity, religion or socio-economic background.

* As mentioned earlier, Ridgeview Classical School was founded in 2001 as a K-12 charter school in Fort Collins, Colorado. Its opening enrollment, total student population and grade sizes were used to help determine TCA’s enrollment projections. TCA has also modeled its philosophy and curriculum after Ridgeview. Ridgeview’s high school was ranked 15th in the nation and the school has also earned the John Irwin Award for Academic Excellence. The school’s scores on the state standardized tests have consistently been at the top of the state average (<http://www.ridgeviewclassical.com>).

*Cheyenne Mountain Charter Academy & The Vanguard School is a K-12 charter school utilizing the classical model through Core Knowledge curriculum. Since the school began more than 11 years ago it has won multiple educational awards at all grade levels. As demonstrated by the chart below their students perform well above the state assessments levels:

CMCA/Vanguard School CSAP Scores Compared with Colorado State Averages
2010-2011

| | | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 9th Grade | 10th Grade |
|----------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Reading | CMCA/Vanguard | 98 | 92 | 93 | 91 | 91 | 96 | 100 | 100 |
| | State Average | 73 | 65 | 69 | 71 | 67 | 67 | 66 | 65 |

⁸ US News and World Report – America’s Best High Schools

| | | | | | | | | | |
|----------------|---------------|----|----|----|----|----|----|-----|----|
| Writing | CMCA/Vanguard | 83 | 84 | 92 | 90 | 89 | 92 | 100 | 98 |
| | State Average | 51 | 56 | 60 | 62 | 59 | 54 | 53 | 47 |
| Math | CMCA/Vanguard | 90 | 90 | 93 | 88 | 88 | 84 | 80 | 80 |
| | State Average | 70 | 71 | 66 | 63 | 53 | 51 | 38 | 32 |
| Science | CMCA/Vanguard | | | 80 | | | 88 | | 95 |
| | State Average | | | 47 | | | 49 | | 47 |

| | | |
|---------------------|---------------------|-------------------|
| | | 11th Grade |
| Colorado ACT | The Vanguard School | 27.8 |
| | State Average | 19.9 |

*The Classical Academy of Colorado Springs was founded in 1997 with 400 students and today has more than 3500 students enrolled on 3 different campuses. The school has successfully taught classical education through the use of Core Knowledge for over fifteen years.

“In 2012 the Colorado Department of Education awarded every TCA school (elementary, junior high, and high school) the John Irwin Award for Academic Excellence—an award given to schools that demonstrate excellent academic achievement. Also, in 2012, the TCA High School was rated first of all Colorado public high schools by Colorado Grades Schools, a coalition of 18 community organizations whose mission is to grade Colorado schools”
(<http://www.tcad20.org>).

* South Bronx Classical School in New York is currently serving K-5 and has proven the benefit and excellence of classical education. Each year their students’ test scores in reading and math as well as attendance rates exceed not only those of other New York Charter Schools but New York public schools as well (<http://www.southbronxclassical.org>).

*The Benjamin Franklin Classical Charter Public School (BFCCPS) began in 1995 with 150 students in K-4 and has grown to become a K-8 school. The school’s clear focus on classical education has distinguished it not only academically, but also in its character. BFCCPS was awarded the Massachusetts School of Character Award and has been further distinguished and awarded recognition as a National School of Character (<http://bfccps.org>)

*Parnassus Preparatory School in Maple Grove, MN opened in 2011 as a K-12 public charter school. They broke the first year enrollment record for charter schools in Minnesota. Although they are a young school their enrollment numbers and initial success speak volumes about the merits and benefits of classical education (<http://www.parnassusprep.com>).

* Stanley Fish in his *New York Times* article, *A Classical Education: Back to the Future*, published June 7, 2010, writes of the successes of his classical education in high school. “Although I have degrees from two Ivy League schools and have taught at U.C. Berkeley, Johns Hopkins, Columbia and Duke, Classical High School (in Providence, RI) is the best and most demanding educational institution I have ever been associated with.” He goes on to state that the school has a nearly 100% college attendance rate and has maintained this standard of excellence for more than 55 years.

D) Explain how the educational program aligns with the school’s mission.

The mission of The Classical Academy of Sarasota is to provide an excellent K-12 education which develops the academic potential of each student through a rigorous, content-rich, classical liberal arts education while building in them a virtuous character.

The educational practices and philosophy of TCA align perfectly with its mission and principles. Our K-12 structure will create a cohesive and structured learning environment while facilitating a greater depth of relationship and mentoring. These relationships, partnered with a clear emphasis on virtue, will build within our students the internal strength of character needed to become happy and productive citizens. Our clear focus on a classical liberal arts education will not only challenge our students toward excellence in academics but exceed Common Core State and Next Generation Sunshine State Standards allowing our students to achieve success not only on assessments but in life. Our instruction in Latin and the use of primary source documents will challenge students with rigorous and content-rich literature and text. We are striving to create an environment where our mission is clear and parents, students, and the community clearly understand who we are as a school and what we stand for. We hold that these educational practices not only fulfill our mission, but are an integral part of our mission and will create lasting success for our students.

E) Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State – Common Core Standards, as required by section 1002.33, F.S.

The focus of our educational program through classical education will help us meet or exceed each of the NGSSS and the Common Core Standards. Classical education has a clear core focus on language arts (especially literacy), history with an emphasis on civics, math and science. The belief within classical education that all subjects are interrelated and do not stand alone will help our students to understand science not just for science sake but understand scientific discovery within the scope of history and math, all within the envelope of reading content-rich literature and text. Our belief that reading is critical to all learning will help our students to meet state standards at all grades. The academic rigor and sequential approach of classical education will help our students build an educational foundation which will help them succeed not only during their school years but throughout their future as well (F.S. Section 1003.41(1)(f-g)). Although the academic focus and preparation of classical education is critical, it’s clear focus on character and excellence will help us in our mission in creating exemplary citizens while also fulfilling state standards (F.S. Section 1003.42(s)).

Classical education through the curriculum of Core Knowledge places a strong emphasis upon history, with extra focus placed upon American history and the creation of our Republic. Our educational program places a strong emphasis upon the importance of understanding the context of our country's founding and the creating of the Constitution. We hold that our freedoms have been bought with a price and our patriotic focus is vital within our educational program allowing us to clearly fulfill many of the requirements found within F.S. Section 1003.42(a-f). The instruction of Latin will increase the comprehension and literacy of our students at all levels. Not only does our educational program meet the basic requirements called for by Florida Standards, but our rigor, use of exemplary literature, both narrative and informational, focus on civics and virtue meet or exceed the requirements set forth by NGSSS and Common Core.

High school coursework will be aligned in accordance with NGSSS and CCSS to adequately prepare students to participate in Florida EOC assessments in core subject areas that are projected for implementation in 2014-2015 as well as PARCC assessment scheduled for the same year. See Appendix B for high school course descriptions.

SECTION 4: CURRICULUM PLAN

A) Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Common Core Standards.

TCA will offer a classical liberal arts education utilizing the following curriculum

- Core Knowledge Sequence – a specific grade by grade core curriculum of common learning for language arts, history, math, science and the arts. Supplemented with:
 - Riggs Institute's, *The Writing & Spelling Road to Reading & Thinking* – a multi-sensory, brain-based approach for teaching explicit phonics, reading and language arts.
 - Singapore Math – a conceptual approach to mathematical skill building and problem solving.
 - Full Option Science System (FOSS) – a hands-on approach to scientific inquiry with emphasis on fundamentals.

The high school curriculum will follow the example set by the Core Knowledge Sequence, in that it will deliver specific content and skills, building on the foundation created in elementary and middle school. The curriculum will be aligned with the state and district model content standards for all subject areas and course codes have been matched to each class offered.

Core Knowledge

TCA will use the Core Knowledge Sequence, as its guiding curriculum in core academic areas K-8 while aligning with the standards set forth by Florida Statute. The Core Knowledge Sequence, partnered with Riggs, Singapore and FOSS meets or exceeds the guidelines set forth by the new Common Core Standards. An extensive line by line alignment between Core Knowledge and the Common Core in ELA and Math can be found at <http://www.coreknowledge.org/ccss-resources>. Where any exact alignment does not exist, TCA administration and teachers will create or supplement the curriculum to ensure exact alignment. Core Knowledge will provide the essential tools for preparing our students to succeed in all subject areas including language arts, science, math, history and the arts. Core Knowledge integrates learning in all subjects; a perfect partnership with classical philosophy, teaching students that learning in one subject creates growth in other subjects as well (in alignment with NGSSS and the new Common Core Standards).

Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Mathematics, Science, Visual Arts, and Music. The Core Knowledge Sequence guides teachers in what instructional resources are necessary to be used to fully deliver the curriculum. TCA will assure appropriate training and technical assistance so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this.

The students at TCA will learn and put to memory the elements of knowledge prescribed in the Core Sequence creating the foundation for academic success and strengthening achievement on assessments. The sequential concept of the curriculum not only builds upon itself, but as

students' progress in grade level, the facts and information covered in earlier grades is reviewed and deepened. Students do not simply relearn old material but take the foundation they were given and strengthen it through questioning and critically analyzing the old information as well as any new material presented.

The rigor of Core Knowledge will challenge the most advanced of students and the flexibility of the curriculum will enable our teachers to adjust to lower level students. Core Knowledge teachers' guides clearly explain the lesson plans and give practical exercises for the students, enabling learning at all levels and to different types of learners. By empowering teachers with clear plans and activities, Core Knowledge differentiates instruction giving the teacher freedom to focus on the needs of the students. At the beginning of each lesson a clear timeline of learning is laid out providing the teachers with a clear understanding of what the children should know, what the learning objectives are, and finally how the lesson will be built upon in later grades. While giving teachers the structure that is needed, Core Knowledge also enables teachers the freedom to bring their own style and personality to the classroom. Teachers are free to be themselves under the umbrella of Core Knowledge which provides the cohesiveness and sequencing to all grade levels.

For K-8 teachers implementing the Core Knowledge Sequence, a minimum of five days of Core Knowledge professional development is recommended in the first year of implementation. Professional development will also be provided in Riggs and Singapore before the start of school. All administration and staff members will participate in a two week professional development lead by Hillsdale College. This training will be scheduled during the in-service days prior to the opening of school in August 2014. Continued training in curriculum and philosophy will be provided annually.

History, Geography, and Civics

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist—as most American educational programs do—on a good bit of history? And why urge many students to study even more history than they are required despite history's absence on high-stakes standardized testing?

We believe a cogent and ongoing study of history is necessary for the following reasons:

-To help us develop judgment in worldly affairs by understanding the past behavior of people and societies

History must serve as our laboratory, and the past must serve as our most vital evidence in the quest to figure out why people behave the way they do in societal settings. If decision makers do not consult history, they make decisions without all of the facts.

-To help us understand change and how the community, nation and world we live in came to be
Each person's world view is shaped by individual experiences, as well as the experiences of the group to which he or she belongs. If we are ignorant of the contemporary and historical

experiences of a variety of cultures, then we cannot hope to understand why people, communities or nations behave the way they do or make the decisions they make.

-To help us develop essential skills for good citizenship

Citizens are not born capable of ruling. They must be educated to rule wisely and fairly. The cornerstone of democracy is the informed citizen, which we believe was the intention of our Founding Fathers- a government by the people, for the people.

-To inspire us

History teaches us that a single individual with great convictions or a committed group can change the world.

-To help us develop essential thinking skills

The study of history and civics promote:

- Reading at the evaluation, synthesis, analysis and interpretation levels
- Critical thinking skills through writing
- Analytical thinking

It is in social studies that students learn skills ranging from reading a map to making an argument. Students learn how to assess the validity of evidence, evaluate conflicting points of view and apply facts to making decisions.

The Core Knowledge curriculum, when taught as intended, is a history-rich curriculum supported by the use of primary source documents and traditional works of literature with historical themes and premises and will be used to teach K-8 history. Core Knowledge is also rich in geography. In a 2010 survey, National Geographic Society surveyed 18- to 24-year-old Americans to find out what they knew about the world, only 37 percent could find Iraq on a map, despite the fact that U.S. troops have been in that country since 2003. Places closer to home didn't fare much better: 50 percent couldn't locate New York, the country's third largest state.⁹

The problem is, while globalization is asking students to expand their knowledge and understanding of the world, history education is diminishing in the wake of standardized testing focused solely on reading, math, and science. We believe a curriculum that values history and civics produces a wise, culturally literate citizen prepared to participate in the democratic process of self-government while understanding the culture and traditions of the rest of the world.

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

Our reading curriculum, Riggs Institute's, *The Writing & Spelling Road to Reading & Thinking*, will be used as our reading curriculum supplemented with the literature recommended by Core Knowledge. Riggs is an explicit phonics reading program promoting phonemic awareness and phonics based spelling. The Riggs method for reading teaches students at all levels through its multi-sensory, direct Socratic instruction and dictation. With Riggs, teachers support all students by teaching through their stronger learning styles while at the same time remediating any weaker modalities. Riggs fully integrates listening, speaking, initial letter formation and cursive

⁹ Hough, Lory. "Don't Know Much About Geography". *Harvard Ed.* (2011).

handwriting, spelling, creative and organizational composition skills, reading, comprehension, vocabulary development, and analytical and inferential thinking. Riggs includes cognitive developmental sub-skills critical to prevent or correct most learning disorders and provides for acceleration in the learning process. The program's use of the Socratic Method is an instructional process where teachers present concepts through questioning rather than exclusively telling. Riggs provides multiple resources designed for assisting in differentiation and closing learning gaps for all students. The teacher guides provide clear outlines and assessment tools which allow for great clarity and easy implementation.

Riggs also has several tools available for introducing Latin into our early grades. These resources provide for easy implementation on the part of the teacher and will introduce students to Latin, establishing a stronger foundation in English vocabulary and language.

Riggs' *The Writing & Spelling Road to Reading & Thinking* is a research-based method teaching all students the "explicit" phonics, reading, and language arts they must learn to succeed. Scientific research demonstrates "explicit" phonics instruction benefits children in the following four ways:

Explicit phonics:

- 1) significantly improves kindergarten and first-grade children's word recognition and spelling,
- 2) significantly improves children's reading comprehension,
- 3) is effective for children from various social and economic levels, and
- 4) is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems¹⁰.

The Riggs time-tested method will provide both a strong foundation for students who demonstrate academic progress, and an effective remedial program for pre-existing academic problems we anticipate some of our students may have. Riggs is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. Students **see** the symbol(s) and **hear** the teacher say the sound(s); they repeat or **say** the sound(s) and **write** the symbol(s) from dictated, oral instructions. Thus, the teacher teaches through each student's stronger learning modality (or modalities) while, simultaneously, remedying their weaker ones. This process accelerates the learning process, avoids discrimination against any student's individual learning style, and provides an optimal learning opportunity for each student.

Another key feature of the Riggs method is its use of appropriate sequencing. Riggs begins at the student's speech and oral comprehension levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts — or information — in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved.

Riggs' brain-based approach and multi-sensory instruction addresses all learning styles. It has been used with success in classical charter schools as well as in inner city schools with students

¹⁰ *Put Reading First: The Research Building Blocks for Teaching Children to Read*, National Institute for Literacy, Third Edition

of varied ethnic and socioeconomic backgrounds. Riggs complies with the research-based requirements in “No Child Left Behind” (NCLB) as it teaches strands in the following areas:

- Explicit Phonics with dictated Initial Letter Formation
- The Alphabetic Principle
- Phonemic and Graphemic Awareness
- Correct Spelling with 47 Rules
- Fluent Oral and Silent Reading
- Oral and Print Comprehension
- Vocabulary
- Pronunciation and Speech
- Creative and Organizational composition
- Grammar/Syntax/Punctuation/Capitalization
- Analytical and Inferential Thinking
- Auditory/Visual/Verbal/Motor Cognitive Development:
 - Attention
 - Discrimination
 - Association
 - Memory

Although Riggs is a fully-equipped ELA program, state assessments and state and national standards stress the importance of critical thinking and the tiered levels of Bloom’s Taxonomy including application, analysis, synthesis, and evaluation of information. We are confident that Riggs offers these skills to students and more. The Riggs program, coupled with the English/Language Arts component of Core Knowledge, offers teachers the chance to lead Socratic discussions of texts and to model and teach the skills necessary for these important developmental thinking skills. Riggs develops fluent readers with exemplary decoding skills due to the strong nature of its phonics foundation and the strength of the vocabulary instruction. Research shows that of the five components of reading (fluency, vocabulary, phonemic awareness, phonics, and comprehension), strength in the areas of phonics, phonemic awareness and vocabulary directly correlate to strong skills in fluency and comprehension.¹¹

Grammar, Writing, Vocabulary, and Literature

Grammar, writing, vocabulary and literature are all critical components addressed by the Core Knowledge curriculum, which has been aligned to Common Core Standards for English Language Arts in grades K-8¹². High school language arts will continue with the same standard created by CK in earlier grades.

Grammar instruction will be taught prescriptively incorporating the use of diagramming to create a visual picture of the rules of language. Students will learn vocabulary by studying the knowledge of the origin and meaning of words emphasizing Latin and Greek roots. Latin provides insight into the meaning of over half of English words. Its complex grammar enables students to gain a critical knowledge of the English sentence structure. Latin offers a bridge to learning other languages. Additional characteristics defining literacy instruction will be the frequent and extensive use of dictionaries, along with the reading and memorization of selections from classical literature.

¹¹ Anthony J. Applegate, Mary DeKonty Applegate, and Virginia B. Modla. *The Reading Teacher*. 62.6 (Mar. 2009) p512.

¹² http://www.coreknowledge.org/mimik/mimik_uploads/documents/521/CK_CCSS_ELAAalignment.pdf

Vocabulary is a critical focus point of the Core Knowledge curriculum. Each lesson across all subject areas begins with key content area vocabulary that introduces students to new words critical to their understanding of the lesson, while reviewing vocabulary learned in previous years. Coupled with instruction in Latin and Greek roots, students will be able to apply background knowledge and root word knowledge to discover the meaning of words.

Access to important and timeless works of literature is a key component of a classical education. One further component of literacy will be the class wide reading of The “Great Books” of the Western Tradition in grades K-12. While students will be encouraged to read many types of literature independently, the study of these classic pieces will be done in a forum where overarching questions of each work will be discussed in depth. Students, regardless of ability, will learn and come to understand much about humanity by reading the writings of the greatest thinkers and writers of the Western tradition.

Singapore Math

To provide a foundation in numeric literacy, The Classical Academy of Sarasota will adopt Singapore Math. Singapore Math¹³ is a program that presents mathematical skill building and problem solving from a conceptual viewpoint. It saves instructional time by focusing on mastery of essential math skills, not on re-teaching skills that should have been mastered in prior grades. The program’s detailed instruction, questions, problem solving, and visual and hands-on aids ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Singapore textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just memorizing definitions and formulas. The focus on number sense, geometry, spatial relationships and measurement in the early grades make it a perfect match for the new Common Core standards.¹⁴ Additionally, the coherence of the strategies used build from one idea to the next and is carried throughout all grade levels, giving students the tools needed for confidence in mathematical concepts.

Singapore Math’s placement tests facilitate ability grouping for optimal student success. A daily math block will be scheduled for the purpose of ability-grouping students in K-8th grades, allowing for the needs of both mathematically- competent students as well as struggling learners to be met. Indeed, the country of Singapore embraced a common core standard for mathematics years before the United States proposed such action. In Singapore math, each element of the system — the framework, a common set of national standards, texts, tests, and teacher preparation programs — is carefully aligned to clear and common goals. A full research-based analysis of Singapore math will be present in the next section. An alignment of Singapore Math to CCSS can be found at http://www.singaporemath.com/Scope_and_Sequence_s/120.htm. Where alignment does not occur or a topic is covered in a different grade TCA administration and teachers will supplement the curriculum or make the changes necessary to ensure alignment.

Depending on the mathematical foundation acquired in grades K-6, most TCA students will begin pre-algebra concepts in 7th grade and move through the high school math sequence including Algebra I and II, Geometry, Statistics, and Calculus. If a student’s assessments show a

¹³ <http://www.singaporemath.com/>

¹⁴ <http://www.corestandards.org/the-standards/mathematics>

lack of readiness for pre-algebra, they will continue to use the Singapore materials, New Elementary Mathematics, Textbook 1 & 2 until they are prepared to move on to Singapore Math levels 7 and 8 (pre-algebra and Algebra I) in 8th or 9th grade.

The key elements of Singapore Math are described below:

Each semester-level Singapore Math textbook builds upon preceding levels, and assumes that what was taught need not be taught again. Consequently, it is necessary to assign Singapore Math students to a textbook that matches what they are ready to learn next. By contrast, the typical US classroom offers the same grade-level math instruction to all students, reviews previously taught math skills before teaching new skills, and gives more emphasis to topics that don't build on previously taught math skills (bar graphs, geometric shapes, measurement units).

A great deal of instructional time is saved by focusing on essential math skills, and by not reteaching what has been taught before. In fact, some teachers report that Singapore Math feels slower paced than what they're used to. However, the result is that students master essential math skills at a more rapid pace. By the end of sixth grade, Singapore Math students have mastered multiplication and division of fractions, and they are comfortable doing difficult multi-step word problems. With that foundation, they are well prepared to complete Algebra 1 in middle school.¹⁵

Singapore math utilizes pictorial models to bridge the gap between concrete mathematical experiences (e.g., using objects to act out what math concepts mean) and abstract representation (using symbols like numbers to convey mathematical ideas). These pictorial models include, but are not limited to, bar models, number bonds, ten frames, arrays and place value charts.

Singapore Math students begin solving simple multi-step word problems in third grade, using a technique called the "bar model" method. Later grades apply this same method to more and more difficult problems, so that by sixth grade they are solving harder problems like this: "Lauren spent 20 percent of her money on a dress. She spent $\frac{2}{5}$ of the remainder on a book. She had \$72 left. How much money did she have at first?" Consequently, when a school first adopts Singapore Math, the upper elementary grades will need to catch up on what they missed. This can be done by going through the problem-solving chapters in the preceding grade levels, or by using a Singapore Math Model Method supplemental textbook.

The principle of teaching mathematical concepts range from concrete through pictorial to abstract. For example, introduction of abstract decimal fractions (in Grade 4) is preceded by their pictorial model of centimeters and millimeters on a metric ruler, but even earlier (in Grades 2 and 3) addition and subtraction of decimals is studied in the concrete form of dollars and cents. Systematic use of word problems is utilized as the way of building the semantics of mathematical operations. Simply put, students learn when to add and when to subtract, relying on the meaning of the situation (rather than "clue-words", as often done in the US schools). Formulations are free of any redundancies and challenge students' understanding of mathematics only. This is different from many U.S. curricula, where word problems are to show

¹⁵ John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3 (November 2007) pp. 38-21

“applications” of math and are spiced with immaterial details intended to obscure the mathematical content of the problem.

The need for repetitive drill is minimized by clever sequencing of the topics. For instance, the introduction of multiplication facts by 2, 3, 4 and 5 in the middle of Grade 2 is followed by a seemingly unrelated section on reading statistical data from a graph. In fact, the latter task reinforces the learning of multiplication facts when the scale begins to vary from 2 to 5 objects per graphical unit.

The use of bar-models is utilized in teaching problem solving (a form of pre-algebra). This device is as old as Book V of Euclid’s *Elements*, written in the 4th century B.C., and consists simply in representing (mentally or graphically) arithmetical quantities by line segments. In Singapore Math books, such line segments are regularly used to show and teach one’s thinking process in solving an arithmetical problem. For aesthetic reasons, the segments are typeset as colorful “bars” of a fixed width (hence *bar-models*). In this form, they fascinate many educators as being a miraculous “novel method” (hence Singapore Math *Method*) of problem solving. The hallmark of the curriculum is the careful guidance of students, done in a child-friendly pictorial language, not only to technical mastery, but to complete understanding of all the “whys”. This differs from typical U.S. curricula, which either aim for dogmatic memorization of “rules,” or expect students to reconstruct mathematical ideas from hands-on activities without much guidance.

Full Option Science System (FOSS)

Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. The Full Option Science System (FOSS) will be used as a supplement to the Core Knowledge curriculum to provide a rigorous, hands-on approach to scientific inquiry. The FOSS modules correlate to the topics covered in the Core Knowledge and provide a hands-on supplement to the curriculum. The FOSS curriculum was developed over 20 years ago at the University of California at Berkeley due to the growing concern that science education in our nation was inadequate. FOSS is research based, K—8 curriculums and an ongoing research project dedicated to improving the learning and teaching of science that is fully aligned to Florida’s Next Generation Sunshine State Standards. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how children think and learn.

Science will be taught with an emphasis on scientific facts and the inquiry- based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing and comparing predictions to observations. Scientific knowledge is advanced when students have the opportunity to construct ideas through their own inquiries, investigations, and analyses. The FOSS program is designed to engage students in these processes.¹⁶

¹⁶ <http://www.lhsfoss.org/fossweb/email/aboutFOSS.html>

High School Curriculum

In high school, TCA students will study the traditional liberal arts — language and literature, math, history and government, the sciences, music, rhetoric, and art — in a coherent and orderly program. A classical, liberal arts education is language intensive, knowledge centered, and trains the mind to collect, analyze and draw conclusions about information. It uses history as its organizing principle and requires students to examine important moral and ethical questions.

As stated earlier, the high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with the state and district model content standards, for all subject areas. The curriculum will be developed so that the content and skills to be taught in each course are clearly articulated; goals and priorities are delineated. Grades will be tied to precise benchmarks, set forth by CCSS and NGSSS, and tell exactly what students know and can do. The benchmarks will thus drive the assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics. The objective of the high school curriculum will be to explore issues and texts intensively and in depth.

For students at the middle and high school level, remedial and intensive courses will be offered, along with advanced courses, ensuring that we are meeting the needs of each individual student. Students starting in sixth grade who score a 1 or 2 on the FCAT will be required to take additional remedial or intensive courses necessary in reading or math. Both Riggs and Singapore curriculum provide for needed remediation at all levels.

The proposed course catalog with course codes and descriptions is attached as Appendix B. These courses will be created following the foundation built by the Core Knowledge Sequence and aligned to state standards at the high school level. The overview of proposed courses for high school, with brief outlines and prerequisites are listed below. The courses for high school will be created in partnership with the District, the subject area teachers and the administration ensuring CCSS and NGSSS are met.

Overview of Reading Language Arts Programs

The Classical Academy believes that reading and language arts are the foundation which facilitates greater learning and understanding in all subjects. To this end, high school courses will be created in alignment to state requirements using materials and texts which continue the classical foundation built in elementary and middle school. Our students will be strong readers, opening doors to exemplary literature that crosses the boundaries of subjects, cultures, and times. In addition to literary and expository texts read in class, students will read independently from a comprehensive list of great works prepared for each grade level.

| | | |
|---|--|--|
| English I Course # 10013101 Grade Level 9 Length 1 year Prerequisite None Credit 1 | English Honors I Course # 10013201 Grade Level 9 Length 1 year Prerequisite None Credit 1 | Intensive Reading Course # 1000410 Grade Level 9-12 Length 1 year Prerequisite Credit 1 |
|---|--|--|

| | | |
|---|--|--|
| English II Course # 1001340 Grade Level 10 Length 1 year Prerequisite English I (any level) Credit 1 | English Honors II Course # 1001350 Grade Level 10 Length 1 year Prerequisite English Honors I or English I Credit 1 | Semantics and Logic Honors Course # 1004300 Grade Level 11-12 Length 1 semester Prerequisite English I and II Credit .5 |
|---|--|--|

| | | |
|---|---|---|
| English III Course # 1001370 Grade Level 11 Length 1 year Prerequisite English II (any level) Credit 1 | English Honors III Course # 1001380 Grade Level 11 Length 1 year Prerequisite English Honors II or English II Credit 1 | Advanced Placement English: Language and Composition Course # 1001420 Grade Level 11 Length 1 year Prerequisite English Honors II Credit 1 |
|---|---|---|

| | | |
|---|--|--|
| English IV Course # 1001400 Grade Level 12 Length 1 year Prerequisite English III (any level) Credit 1 | English Honors IV Course # 1001410 Grade Level 12 Length 1 year Prerequisite English Honors III or English III Credit 1 | Advanced Placement English: Literature and Composition Course # 1001430 Grade Level 12 Length 1 year Prerequisite English Honors III Credit 1 |
|---|--|--|

Overview of Mathematics Programs

Our high school curriculum will continue the foundation built in elementary and middle school and provide students with in-depth, standards-based mathematics content that reflects the best thinking of mathematicians and teachers. It is our goal to ensure that every student achieves the essential skills needed for mathematical literacy. Our courses will be built in alignment with state requirements and following the classical model. Students will be afforded opportunities to read primary source (expository) texts written by historical figures that originally created these mathematical concepts. Our teachers will have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve our students.

| | | |
|--|---|---|
| <p>Algebra 1 Course # 1200310 Grade Level 9-12 Length 1 year Prerequisite None Credit 1</p> | <p>Algebra 1 Honors Course # 1200310 Grade Level 9-12 Length 1 year Prerequisite None Credit 1</p> | <p>Intensive Math Course 1200400 Grade Level 9-12 Length 1 year Prerequisite None Credit 1</p> |
|--|---|---|

| | | |
|--|--|--|
| <p>Geometry Course # 1206310 Grade Level 9-12 Length 1 year Prerequisite Algebra 1 Credit 1</p> | <p>Geometry Honors Course # 1206320 Grade Level 9-12 Length 1 year Prerequisite Algebra 1 Honors or Algebra 1 and teacher recommendation Credit 1</p> | <p>Algebra 2 Course # 1200330 Grade Level 9-12 Length 1 year Prerequisite Algebra 1 and Geometry Credit 1</p> |
|--|--|--|

| | | |
|---|--|---|
| <p>Algebra 2 Honors Course # 1200340 Grade Level 9-12 Length 1 year Prerequisite Algebra 1 Honors and Geometry Honors or Algebra 1 and Geometry with teacher recommendation Credit 1</p> | <p>Trigonometry Course # 1211300 Grade Level 10-12 Length 1 semester Prerequisite Geometry and Algebra 2 Credit .5</p> | <p>Probability and Statistics with Applications Course # 1210300 Grade Level 10-12 Length 1 semester Prerequisite Geometry and Algebra 2 Credit .5</p> |
| <p>Pre-Calculus Course # 1202340 Grade Level 10-12 Length 1 year Prerequisite Geometry and Algebra 2 Credit 1</p> | <p>Advanced Placement Calculus Course # 1202300 Grade Level 11-12 Length 1 year Prerequisite Pre-calculus Honors Credit 1</p> | |

Overview of Science Programs

The high school science courses will be created in alignment to state requirement and following the classical foundation built by FOSS in the early grades. Students will read primary source (expository) text which engages their minds and expands their understanding of scientific concepts. TCA will offer a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. They inquire, explore, analyze, classify, and test hypotheses in and out of the classroom.

| | | |
|---|--|--|
| <p>Physical Science Course # 2003310 Grade Level 9-10 Length 1 year Prerequisite None Credit 1</p> | <p>Biology I Course # 2000310 Grade Level 9-10 Length 1 year Prerequisite None Credit 1</p> | <p>Biology I Honors Course # 2000320 Grade Level 9-10 Length 1 year Prerequisite Advanced 8th grade science with recommended grade of C or higher. Credit 1</p> |
|---|--|--|

| | | |
|---|---|---|
| <p>AP Biology Course # 2003340 Grade Level 10-12 Length 1 year Prerequisite Biology I Honors and Algebra II Credit 1</p> | <p>Physics I Course # 2003380 Grade Level 10-12 Length 1 year Prerequisite Algebra I with a recommended grade of C or higher. Credit 1</p> | <p>Physics I Honors Course # 2003390 Grade Level 10-12 Length 1 year Prerequisite Algebra II with a recommended average grade of C or higher. Credit 1</p> |
|---|---|---|

| | | |
|--|--|---|
| <p>Chemistry I Course # 2003340 Grade Level 10-12 Length 1 year Prerequisite Algebra I Credit 1</p> | <p>Chemistry I Honors Course # 2003350 Grade Level 10-12 Length 1 year Prerequisite Geometry or concurrent geometry. Credit 1</p> | <p>Advanced Placement Chemistry Course # 2003370 Grade Level 11-12 Length 1 year Prerequisite Chemistry I and physics with a recommended grade of C or higher in chemistry. Credit 1</p> |
|--|--|---|

| | |
|--|--|
| <p>Anatomy and Physiology Course # 2000350 Grade Level 11-12 Length 1 Prerequisite Biology I or IH. Recommended average grade of C or in biology Credit 1</p> | <p>Anatomy and Physiology Honors Course # 2000360 Grade Level 11-12 Length 1 year Prerequisite Biology I or Honors and Chemistry. recommended grade of C or higher Credit 1</p> |
|--|--|

Overview of Social Studies Programs

TCA places a strong emphasis on history and a civic understanding across all grade levels. Our high school courses will continue this focus ensuring that each course aligns to all state requirements. Each of our courses will integrate the essential elements needed for our students to have a strong civic foundation along with a broad global perspective. Students will be given opportunity to read primary source (expository) text from individuals who actually experienced the events. Our courses will be designed to challenge students to become thoughtful productive citizens who understand the lessons taught by history and the elements needed to effectively participate in our American Republic.

| | | |
|--|---|---|
| World History Course # 2109310 Grade Level 10 Length 1 year Prerequisite None Credit 1 | World History Honors Course # 2109320 Grade Level 10 Length 1 year Prerequisite None Credit 1 | American History Course # 2100310 Grade Level 11 Length 1 year Prerequisite None Credit 1 |
|--|---|---|

| | | |
|---|---|---|
| American History Honors Course # 2100320 Grade Level 11 Length 1 year Prerequisite World History Credit 1 | American Government Course # 2106310 Grade Level 9 - 12 Length 1 semester Prerequisite None Credit .5 | American Government Honors Course # 21063200 Grade Level 9 - 12 Length 1 semester Prerequisite None Credit .5 |
|---|---|---|

| | | |
|---|--|---|
| Economics Course # 2102310 Grade Level 12 Length 1 semester Prerequisite American History Credit .5 | Economics Honors Course # 2102320 Grade Level 12 Length 1 semester Prerequisite American History Credit .5 | Advanced Placement US Government and Politics Course # 2106420 Grade Level 9-12 Length 1 semester Prerequisite None Credit .5 |
| Civics Course #2106330 Grade Level 9-12 Length 1 year Prerequisite None Credit 1 | Ethics Course #2105350 Grade Level 12 Length 1 semester Prerequisite None Credit .5 | |

B) Describe the research base and foundation materials that were used or will be used to develop the curriculum.

Support for Core Knowledge

As has been previously noted, classical education puts young minds to work — it leads young people to understand themselves and the world around them. Students do not learn in the abstract; they must acquire foundational skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. To this end, TCA has adopted the Core Knowledge Sequence for its K-8 curriculum. The Core Knowledge Curriculum was developed by E.D. Hirsch, Jr. In *The Making of Americans*, Hirsch revealed an intellectual kinship between himself and classical education. He joined the academic trivium to its moral, civic purpose. According to Hirsch, people must not only use the same language to communicate effectively and to understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is an example of a leader who relied on cultural literacy to convey his ideas. He had little formal education, but read the works of Shakespeare, the fables of Aesop, Euclid’s geometry, and the documents of the American Founders. He was able, like few in our history, to express himself forcefully and with the principles of freedom and human dignity in his historic Gettysburg Address. Hirsch stresses that “cultural literacy” is vital to comprehend the vast areas of human knowledge necessary for our political, economic, social and moral well-being.

In 1986, Hirsch founded Core Knowledge (CK) based upon his idea of “cultural literacy.” The CK Sequence has evolved from the field testing and consensus building that began in 1990. CK is the result of research into the content and structure of the highest performing elementary school systems around the world. The Core Knowledge Sequence is a grade-by-grade guide of specific topics in history, geography, literature, visual art, music, language, science and mathematics. The basic goals of the CK curriculum are:

- to foster autonomous and knowledgeable citizens
- to give every student an equal chance
- to foster community

Core Knowledge philosophy holds that these goals are intertwined and dependent upon common knowledge, which enables people to communicate with fellow citizens¹⁷.

Core Knowledge is based on the premise that a grade-by-grade core curriculum of common learning builds a strong and sound education. The CK Sequence is based on the theory that what children can learn is dependent upon what they already know. Identification of the content and skills provides a coherent approach to building knowledge across all grade levels. By following the sequence, every child will learn the fundamentals of science, the basic principles of government, the important events of world history and American history, the essential elements of mathematics, the masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. Knowledge, language and skills build cumulatively

¹⁷ Core Knowledge Foundation. 1999. *The Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation

from year to year through CK's sequential, clear and specific grade-by-grade outline. Literacy is the goal, and students are provided a strong foundation in reading through the teaching of "explicit" phonics. Beginning in kindergarten, teachers read to their students from the best sources — classical literature. When students are able to read independently, their books are the classics. With this approach, teaching of the virtues is intentional and intertwined with discussions of the classics.

In *A Nation at Risk: 25 Years Later*, published in 2008, E.D. Hirsch, Jr. refers to the severe decline in verbal and math scores, and the lack of coherent curriculum in grades K-8 — grades that lay the foundation so necessary for high school success. Students must be well-prepared in the elementary grades in order to thrive in the higher grades. Toward that end, Core Knowledge defines the knowledge and skills required for each successive grade level, and help to prevent the academic repetition and gaps very evident in schools today.

The time-tested benefits of Core Knowledge are:

- For students — the broad base of knowledge and vocabulary vital for higher levels of learning is provided. CK motivates students to learn and creates confidence.
- For the school — an academic focus and a consistency in instruction are promoted through the coherent, sequenced grade-by-grade curriculum. The CK Sequence promotes greater collaboration and communication around lesson planning, and CK guides staff toward more efficient use of resources. A community of adults and children is promoted through a common thread of instruction and learning.
- For parents — a clear outline of what their children are expected to learn in school at each specific grade level is provided. This encourages greater parent involvement both in school and at home¹⁸.

The Core Knowledge Foundation has done extensive research, along with several independent studies, (summarized in the charts on pgs. 69-73) into the success of its curriculum and strives to build its curriculum in a way which adheres to national and state learning standards. Core Knowledge began in 1986 and is currently being used at more than 1000 schools around the nation. After extensive research and documented success these are the conclusions that have been reached concerning students educated with Core Knowledge curriculum:

- Students are independent critical thinkers. They comprehend material from a wide array of disciplines and are able to analyze, question, construct effective arguments, and articulate their own judgments and ideas concerning this new information. They possess a broad and varied vocabulary helping them to convey ideas more clearly. Most importantly they become self-directed learners, seeking out further knowledge from a wide variety of sources without prompting in order to enhance their own understanding. They do not believe something just because the majority buys in or the media touts it as fact. They seek out the soundness of the reasoning in order to make an educated judgment.

¹⁸ 2008 The Core Knowledge Foundation

- Students possess a broad and diverse base of knowledge. They read literature for specific purposes and engage with the text in order to deepen their understanding and expertise.
- Students are able to communicate effectively to a broad scope of listeners. When speaking, listening, or writing their ability to successfully express a message using clear concise language, relevant information, and evidence appropriate to their audience is noticeable.
- Students understand and appreciate other cultures. Through their educational career they have heard, read, interacted with and experienced other perspectives and cultures through the reading of rich literature and the discussions that followed. The historical perspective which is interlaced throughout the curriculum gives them a global awareness and opens their eyes to the world¹⁹.

Research supports the idea that a coherent standards-based curriculum anchored by a common calendar of implementation, specific objectives for student achievement, measured benchmark assessment, both formal and informal, and prescriptive reaction to student performance drives student achievement. For example, in 1997 the Third International Mathematics and Science Study (TIMSS) released results describing the Grades 1–8 content standards in mathematics for each of 39 countries. Further analyses of the data led to a description of the national standards of those countries—referred to as the A+ countries—whose eighth-grade students performed at the top of the international distribution. Three characteristics were identified—focus, rigor, and coherence. The clearest indicator, according to the TIMSS, was coherence. Coherence was defined as standards that are “articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential and hierarchical nature of the disciplinary content from which the subject matter derives” This definition recognizes that coverage of topics is only part of the definition of coherence. The other and perhaps more central part of the definition centers on whether the sequence in which the topics are covered is consistent with the logical structure of the discipline being taught.²⁰ The repetitive and expanding nature of Core Knowledge topics over time concedes itself to this exact definition of coherence and is precisely the driving force behind new Common Core standards.

A cumulative program also offers several advantages. At any age and in any field, what we already know enables us to understand, retain, and employ new knowledge. Knowledge accumulation begins from the earliest days of life. It builds through years of verbal and nonverbal interactions with parents, caregivers, and teachers, who model spoken language and help young children develop vocabulary, concepts, and theories about the world. The systematic effort to establish common, knowledge-building content must therefore begin as early as possible. The younger we start, the greater the hope that we can boost achievement across all schools and classrooms, but especially among our most disadvantaged students. By articulating progressions linked to a grade-by-grade sequence for how learning should build over time, a defined curriculum such as Core Knowledge will better enable each teacher to build on what students have already been taught- often called “activating of prior knowledge.” A crucial

¹⁹ <http://www.coreknowledge.org>

²⁰ Schmidt, W. H., Houang, R. T., (2012). “Curricular Coherence and the Common Core State Standards for Mathematics”. *Educational Researcher*. Nov. 2012. Vol. 41 no. 8 294-308

feature of the Common Core standards is that they seek to identify a lean set of concepts and ideas that are central to applying knowledge in each discipline.

Clearly, the activation of prior knowledge is better achieved with a cumulative program that stresses the links between disciplines and strategically plans instruction so students utilize those links when confronted with similar topics later on. A key strategy for enabling students to make connections with text is activating prior knowledge of the subject matter. Boardman et al. (2008)²¹ reported using strategies including previewing headings and concepts or making predictions and charting the results to increase students' interest. Students are encouraged to use their interest to make valuable connections with the text. To comprehend texts at deeper levels, students need to make inter-textual links connecting ideas from one text to another. Lenski (1998)²² surmised that when teachers plan and strategically compile lessons with related issues or topics, they are giving the students the tools to make the necessary connections. Similarly, Lee and Spratley (2010)²³ noted possessing prior knowledge of topics can influence what students comprehend, what attracts students' interest, and even what influences their opinions and perspectives.

Making connections through an activation of prior knowledge helps to foster motivation and engagement (Lenski et al., 2007; Tovani, 2000)^{24 25}. Moreover, students who make connections during reading can better understand the relationship between the concepts being presented (Lenski et al., 2007). Many teachers provide students with structured text-connection activities to encourage better understanding of the material. Although the activation of prior knowledge is often used with regard to reading, a literacy-focused curriculum like Core Knowledge demands this across all disciplines.

Finally, students respond directly to a curriculum that is content-specific. The main goal of the Common Core standards was to provide a specific set of skills and knowledge that students need to be ready for career and work and to compete globally. This may be a new standard in relation to Common Core, but it has been around for many years with regard to Core Knowledge. The fundamental essence of Core Knowledge is the ability to equip students with skills that allow them to communicate effectively, possess cultural literacy, and have a necessary background of information that allows students to effectively assimilate new information into their educational repertoire. The Core Knowledge sequence is distinguished by its breadth and specificity. While most state or district standards and curricula provide general guidelines concerning skills students should obtain and master, they typically offer little help in deciding specific content. The specific content in the *Sequence* provides a solid foundation on which to build skills instruction. Moreover, because the *Sequence* builds knowledge systematically year by year, it helps prevent repetition and gaps in instruction that can result from vague curricular guidelines. Again, while these guidelines seem to be changing with the introduction of Common Core standards, they have always been there with regard to Core Knowledge.

²¹ Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

²² Lenski, S. D. (1998). *Intertextual connections: Making connections across texts*. *The Clearing House*, 72, 74-80.

²³ Lee, C. D., & Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.

²⁴ Lenski, S. D., Wham, M. A., Johns, J. L., & Caskey, M. M. (2007). *Reading and learning strategies: Middle grades through high school* (3rd ed.). Dubuque, IA: Kendall/Hunt.

²⁵ Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Core Knowledge and the Common Core

Core Knowledge curriculum aligns to the new Common Core Standards with built-in structures which have proven to close gaps between high and low level learners. In research done across the country within schools that have implemented Core Knowledge, their students have scored significantly higher on both state and nationally standardized tests than their peers in non-Core Knowledge schools. These higher test results applied to all major core subjects. The ability of Core Knowledge to be adapted to meet different state standards and its adherence to the sequencing of foundational knowledge gives its students a distinct advantage. Joined with this research done by Core Knowledge are numerous independent studies, the results of which are summarized on the charts on pgs. 69-73. The complete studies can be found in Appendix C.

The new Common Core Standards for language arts and math, which have been implemented in early elementary and will be the new standard for all grades in 2014, align with the Core Knowledge curriculum. This alignment to state and national standards will prepare our students for greater success as we move into the future. The Common Core Standards for English/Language Arts and Literacy in History/Social Studies and Science call for a curriculum that is “intentionally and coherently structured to develop rich content knowledge within and across grades.” By outlining the precise content that every child should learn in language arts and literature, history and geography, mathematics, science, music, and the visual arts, the Core Knowledge curriculum has been providing an intentionally and coherently structured, content-rich, grade-by-grade curriculum for over twenty years.

An exact alignment of the Core Knowledge Sequence to the new Common Core Standards in grades K-8 Language Arts can be found at <http://www.coreknowledge.org/ccss-resources>. The alignment to NGSSS for history and science can also be found at the Core Knowledge website. Where exact alignment does not exist, TCA administration and teachers will create and supplement the curriculum to ensure exact alignment.

The Common Core Initiative does not endorse one curriculum over another. However, it has posted several statements of support written by different curriculum companies. One of the statements posted is from the Core Knowledge Foundation which speaks to the credibility of Core Knowledge’s alignment to these standards²⁶ (See Appendix D). Common Core also consulted with the Core Knowledge Foundation when writing the standards.

Using the content and skill guidelines set forth in the Core Knowledge Sequence, TCA will meet or exceed the Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science by:

- Enabling students to develop understanding of domain-specific words and phrases, their relationships, and their nuances within the context of lessons that build background knowledge in literature, science, social studies and the arts (*CC Shifts 3 & 6*).

²⁶ <http://www.corestandards.org/resources/statements-of-support>

- Providing an integrated model of literacy that reflects the developmental nature of language and the interrelation of all facets of literacy — listening, speaking, reading, and writing.
- Addressing the foundational language arts skills, as well as the ability to infer, imply, reason, evaluate and synthesize information.
- Balancing fiction and nonfiction texts taught during the language arts block, so that by 4th grade, 50% of the texts students are reading are informational/explanatory texts and 50% are fiction (and increasing to 55% and 70% in 8th and 12th grade)—a key requirement of the Common Core State Standards (*CC Shift 1*).

Additional Research on Core Knowledge

The Baltimore Curriculum Project (BCP), founded in 1996, demonstrates that high standards — plus the implementation of Core Knowledge — are effective in boosting test scores in reading. BCP put together an effective, efficient unified curriculum, with detailed lessons that incorporated high standards, and made those available to interested Baltimore Schools. The Core Knowledge curriculum was chosen as an essential part of the project. Direct Instruction was used to supplement the elementary reading, writing and mathematics program. In 1996, and again in 2002, BCP took over operations of three schools under Baltimore City’s New Schools Initiative. In 2005, BCP converted these schools into charter schools. Students in all three schools demonstrated an increase in reading proficiency, as determined by comparing State Reading Test Proficiency before BCP intervention and after intervention. Reading proficiency — indicated by the number of proficient students at the three schools — increased by 47.6%, 33.9%, and 49.5%²⁷.

In a national study of 22 Core Knowledge schools, completed in 2004, researchers looked at data from the individual school’s national percentile rankings across six content areas (reading, language arts, mathematics, social studies, environmental studies, and science). Over the six-year review period, the Core Knowledge schools performed well above the national average, with their collective performance increasingly higher than the norm. This performance advantage was evident across the six content areas. The same trend was evident across schools of different sizes, different socio-economic composition, and different ethnic composition. Based on these findings, there appears to be a strong relationship between student performance and the Core Knowledge curriculum²⁸.

Core Knowledge in Florida

Coupled with all this research is the fact that the Core Knowledge curriculum has proven to be highly successful here in Florida. In Fort Meyers, FL, Three Oaks Elementary opened its doors in 1988 as the nation’s first Core Knowledge School. Since opening, Three Oaks Elementary has received numerous recognitions including:

- Placement in the Congressional record, by the Honorable Porter J. Goss

²⁷ The Baltimore Curriculum Project, Inc

²⁸ http://www.coreknowledge.org/mimik/mimik_uploads/documents/31/CK_National_Study_2004.pdf

- Florida Five Star School
- Florida Red Carpet School
- “Profiles in Excellence” Award from National School Boards’ Association
- Subject of PBS Documentary, “The Uncommon Classroom”
- Subject of ABC Evening News segment, hosted by Peter Jennings
- State of Florida A+ School (<http://oak.leeschools.net/history.html>)

Three Oaks Middle School has operated as a Core Knowledge school since opening its doors more than 18 years ago. It has received the Florida Department of Education 5-Star award and has received an A grade as a school for the last five years. <http://okm.leeschools.net>

Two charter schools were approved in Florida last year in Collier and Pasco counties. Both are will be implementing a classical approach to education and the school in Naples will be utilize Core Knowledge, Riggs, and Singapore.

Summarized Research Below

Below are charts summarizing the findings of several independent and CK sponsored studies which demonstrate the effectiveness of the Core Knowledge Sequence. The studies listed include schools with diverse demographics from across the United States and demonstrate the success of Core Knowledge in supporting high student achievement.

| Study | Sample | Findings |
|---|--|---|
| Oklahoma City Public Schools | Study included Oklahoma City Public Schools: 67 elementary schools (about half using Core Knowledge). Schools have a very diverse population. School Years studied: 1997-1998, 1998-1999 | <p>*Core Knowledge students outscored control students in 7 of 8 categories on the Iowa Test of Basic Skills (ITBS).</p> <p>*Core Knowledge students scored higher on all 4 of the reading objectives and all 6 of the history and geography objectives on the Oklahoma Criterion-Referenced Tests (CRTs).</p> <p>*Results indicate schools can improve performance on state tests by combining Core Knowledge curriculum with their state standards.</p> <p>http://www.eric.ed.gov/PDFS/ED484223.pdf#</p> |
| Center for the Social Organization of Schools at Johns Hopkins University | 12 Core Knowledge Schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Late 1990's | <p>*The degree with which Core Knowledge was implemented was a significant predictor of student achievement gain.</p> <p>*Schools that used Core Knowledge Curriculum and instruction in more than 50% of classrooms, saw marked increases in the effect size favoring Core Knowledge.</p> <p>*Students found Core content stimulating and motivated students to learn.</p> <p>*Core Knowledge improved the professional lives of teachers.</p> <p>*Core Knowledge challenged the conventional assumptions about student ability. Teachers found that no matter what students' starting points were -low achieving, average or high achieving- they were able to grasp and gain from learning the Core material.</p> <p>*Teachers saw an increase in students' interest in reading. In particular, they became more interested in reading non-fiction.</p> <p>http://www.eric.ed.gov/PDFS/ED484223.pdf#</p> |
| Colorado State | More than 50 Core Knowledge schools. 2002 exam scores. | <p>*Large percentages of Core Knowledge schools are posting scores on the state's CSAP that are 10, 20 and even 30 points above the state average.</p> <p>http://www.eric.ed.gov/PDFS/ED484223.pdf#</p> |

| Study | Sample | Findings |
|---|--|--|
| Cale Elementary School(Charlottesville, VA) | Public school where 34% of students receive free or reduced lunches | *School significantly outperformed local schools with a similar demographic profile after it adopted Core Knowledge. http://www.eric.ed.gov/PDFS/ED484223.pdf# |
| Hawthorne Elementary (San Antonio, TX) | Core Knowledge school with 28% of students have limited English proficiency and 96% receive free or reduced lunches. Compared school to 65 other elementary schools in San Antonio. | *Results showed a steep increase in the reading pass rate at consecutive grade levels. This is evidence that Core Knowledge curriculum does appear to increase achievement at successive grade levels, and has the potential to help disadvantaged students achieve academic proficiency. http://www.eric.ed.gov/PDFS/ED484223.pdf# |
| Three Oaks Elementary (Fort Meyers, FL) | Core Knowledge school with 18% minority and 40% receiving free or reduced lunches. | *After using Core Knowledge for 3 years, they reported higher scores than the control school in every category tested. *Results showed they were successful in lifting low achievers up toward the mean. http://www.eric.ed.gov/PDFS/ED484223.pdf# |
| Virginia (Fred Smith) | 7 year longitudinal study comparing students in 1 Core Knowledge school and 1 demographically similar control school. Tracked achievement of students as they progressed K thru 6th. Finished in 2003. | *Core Knowledge students outperformed control school in all subjects on the Stanford 9TA tests. *Core Knowledge promoted fairness in schooling for disadvantaged and advantaged students. Both disadvantaged and advantaged students outperformed control school. *Core Knowledge narrowed achievement gap between disadvantaged and advantaged students. http://www.eric.ed.gov/PDFS/ED484223.pdf# |

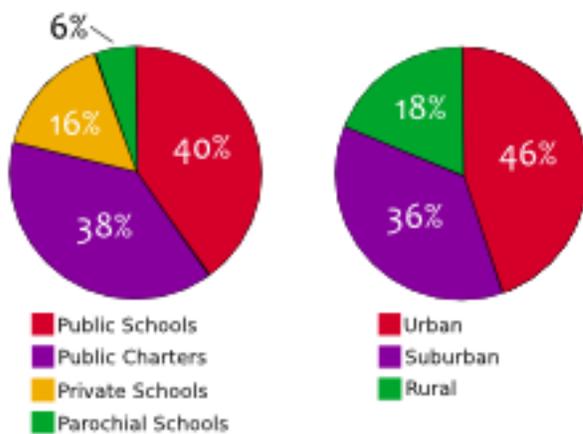
| Study | Sample | Findings |
|-------------------------|---|--|
| New York City | 2008 - 2011. 1,000 students in twenty specifically low-income schools in NYC. Half of the schools are using Core Knowledge Language Arts (CLKA) in the pilot reading program ,while the other 10 schools use “balanced literacy.” | <p>*CKLA students across all studied grades (Kindergarten through second) boasted larger gains than their comparison-group peers, and students with lower base achievement saw larger gains.</p> <p>*Core Knowledge had the greatest impact on Kindergarteners; fidelity to the program resulted in reading gains <i>five</i> times greater than those experienced by students taught via other reading strategies. (Likewise, Core Knowledge students scored higher on science and social studies content-based tests than those using other reading strategies.)</p> <p>http://www.edexcellence.net/commentary/education-gadfly-weekly/2012/march-15/evaluating-the-nyc-core-knowledge-early-literacy-pilot.html</p> <p>*Based on study findings, NYC DOE recommended Core Knowledge literacy program citywide for schools to align their instruction with the Common Core State Standards. http://www.city-journal.org/2013/23_2_snd-core-knowledge.html</p> <p>*Joel Klein (NYC school chancellor 2002-2010) said Hirsh’s approach (Core Knowledge) was “well aligned with the new Common Core reading standards that 45 States have already adopted. Common Core focuses much more on understanding complex texts and dramatically increases the amount of non-fiction that students will be required to read. This should mean that [Hirsch’s] approach will now get the widespread adoption and attention it so richly deserves. For too long, he had been a voice in the wilderness. His time has now come.”</p> <p>http://www.city-journal.org/2012/22_3_curriculum-reform.html</p> |
| State of North Carolina | Evaluated effects of Core Knowledge on State Test Achievement with 1,592 students in six CK schools and 533,919 students in more than 1,300 other schools not using CK | <p>*Core Knowledge schools excelled over the other schools in achievement progress in 8 or 10 comparisons of reading and mathematics in the five grade levels that were analyzed.</p> <p>http://www.coreknowledge.org/mimik/mimik_uploads/documents/28/Walberg_phase3.pdf</p> |

The complete studies from the summaries above, except the New York study, can be seen in Appendix C.

Core Knowledge Schools

There are currently 1,213 “active” and “regularly reporting” Core Knowledge K-8 schools and preschools across the country. 909 of these schools offer one or more grades in the K-8 grade range. This is compared with 770 schools using all or part of the curriculum in 2009-10, revealing an increase in overall reported use of 15.3% in a mere three years.

The following breakdown of Core Knowledge schools is based off of the 2009-10 academic year, because this data is not yet currently available for the 2012-13 academic year.



Every Kind of School:

- 40% Public
- 38% Charter
- 16% Private
- 6% Parochial

Every Kind of Setting:

- 46% Urban
- 36% Suburban
- 18% Rural

A National Network Committed to Educational Excellence and Equity

Across the country, hundreds of schools are committed to the idea that academic excellence demands a solid, specific core curriculum. They agree that educational equity and fairness requires a strong foundation, sequenced grade by grade. They

understand that the key to improved literacy is a core of knowledge, shared across grade levels, school districts and the nation. They are Core Knowledge schools.

Core Knowledge schools are remarkably diverse. There are inner city schools in which almost 100% of the students qualify for free or reduced-price lunches, suburban schools in which the student body resembles that of an elite private boarding school—complete with uniforms—and traditional public schools, public charter schools, and independent schools, both religious and secular. All of them implement the same content-rich [Core Knowledge curriculum](#).

During the 2009–2010 school year there were 770 schools and 414 preschools in 45 states and the District of Columbia using all or part of the Core Knowledge curriculum. Countless other schools use Core Knowledge materials, but the official count includes only those schools that report regularly to the Foundation.

* Breakdown of data is available on the Core Knowledge website and updated 2012-13 data was received directly from the Core Knowledge Foundation.

Support for Riggs

At no other time in our history has the ability to read been so important to all members of society. In fact, learning to read is the most important skill our students can learn in school, serving as the very foundation of all other academic subjects. Consider the following statistics noted by Brozo (2009) -- about two-thirds of eighth and twelfth graders read below grade level; 32% of high school graduates are not prepared for college-level English composition courses; 40% of high school graduates do not have the literacy skills required by employers; and 1.2 million students drop out of high school every year with literacy skills lower than those in most industrialized nations²⁹. Ensuring adolescents become literate, productive members of society is an undertaking that may not only increase the number of students who graduate from high school, succeed in college, and work in jobs that support a healthy lifestyle, but may also save the nation billions of dollars.

We believe, and research shows, that primary reading instruction- that is, instruction in grades K-3- is vitally important to future successes in the area of reading. However, good research-based practices shows that reading instruction must continue after the primary grades as text and content increase in difficulty. The idea that all teachers are “reading teachers” is more than a mantra- it’s a necessity. The Riggs Reading program equips students with the explicit basic skills they need at the elementary level to be able to succeed at the middle and high school levels.

When academic literacy skills are taught, explicit instruction should be provided. Explicit instruction involves direct teaching including teacher modeling, guided student practice with feedback, and independent student practice (Hock, Deshler, & Schumaker, 2000³⁰; Marchand-Martella & Martella, 2013³¹; National Institute for Literacy [NIFL], 2007³²). Biancarosa and Snow (2006)³³ and Kosanovich et al. (2010)³⁴ list explicit instruction as the chief way to promote student learning. This systematic instructional process provides a framework for the gradual transfer of responsibility for student learning from the teacher to the student as the student becomes increasingly successful (Marchand-Martella & Martella, 2013). Each step of comprehension (i.e. strategies, monitoring and metacognition, teacher modeling, scaffolding, and apprenticeship) requires the use of explicit instruction by teachers in order to be successfully implemented by readers (Biancarosa & Snow, 2006). The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009)³⁵. Only then can students learn to comprehend, understand, and interact with written text.

²⁹ Brozo, W. G. (2009). “Response to intervention or responsive instruction? Challenges and possibilities of response to intervention for adolescent literacy”. *Journal of Adolescent Literacy*, 53, 277-281.

³⁰ Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2000). *Strategic tutoring*. Lawrence, KS: Edge Enterprises.

³¹ Marchand-Martella, N. E., & Martella, R. C. (2013). “Explicit instruction”. In W. L. Heward (Ed.), *Exceptional children* (10th ed.) (pp. 166-168). Columbus, OH: Pearson/Merrill.

³² National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754).

³³ Biancarosa, C., & Snow, C. E. (2006). *Reading next: A vision for action and research in middle and high school literacy*. A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

³⁴ Kosanovich, M. L., Reed, D. K., & Miller, D. H. (2010). Bringing literacy strategies into content instruction: Professional learning for secondary-level teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

³⁵ Rupley, W., Blair, T., & Nichols, W. (2009). “Effective reading instruction for struggling readers: The role of direct/explicit teaching”. *Reading and Writing Quarterly*, 25, 125-138.

Research almost universally supports explicit instructional practices (Archer & Hughes, 2011; Kirschner, Sweller, & Clark, 2006; Klahr & Nigam, 2004; Marchand-Martella, Slocum, & Martella, 2004). Explicit instructional approaches are considered more effective and efficient as compared to discovery-based approaches (Alfieri, Brooks, Aldrich, & Tenenbaum, 2010; Ryder, Tunmer, & Greaney, 2008), particularly when students are naive or struggling learners.

The Riggs program integrates and sequences all of the language arts strands including correct spelling (it is easier to organize using the written spelling patterns), reading, composition, grammar, syntax, listening, speaking, and legible handwriting. This method teaches an explicit phonics; 55 of the 71 phonograms are taught first without pictures or key words, through direct instruction using multiple (sight, sound, voice, writing) pathways for sound to symbol mapping of a student's functioning (listening and speaking) vocabulary to book print. The teacher engages all students in choral responses and Socratic instruction techniques.

Once the students master the beginning strokes for the initial eight phonograms for preventing letter reversals, and legible formation of all the sounds of the first 55 phonograms, they start their personal notebook. This expedites building on their basic functional vocabulary to increasingly complex words. Finally, all 71 phonograms are mastered and creative expression through writing completes this neurolinguistic journey into good literature and expressive essay composition.

The term explicit phonics refers, in this case, to the fact that well-intentioned but distracting information (names of letters, pictures, and key words) is not included in the finely sequenced process of teaching the sounds which are represented on paper by a phonogram (phono=sound + gram=written). The term multi-sensory calls attention to the fact that the teachers reach optimal results when they are able to access all, and each, of the four main neurological pathways to the brain: seeing, hearing, speaking, and writing. Socratic instruction is the approach wherein students are led by a series of teacher questions and the whole class benefits from the ongoing dialogue and discovery. Direct instruction entails the interaction of teacher to student and not the intermediary of a worksheet or workbook exercise. Phonemic awareness is the recognition of the sounds represented by written and printed letters, and combinations of letters. Graphemic awareness is the correct written spelling patterns that make up the full range of words in English speech; students' speaking and listening vocabulary is being mapped to book print.

Riggs puts great emphasis on word study and fluency early on as deficits in word study negatively impact students' comprehension, vocabulary, and fluency (NIFL, 2007). Once achievement in word study has been achieved, instruction is augmented to finely integrate grammar and syntax, creative and organizational composition skills, and vocabulary development, which points out the relevance to that which the student already knows. Roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers to provide for a high-expectation, skills-based, complete language arts method designed to accompany any the vocabulary-rich literature of the Core Knowledge curriculum.

Support for Singapore Math

Singapore is a world leader in math education, but that wasn't always the case. Starting in 1980, Singapore began to develop its own curriculum instead of importing textbooks from other

countries with dramatic results. Singapore's students skyrocketed from 16th of 26th in the Second International Science Study (SISS) rankings in 1984 to 1st in 1995. On the Trends in International Mathematics and Science Study (TIMSS) undertaken in over 40 countries, Singapore has ranked 1st in three of the four administrations. The US has only ranked in the top 10 countries for math once.

The curriculum aligns with U.S standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally about 30 math concepts can be covered in one year using a spiral approach that introduces concepts and revisits them with added complexity. This method does not expect mastery, leaving some students bored when a concept is revisited, and moving on before it's fully grasped by other students. If a concept is not fully internalized, it's understandably difficult for a student (or his teacher) to pick up exactly where his progress last stood, also hindering teacher accountability for student performance.

In contrast, Singapore Math covers 10-14 concepts a year, stays with each 2-3 weeks, and expects mastery before introducing a new lesson. Singapore Math understands that there are multiple learning styles and ELL students will benefit from the program's clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn those topics, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards and bar charts) ensure that students master the material. Students do not move on until they have mastered the material and are prepared to build upon their knowledge. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions, and are able to complete difficult multi-step word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school³⁶. Singapore Math also recognizes that all children learn differently. English Language Learners benefit from the program's clear and simple explanations of math concepts, which are often just a few words in a cartoon balloon.

Pedagogically, Singapore Math most closely identifies with Benjamin Bloom's concepts of Mastery Learning. In the mid-1960s, Bloom began a series of investigations on how the most powerful aspects of tutoring and individualized instruction might be adapted to improve student learning in group-based classes. He recognized that while students vary widely in their learning rates and modalities, virtually all learn well when provided with the necessary time and appropriate learning conditions. If teachers could provide these more appropriate conditions, Bloom believed that nearly all students could reach a high level of achievement.

To develop such conditions, Bloom began with teachers' traditional practice of organizing curriculum content into instructional units and then checking on students' learning progress at the end of each unit. While he saw this as useful, Bloom believed teachers' checks on learning progress would be much more valuable if they were paired with a *feedback and corrective* procedure. In other words, instead of marking the end of the unit, Bloom recommended that these assessments be used as part of the instructional process to *identify* students' individual learning difficulties (feedback) and to *prescribe* specific remediation procedures (correctives).

³⁶ John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" Educational Leadership 65:3, November 2007

Through this strategy, teachers first organize the important concepts and material students are to learn into instructional units, each taking about a week or two of instructional time. Following high-quality initial instruction, teachers administer a *formative* assessment designed to provide feedback to both teachers and students on learning progress. This formative assessment identifies precisely what students have learned well to that point and what they need to learn better.

Singapore Math works in the same way that Core Knowledge works: by ensuring students are exposed to a manageable curriculum with coherent, cumulative, and specific focus that allows for mastery before introducing new materials. This model of mastery learning bears significant resemblance to the Response to Intervention model currently at work in schools: the use of diagnostic assessments to assess current knowledge, high-quality, group-based instruction, progress monitoring through regular formative assessments, high-quality corrective instruction, parallel formative assessments of corrective action, and enrichment or extension activities as appropriate.

Singapore Math appears frequently in the research used to arrive at the Common Core Standards in mathematics. It is therefore not surprising that Singapore Math programs are well aligned with those standards. See the following link for a PDF of the exact alignment of standards: <http://www.singaporemath.com/v/vspfiles/assets/images/ccs-pmstded.pdf>. Where exact alignment does not occur or a topic is covered in a different grade, TCA administration and teachers will supplement the curriculum or make the changes necessary to ensure alignment.

Support for Full Option Science System (FOSS)

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

While the Core Knowledge science program offers a full science complement, the Full Option Science System offers inquiry-based modules that support the Core Knowledge science curriculum. The FOSS program uses several instructional pedagogies: inquiry-based learning (each investigation is guided by questions), hands-on learning and active investigation (students work with materials and conduct investigations to attempt to answer questions), student-to-student interaction, writing (students keep careful notes in science notebooks), and research/reading (readings are included to enhance or underscore active investigation—students work with materials prior to doing any reading).

Science content standards focus on science as inquiry and demonstrate abilities necessary to conduct scientific inquiry. Inquiry teaching intends to mimic the qualities of scientific inquiry found in laboratories within the limits of the classroom. Therefore, similar goals should exist within the classroom and research laboratories, such as the use of investigative approaches,

empirical techniques, and reliance on evidence to make discoveries and construct new knowledge (Cobern et al., 2010)³⁷. Elements of inquiry-and problem-based learning include student-formulated hypotheses to explain or solve the problem, data collection to test the hypotheses, conclusion, and reflection of process. In simpler terms, inquiry-based science instruction involves phases of engagement, investigation, evaluation, and report of findings. The use of inquiry-and problem-based learning strategies provides hands-on learning experiences, as well as experimental opportunities.³⁸

Classroom inquiries may vary by levels of structure, guidance, and inclusion or omission of particular features. The National Science Education Standards outline five essential features of classroom inquiry: engagement in scientifically oriented questions, collection of evidence, explanations using the evidence, evaluations of explanations, and communication and justification of proposed explanations from the learner.

Research shows that inquiry-based instruction has considerable advantages in the classroom. Students in regular and special education classrooms have the opportunity to develop problem-solving and reasoning skills through concrete, hands-on science activities that make up inquiry-based instruction. The National Science Education Standards advocate the use of inquiry teaching, using such methods as posing questions, examining data, planning investigations, collecting and interpreting data, and proposing explanations (Varma et al., 2009).³⁹

FOSS set out to achieve three important goals: scientific literacy, instructional efficiency, and systemic reform. Scientific literacy provides developmentally appropriate science experiences that are a foundation for more advanced ideas that come later and prepare students for a scientific and technological world. Instructional efficiency gives teachers a complete, flexible and user-friendly science program that incorporates hands-on active learning, inquiry and multisensory methods. These hands-on lessons are engaging for both students and teachers. Finally, systemic reform moves from passive exposure to science to real hands-on experiences through experimental modules.

Beyond the three goals, FOSS features the following:

- Research-based and nationally field-tested: FOSS was developed through a rich collaboration of scientists, educational researchers, curriculum developers, assessment specialists, teachers, administrators, community members, and parents. FOSS combines proven teaching strategies with field-tested materials to promote scientific literacy and student achievement.
- Classroom-tested: FOSS is the result of academic research on learning interwoven with practical experiences in classrooms. FOSS helps all educators teach and manage inquiry-based science. The carefully designed instructional sequences and thoroughly

³⁷ Cobern, W. W., Schuster, D., Adams, B., Applegate, B., Skjold, B., Undreiu, A., & Gobert, J. D. (2010). Experimental comparison of inquiry and direct instruction in science. *Research in Science & Technological Education*, 28(1), 81-96.

³⁸ Hamm, Ellen M., Rebecca Cullen, and Melissa Ciaravino. "Using inquiry-based instruction to teach research methods to 4th-grade students in an urban setting." *Childhood Education* 89.1 (2013): 34+. *Academic OneFile*. Web. 7 Mar. 2013.

³⁹ Varma, T., Volkman, M., & Hanuscin, D. (2009). "Preservice elementary teachers' perceptions of their understanding of inquiry and inquiry-based science pedagogy: Influence of an elementary science education methods course and a science field experience". *Journal of Elementary Science Education*, 21(4), 1-22.

- tested equipment provide support for teachers with different experience levels in science.
- Students learn science by doing science: FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.
 - Integrated reading, writing, and mathematics: FOSS helps develop basic skills within the context of learning science through student readings, science journals, student projects, and the use of mathematics to quantify and communicate results of investigations and experiments.
 - Assessment system: The FOSS assessment system uses a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned. The system includes teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams. The FOSS assessment system is an ongoing research project at Lawrence Hall of Science.
 - Interactive technology: FOSS developers, working with a multimedia design team, have developed a series of interactive activities on CD-ROM and on-line for use by students K–8 at home and at school. The interactive technology is an essential component of the middle school courses.

The coherent and ordered nature of the Core Knowledge science program, which teaches science with history as its organizing principle (as detailed in the curriculum plan), coupled with the inquiry-based instruction of the FOSS Science program, will offer students to full complement of science instruction.

The strategies and methods used within the FOSS curriculum are in alignment to the new NGSS Standards created by the FLDOE. <http://info.fldoe.org/docushare/dsweb/Get/Document-6741/dps-2013-69.pdf>

High School Curriculum

The foundation for course material will be taken from the Florida Department of Education Course Directory and aligned with the philosophy of classical education. For a complete description of courses see Appendix B for the High School Course Catalog.

- C) Describe the school’s reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.**

Classical education and Core Knowledge focus on the use of rich and thought-provoking literature to encourage and build a love of reading from kindergarten through high school graduation. At TCA we believe that reading is at the heart of every subject, and the use of text and literature to enhance discussion and increase students’ understanding is vital. We know that

through reading comes a deeper vocabulary, more fluent and eloquent speech, richer sentence structure in writing, and greater understanding of our culture and the world around us. Reading will open doors for our students that can be opened through no other method and our focus on reading will reflect this priority.

Core Knowledge curriculum is built with a central focus on reading, understanding that within all subjects reading is foundational. It follows this emphasis with in-depth discussions which enhances the reading process and reading comprehension. This practice is closely aligned to the new Common Core Standards which emphasizes critically analyzing text within the content area. Reading will be at the heart of all our students' learning and it is our desire to create an environment where reading is natural and exciting. Our focus on classical literature, with its content-rich vocabulary and deep character development, will challenge our students intellectually and ethically. As they read and discuss great moral dilemmas and problems which have confronted mankind for centuries, they will learn the importance of the written word and discover its beauty. The diverse and rich literature contained within our library and classroom collections will be conducive to all levels of readers, from kindergarten to twelfth grade. We intend to offer readings which will challenge our students at all levels so every student is excited about the choice of books we offer and desires to read further and discover more.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension). TCA focuses on the five reading components of reading as identified by *Just Read Florida!*: phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. TCA has chosen a reading curriculum that incorporated these identified skills with Core Knowledge and Riggs curriculum, which provides teachers curriculum maps with corresponding standards assessments, benchmarks, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of the Next Generation Sunshine State Standards and Common Core standards, of which Core Knowledge is fully aligned. Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through unit assessments. Phonemic Awareness and phonics skills are scaffolded in the sequence of the Targeted Diagnostic Inventory tasks of the Florida Assessments for Instruction in Reading (FAIR) with the Riggs program and utilized at a greater depth with regard to students in Tier 2 MTSS instruction.

The primary goal of the reading program is to teach children to understand what they read, through systematic, direct instruction of the Next Generation Sunshine State Standards and Common Core standards aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a "primary focus," all objectives from Florida's Reading Program Specifications will be implemented at the School:

Specification 1: Professional Development

1.1 Comprehensive Initial Professional Development

1.2 Professional Development for Everyone

1.3 Frequent and Continuous Professional Development

- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site Expertise

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

Specification 1: Professional Development

The School provides professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development, based on school improvement goals. Teachers will meet in professional learning communities regularly as grade level teams, to analyze student data, and design units and accompanying lessons. Our Director of Curriculum and Philosophy will help assess and provide professional development to teachers specific to the needs of the school. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet for data chats with the administrators, after benchmarks and FAIR assessment periods, to analyze student progress and develop an action plan. Finally, staff will be trained to support the instruction of classical materials within Core Knowledge and the implementation and delivery of the Riggs program through mandatory professional development prior to the opening of the school.

Specification 2: Administrative Practices in Support of Reading

School leaders will set high expectations for student achievement in reading, and will develop a culture of excellence with a focus on reading. Furthermore, administrative walk through is targeted to track teachers' mastery of high yield instructional strategies. These measures ensure that teachers implement the reading plan with fidelity, and that resources are allocated and used to deliver the strongest impact on student achievement in reading. An administrator with a clear and present knowledge of scientifically-based reading practices will be selected to support the school's reading practices. Student reading development will be enhanced and reinforced through easy, frequent, open and flexible access to classroom libraries and to the school media center. TCA recognizes media centers are the hub of our school, providing easy, frequent and open access to books. Student book clubs, Sunshine State Book Bash competition, and Sunshine

State Young Readers' Award books are also used as a way to encourage students to read. Throughout the school year, the school media centers may offer a variety of promotional activities such as Children's Book Week, National Library Week, Read Across America Day, Banned Book Week and Teen Read Week.

TCA may utilize Reading Counts (or similar program) to encourage students to read outside of the school day. The Scholastic Reading Inventory provides each child a book list based on their interest and their lexile level which will assist them in self-selecting appropriate books from the media center. As teachers become more comfortable with the concept of text complexity, they will encourage their students to take text complexity as well as lexile scores into account as they make their choices for independent reading.

Specification 3: High Quality Reading Instruction is a Dynamic System

TCA understands the importance of effective and comprehensive reading instruction delivered with fidelity, assessed regularly, and reviewed to drive further instruction. Phonics, phonemic awareness, vocabulary, fluency, and comprehension are equally important to the development of the effective reader. A 90 minute uninterrupted reading and language arts block in the elementary levels allows for ample time to develop these complex skills. Students who are identified as below grade level will be offered multiple levels of assistance in achieving reading goals.

Both the Core Knowledge Sequence and Riggs have built-in assessments which can be administered regularly to accurately measure the achievement and growth of each student. These built in assessments are easy to administer and evaluate, providing quick and accurate data for use in assessing individuals. Riggs also provides for the use of McCall-Crabbs Standard Tests, given each week. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-12. The nature of Riggs is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Riggs provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels, K-12. Combined with these regular assessments, TCA may use the Scholastic Reading Inventory to regularly assess the reading level of our K -8 students. Teachers in the upper grades will also create regular in class assessments built from the curriculum and texts ensuring that standards are aligned with District and state requirements.

Differentiated Instruction

As the Florida Reading Plan Specifications state, students are screened at the beginning of the school year using the Florida Assessments for Instruction in Reading to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students are provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from *Florida Center for Reading Research's* FAIR search engine and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills.

Direct Instruction

The five components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, are scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically, and sequentially, so that students understand how letters represent sounds, and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers use classical literature and the Core Knowledge curriculum, with its specific content-area vocabulary, to introduce new words. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. By providing direct, systematic instruction for all five components of reading, the School ensures that all students achieve annual growth in reading.

Assessment

At the beginning of every school year, teachers will analyze previous year's FCAT data (or other standardized data as appropriate) and assess each student's reading level through a variety of assessments such as Florida Assessments for Instruction in Reading and running records. In order to monitor progress toward achieving reading goals, teachers will administer a variety of assessments. Fluency assessments such as oral reading fluency checks, combined with running records will provide data regarding reading level progress. Reading assessments may include, but are not limited to:

- FCAT 2.0
- FAIR assessments
- Scholastic Reading Inventory (2-8) and DIBELS (K-3) which will be administered on a regular basis during the course of each academic year
- The Core Knowledge Sequence Assessments: Assessments include the Core Knowledge Curriculum-Referenced Tests, published by Questar Assessment, that are available for grades 1 through 5. These comprehensive, end-of-year exams reflect the specific subject matter outlined in the Core Knowledge Sequence, and offer teachers a way to assess how well their students are learning and retaining the material they teach, including the area of language arts.
- CELLA for ELL students
- The Riggs assessment that may be given daily after each lesson.
 - McCall-Crabbs comprehension and fluency tests may be given weekly (K-12)

Those students found in need of additional instruction as identified by FCAT 2.0, FAIR and other assessment data will be offered intensive instruction in the area of reading. The tables below describe a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

| Elementary School (K-6) Reading Instructional Minutes | | |
|---|---|---|
| On Grade Level | Strategic Instructional | Intensive Instructional |
| 90 minute uninterrupted reading and language arts block | 90 minute uninterrupted reading and language arts block | 90 minute uninterrupted reading and language arts block |

| | | |
|--|--|---|
| | 30 minute intervention session 3 times per week | 30 minute intervention session daily |
| | | 60 minute tutoring session |

| Middle and High School (7-12) Reading Instructional Minutes | | |
|---|--|---|
| On Grade Level | Strategic Instructional | Intensive Instructional |
| 50 minute uninterrupted language arts class | 50 minute uninterrupted language arts class | 50 minute uninterrupted language arts class |
| | 50 minute reading class | 50 minute reading class |
| | 30 minute intervention session 3 times per week | 30 minute intervention session daily |
| | | 50 minute tutoring session |

Specification 4: Reading Text Materials and Resources

The Comprehensive Core Reading Program (CCRP)

The School will use the Core Knowledge Language Arts curriculum and the Riggs: *The Writing and Spelling Road to Reading and Thinking* to teach all Next Generation Sunshine State Standards and Common Core standards. On a daily basis, all of our students, no matter the program will receive whole group explicit instruction based on their MAP benchmark assessments. FAIR, program specific assessments, and other informal assessments inform teachers about their student needs. The daily small group differentiated instruction is again based on what both the formal and informal assessments indicate are the students' areas of need. Daily independent reading practice is implemented in all of the classrooms. The teachers will be monitoring students by using reading journals, reading comprehension quizzes, and teacher conferencing.

TCA students will progress through a reading curriculum that begins by emphasizing phonemic awareness and decoding skills and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills. Initially, the focus will be the identification of syllables and phonemes, blending, and decoding. Students will then be able to develop the ability to sound out unfamiliar multisyllabic words. The program will culminate in the student's ability to recognize irregularly spelled words and demonstrable fluent reading and strong comprehension skills.

Our language arts curriculum will emphasize the acquisition of an extensive and advanced vocabulary at every level. Students will have regular and frequent lessons and practice in the writing of Standard English. These lessons will help the student master the principles and applications of correct grammar, including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Additionally, each student will have ample opportunity to practice and reinforce these writing skills via compositions and essays, while honing both writing style and creativity through original poetry and prose.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Our teachers will introduce expository writing, with strong emphases on proper sentence and paragraph and essay organization.

Essays that discuss and rely extensively on sources will be required throughout the curriculum; students will learn how to identify appropriate primary, secondary, and tertiary sources, organize a paper, use correct citation format and properly format a bibliography according to prescribed style guidelines. Throughout the language arts curriculum, students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts, graphs, and tables.

Literature

The elementary reading and writing curriculum will introduce students to great literary works of the past and present. Material included in the curriculum will include, but are not limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. All students at all levels need rich experiences with significant literature. An ideal program moves beyond strict adherence to canonical materials, and centers on themes appropriate to given groups of students. Such a quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

The Literature program at TCA will include multicultural selections of classic and modern works, not restricted to works of fiction, but encompassing as many of the genres of literature as are reasonably possible to offer to students. These reading materials will help students develop decoding and interpretive skills and to begin student encounters with great and enduring writings that will form a basis for advanced literary study and will address issues of character, virtue, and citizenship. Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genres.

Through active interpretation and evaluation, students will learn to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content. Additionally, students will have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Reading/Literature and Writing will be taught across the curriculum. TCA operates under the premise that every teacher is a language arts teacher. Students will perform plays, sing songs and play music, read short stories or novels as related to the theme for the quarter, and demonstrate comprehension and understanding through book study, oral presentation, etc.

Using the Riggs curriculum for reading and language arts at the elementary level, a typical Reading Block will include a time for the teacher to read aloud to the students and provide for individual silent reading. The teacher may instruct the students in: complete phonetics, grammar, spelling, writing, and vocabulary development. Younger students will work on letter formation

while the upper-level students will learn correct sentence structure. Core Knowledge offers students stories, exercises, and activities that support listening and speaking skills, reading, writing, language conventions and an exposure to different genres of text, including fiction, content area nonfiction, and poetry. These two reading programs will work cohesively to produce literate and effective readers.

A typical Reading Block for middle and high school students may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the last 20 minutes the students will be tying previous knowledge to the newly read material and making connections across the curriculum. The remaining time will be spent with a teacher-led discussion with students practicing rhetoric and logic. Learning to form opinions from reading classical literature and learning how to support those ideas along with rigorous high school/college prep, inquiry, collaboration, organization, and reading to support academic growth will be relevant parts of the reading block.

Supplemental Intervention Reading Program (SIRP):

The School will meet the individual needs of students during the school day, by the adding to the 90 minutes of core reading instruction, through Supplemental Intervention Reading Program. Based on FAIR and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute reading block in times such as, before and after school, through content area integration, during enrichment activities and any other opportunity, to support student achievement of individual learning goals. Some research based programs that the teacher may utilize are:

- FCRR Center Activities
- Riggs' program built-in remediation techniques
- Accelerated Reader
- Reading Plus
- Words Their Way
- Systematic Sequential Phonics
- Ladders to Success
- FCAT Coach

Comprehensive Intervention Reading Programs (CIRP):

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90 minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Some research based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- Corrective Reading (3-8)
- Soar to Success (3-8)
- Voyager Passport (K-8)

We know that teachers are lifelong learners and their desire to grow and shape the lives of their students will be an inspiration to our students. We will ask our staff and teachers to regularly share with students their favorite books or literature they have recently read. We will intentionally seek to build a culture where reading is valued above modern media and students pick books over the television.

D) Describe how the students who enter the school below grade level will be engaged in and benefit from the curriculum.

The small school environment and the cohesive K-12 model created at TCA will be the foundation which all our students will benefit from, especially those who struggle or are below grade level. As students enter TCA their educational needs will be evaluated quickly by our highly trained teachers and students identified as below grade level will immediately be provided with interventions and strategies to help them improve. Our ability to monitor and assess these students' progress will be greatly enhanced due to our small student population.

TCA's curriculum and supplemental programs were selected specifically to meet the needs of the target student population. We anticipate a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum and supplemental programs are time-tested and researched based, and have successfully been implemented for students from academically, socially, and economically-varied backgrounds.

TCA's curricular approaches—Core Knowledge, Riggs (explicit phonics), and Singapore Math—are designed to build foundations of knowledge in the early grades. Because children learn by building on what they already know, this curriculum will benefit students with different learning abilities. The emphasis on foundational skills and rich content will enable teachers to effectively bring students with pre-existing academic problems up to grade level, and at the same time strengthen the knowledge base and challenge the academic potential of every student at grade level.

One example we have already cited is Singapore Math. English Language Learners will benefit from the program's clear and simple explanations of math concepts, which are often just a few words in a cartoon balloon⁴⁰. The program's detailed instruction, questions, problem solving, and visual and hands-on aids — such as blocks, cards and bar charts — ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Educators say that slowing down the learning process gives students a solid math foundation upon which to build increasingly complex skills⁴¹.

Another is the Riggs method — The Writing & Spelling Road to Reading & Thinking is appropriate and recommended for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. This time-tested method will provide a strong foundation for students

⁴⁰ John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3, November 2007

⁴¹ Internet - Singapore Math Adopted in More US Schools - *The New York Times* Sept. 30, 2010

who demonstrate academic progress, and will be an effective remedial program for students with pre-existing academic problems. This approach accelerates the learning process and provides an optimal learning opportunity for each student.

Another feature of the Riggs method is its use of appropriate sequencing. Riggs begins at the student's speech and oral comprehension levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts — or information — in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved. This method will serve ELL students as well as students with special needs across the spectrum.

TCA believes that an early and on-going evaluation of student preparedness to meet the demands of the curriculum is vital. There will be several methods of student evaluation and contact with parents.

Initial Review:

At the beginning of every academic year staff will conduct a file review to determine the needs of each student entering the school. Exceptional students with active IEP's will be serviced according to their plan and the school's resources. Any students who were involved in the RtI/MTSS process in the previous year will be provided with a timely review of interventions making any necessary revisions as needed. Parents of students who demonstrate the aforementioned needs will be notified accordingly, meetings and conferences will be scheduled as needed to keep parents updated on progress and changes. The academic progress of these students will be closely monitored by our teachers and support staff using data to track their growth.

Notification of Failure:

At least once per quarter and in a timely fashion, failing notices will be sent out for students who have a D or an F in an academic subject with the hope that student's progress can be remediated before failing the term. If an electronic grading system is used, it will be the parents' responsibility to monitor their child's progress.

Overcoming Major Deficiencies:

If a student proves to have major deficiencies because of a weak educational background or some other reason, the classroom teacher(s) will, in conjunction with the administration, work on remediation strategies which may include some pull-out tutoring and some modification of assignments with the understanding that the purpose is to bring the student up to grade level. In the case of 7th-12th grade students, remedial classes or extra tutoring may be assigned in place of electives. Parents will be notified of the particular strategies that are adopted.

Special Populations:

In certain cases where more intervention is necessary the teacher in conjunction with the ESE consultant, guidance counselor, under the direction of the Principal, may decide to pursue an IEP best meeting the needs of the student.

Another method to assist in the learning process is scaffolding. Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold is gradually removed. The objective at TCA is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving at grade level. Moreover, as TCA grows, additional classes may be offered in grades 7-12 in order to remediate those students requiring extra help. Particularly in the areas of reading, writing and math - to assist those students identified as needing additional help. For students who come to the high school below grade level, or for students who score a 1 or 2 on FCAT or EOC in reading or math, remedial classes will be created in order to bring students up to grade level. As the seventh through twelfth grades grow, TCA may also offer different levels of courses, such as Advanced Placement or Honors courses for students choosing a greater challenge. Assessments will be an on-going process and TCA plans to utilize the assessment data to improve academic achievement at all levels. The instructional staff will review attainment levels on standardized tests (FCAT, PARCC, FAIR, etc.) and in-class assessments (Core Knowledge, Riggs and Singapore Math provide assessments) in order to determine appropriate learning strategies.

Within the scope of the educational program to be implemented at TCA, it will not discriminate based on ability or disability. Students at TCA should expect to be challenged and to work hard. All students will be expected to master basic skills and content material as well as to master higher order thinking. Teachers will use performance grouping within the class, where appropriate, in Kindergarten through 6th grade and placement in core subjects based on mastery of previous material and aptitude in 7th through 12th grades where appropriate.

In addition to offering robust faculty training in core academic subjects, TCA will provide training in classroom differentiation strategies for students with specific needs. TCA will cooperate with the local school district and the FLDOE to ensure appropriate resources are brought to bear on problems that may arise. Additional special education services will be provided by specialists in accordance with a student's Individual Education Plan (IEP). See Section 6 of the application.

For gifted education, the educational program at TCA allows students to be challenged by enabling individual students to work to the necessary depth in a subject. For example, most students will read the selected abridged version of *Robinson Crusoe* in 4th grade in keeping with the literature choice of the Core Knowledge Sequence, while some students will be able to read the original unabridged version. At the high school level, once the school reaches sufficient size, Honors or AP courses can be offered in many subjects.

The curricular approaches we have chosen for TCA will not only challenge the academic potential of every student but will also enable teachers to effectively meet the needs of students' different abilities for optimal learning.

As demonstrated earlier in Section 4B – Research Base and Appendix C, the Core Knowledge curriculum, along with Riggs and Singapore, create an atmosphere of learning where all students' needs are met. The curriculum, activities, and supplements lend themselves to the

differentiation of teaching within the classroom. Students who enter TCA below grade level will be nurtured in a small school atmosphere of academic rigor where a teacher meets them at their academic level and creates structures for them to grow. Along with constant progress monitoring and interventions, Core Knowledge curriculum is proven to allow for ease of differentiation and meeting student's needs at all levels. The curriculum with its supplemental programs chosen will address students' needs in all skill and content areas. The curriculum is comprehensive in both content and instructional delivery and is aligned with Common Core and NGSS Standards.

E) Describe proposed curriculum areas to be included other than core academic areas.

To promote greater understanding of English, helping to build a stronger foundation, basic Latin phrases and vocabulary will be introduced at the elementary and Latin will be offered as an elective in middle and high school. As mentioned earlier, learning Latin affords students a critical knowledge of English grammar and a basis for studying other foreign languages. A foundational understanding of Latin will provide greater structure for students in grammar, literacy, writing, and comprehension. For lower level or struggling students, teachers can use this time in class to provide remediation and interventions in accordance with RtI/MTSS.

Spanish and other modern languages will also be taught, with Spanish grammar and vocabulary introduced in elementary and full courses offered as electives in the middle and high school. Studying modern languages will solidify students' knowledge of their own language, enable them to gain insight into different cultures, afford the opportunity of reading the rich literature of other nations, and prepare young people to communicate in a complex world and participate in the global economy. The language courses at TCA will meet Florida state standards and be in line with college expectations. Lower level or struggling students will be pulled during this time in the elementary grades to provide the interventions necessary to bring them on grade level. Students who are struggling in middle and high school may be guided to take remedial or intensive courses as needed in place of foreign language.

TCA places a strong emphasis on students having a strong civic understanding. To this end, high school students will be required to take an additional social studies course in civics for graduation. This course will be aligned to state requirements and course codes. Students in this course will build upon the foundation created in their middle school civics class, discussing topics more in-depth and reading primarily from documents drafted by the Founders of America.

In today's society too few people give thought to their words and comments. TCA will require a semantics/logic course in high school to help facilitate greater logical thought within our students. Students in this course will read works which challenge their understanding and use of the written and spoken word. Students will be taught to logically process their thoughts before speaking or writing.

The study and practice of virtue will be interwoven in everything TCA does. During their final year our 12th graders will be required to take an ethics course which will tackle the moral dilemmas which have plagued mankind from the beginning. The seniors will make use of the foundation of learning built in previous years, looking at these questions from all angles and then making reasoned judgments based on logic and facts.

The primary means by which human beings cultivate the beautiful is through the arts. At TCA, the arts are taught through music and “art”: painting and drawing, but also the appreciation of sculpture. In keeping with the way of liberal education, the school teaches music and art largely through the works of the best masters such as: Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet. At the same time, the arts require an intensive study of technique, both to appreciate the great works and to try to make or perform art on one’s own. To this end TCA will hold an annual “Evening of the Arts” where students are able to showcase their best artwork which they have completed during the year.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges.

F) Describe how the effectiveness of the curriculum will be evaluated.

A well-defined, intelligently sequenced, rigorous elementary curriculum cannot alone guarantee high- quality education; it must be accompanied by equally well-defined, sequenced, and rigorous assessment. We propose a strong complementary relationship between curriculum and assessment. Without demonstrated and measurable success, the student is working in a vacuum. S/he needs to show evidence of real learning, of attainment of knowledge and/or skill.

The goal of assessments at TCA is not to point out what a student does not know, but to encourage each student to learn, while providing each student with as many opportunities as possible to demonstrate improvement. We will assess student learning in all core subjects as each student progresses from Kindergarten through the 12th grade. The internal assessment system will be a comprehensive set of assessments, both formative and summative to capture as many aspects of each student’s learning as possible.

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation described later. Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for TCA are achieved from year to year.

In years 2 and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving Common Core Standards and Next Generation Sunshine State Standards.

Ongoing monitoring and analysis of school-wide assessment data will assist administration in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year

assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

Formal assessment in general must occur, at minimum, annually, although we will offer more frequent internal formal and informal evaluations. Early, or baseline, testing in the year identifies areas of strength and weakness; late testing measures yearly progress. Additionally, we believe that frequency must be aligned with continuity: student learning is more easily and accurately measured by the same test(s) over successive years.

SECTION 5: STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION

- A) State the school’s educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

NOTE:

The state of assessment both statewide and nationally is in flux due to transition to Common Core Standards and PARCC assessments, which are currently under development. TCA has thoroughly researched the available information on this monumental paradigm shift in assessment and written the charter application to include the information currently available. TCA will carefully review new assessment policy as it is released by FLDOE prior to school opening.

The Classical Academy of Sarasota is committed to creating an environment of learning which will allow each student to attain at least one year of academic growth each school year. Our goal is to challenge our students at all levels of their learning while sustaining measured growth throughout the academic year. Through ongoing professional development and continued training, our teachers will be constantly learning new methods for helping their students succeed and implementing these new learning strategies for all their students.

During the year of our planned opening, the 2014-2015 school years, Florida will institute a planned move to the PARCC assessments and move away from FCAT 2.0 English/Language Arts and math assessments. High school students will take PARCC assessments in English/Language Arts and Mathematics and End of Course Exams when appropriate in algebra and geometry, biology, U.S. history, and civics. Due to the still-unknown nature of PARCC assessments, these performance goals are purposefully pliable to reflect the changing nature of assessment in the state of Florida. TCA will revisit these goals as more information is released on PARCC assessments.

When the Elementary and Secondary Education Act (ESEA), also referred to as No Child Left Behind, was enacted in 2001, it meant that Florida had two systems: the state’s and a federal one.

In October 2011, the U.S. Secretary of Education invited states to request a flexibility waiver from ESEA requirements enabling them to eliminate duplicative regulation and move to a single accountability system. Florida was one of 11 states to apply and in February 2012 the US DOE granted the waiver.

One of the provisions of the waiver was that Florida develops comprehensive Annual Measurable Objectives (AMOs) to accurately assess the quality of Florida schools. Florida’s AMOs streamline the federal and state accountability systems into one rigorous, cohesive system that increases standards and holds schools, districts, and the state accountable for the achievement of all students including those that are struggling the most.

Because Florida's AMOs are part of the School Grades system classifications that determine financial rewards and what actions schools and districts must take to improve student achievement, the new AMOs will be more meaningful and consistent measures of academic progress for Florida's schools and students. Florida's waiver from reporting Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA) requires the state to report performance on Annual Measurable Objectives (AMOs) in several areas of academic achievement.

The AMO targets dictated by the state include:

- School performance grade target
- Reading and Mathematics performance target
- Lowest 25% performance target
- Comparison of Florida's Student Performance to the Highest Performing States and Nations

In addition to the school in total, the determination of meeting AMOs is based upon the results all students and separately, of 8 subgroups: white, black, Hispanic, Asian, American Indian, economically disadvantaged, English language learners (ELLs), and students with disabilities (SWDs). For reading and math proficiency measures, the criteria for determining AYP apply to each subgroup only when the number of students is greater than or equal to 10. Schools will be evaluated for AMO proficiency if the number of students with valid test scores in reading and in math is greater than 10 for each subject. Proficiency results include only students who have valid test scores and are present in the same school or district for a full academic year. The AMO target will show whether the subgroup (including "All Students") is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-17 (using 2010-11 as the baseline for most schools is Florida; TCA will use 2014-2015 baseline data, as that is our first year of operation). Schools and subgroups that attain 95% proficient or higher meet the state's high performing qualifying target, which meets Florida's AMO requirement without the requirement for annual improvement. This provision allows perennially high-performing schools and subgroups to meet the AMO requirement without having to show improvement over the prior year.

The following items are also considered in the school grade formula:

- **Participation:** At least 95% of all students enrolled in a public school participate in the state assessment program. Students must be tested using the FCAT or the Florida Alternate Assessment for SWDs. This requirement applies to all students and each subgroup for reading and mathematics. Note that first-year English language learners (ELLs) may meet the participation requirement in reading by taking the Comprehensive English Language Learning Assessment (CELLA).
- **Reading Proficiency:** AMO targets include the provision to reduce the number of non-proficient students in reading by half by school years 2016-2017. For purposes of school grade determination, students scoring at level 3 and above on the FCAT or at level 4 and above on the Florida Alternate Assessment are considered proficient (based on current assessments).

- Math Proficiency: AMO targets include the provision to reduce the number of non-proficient students in reading by half by school years 2016-2017. For purposes of AYP determination, students scoring at level 3 and above on the FCAT or at level 4 and above on the Florida Alternate Assessment are considered proficient (based on current assessments).
- Writing performance: A required indicator on annual reporting to meet ESEA requirements. For 2011-12, writing performance is reported as the percent of students who scored satisfactory or higher on the state writing assessments -- the percent scoring at 3.0 or higher on the FCAT Writing assessment or at performance level 4 or higher on the Florida Alternate Assessment (FAA), as stipulated in Rule 6A-1.09981 TCA will revisit writing goals as statewide assessments adjust to PARCC implementation in 2014-2015.
- Graduation Rates: Four-year adjusted-cohort graduation rates will be reported at the subgroup, school, and district (LEA) and state levels. Graduation rates will be calculated and reported using criteria specified in federal reporting guidelines once high school grades are established.

School wide Goals

Year 1

The school-wide goal for year one is set with the assumption that the longer a student stays with TCA, the higher the performance of the school and the student as he/she is promoted. It is TCA's intention to exceed the year one goal of earning a school grade of a "B". Goals in year two and beyond, will be based on meeting or exceeding the baseline achieved in year one.

Year 2

With the assumption that the school will increase enrollment in year two, TCA will sustain momentum by earning a school grade at or above an "A" while also meeting AMOs in all subgroups with an "Improving" or "Met Target".

Objective: The School will decrease the percentage of students NOT proficient in reading and mathematics by 7% (or higher depending on baseline calculation) from the previous year's PARCC results.

Years 3, 4 and 5

The School will maintain a school grade of an "A" while also meeting AMOs in all subgroups with an "Improving" or "Met Target".

Objective: The School will decrease the percentage of students NOT proficient in reading and mathematics by 7% (or higher depending on baseline calculation) from the previous year's PARCC results.

| Focus Area | Academic Improvement | How Progress and Performance will be Measured | Specific Results to be Attained |
|-----------------------------------|---|---|---|
| Grades K-2 | <ul style="list-style-type: none"> • By July 2015, 85% of students will show one year's learning gains in reading and math on state assessments in reading and math. • By July 2016, 87% of students will show one year's learning gains in reading and math on state assessments in reading and math. • By July 2017 and following, 90% of students will show one year's learning gains in reading and math on state assessments in reading and math. | PARCC K-2 Formative Assessments (The nature of K-2 formative assessments for PARCC has not been released) | Given school-wide emphasis on instruction for mastery of the CCSS in Language Arts and Math, the average score of students in grades K through 2 will meet or exceed the District or State average (whichever is higher). |
| English/Language Arts Grades 3-11 | <ul style="list-style-type: none"> • By July 2015, 85% of all students taking the English/ Language Arts PARCC at TCA will score at a proficient level. • By July 2016, 87% (or appropriate percent based on AMO baseline calculation) of all students taking the English/ Language Arts PARCC at TCA will score at a proficient level or above. • By July 2017 and following, 90% (or | PARCC summative assessments (scoring and scale reporting yet to be determined). | Given school-wide emphasis on instruction for mastery of the CCSS in Language Arts, the average score of students in grades 3 through 11 will meet or exceed the District or State average (whichever is higher). |

| Focus Area | Academic Improvement | How Progress and Performance will be Measured | Specific Results to be Attained |
|--|--|--|---|
| | <p>appropriate percent based on AMO baseline calculation) of all students taking the English/ Language Arts PARCC at TCA will score at a proficient level or above.</p> | | |
| <p>English/Language Arts Grades 3-11 Lowest Quartile</p> | <ul style="list-style-type: none"> • By July 2015, 85% of the lowest 25% of students taking the English/Language Arts PARCC will make learning gains. • By July 2016, 87% of the lowest 25% of students taking the English/Language Arts PARCC will make learning gains. • By July 2017 and following, 90% of the lowest 25% of students taking the English/Language Arts PARCC will make learning gains. | <p>PARCC summative assessments (scoring and scale reporting yet to be determined).</p> | <p>Given a school-wide emphasis on instruction for mastery of the CCSS, the lowest quartile of students will make learning gains in English/Language Arts.</p> |
| <p>English/Language Arts Grades 3-11 AMO Subgroups</p> | <ul style="list-style-type: none"> • By July 2015, 85% of the lowest 25% of AMO subgroup students taking the English/Language Arts PARCC will make learning gains. • By July 2016, 87% of the lowest 25% of AMO subgroup students taking the English/Language | | <p>Given school-wide emphasis on instruction for mastery of the CCSS in English/Language Arts, the average score for all tested subgroups will meet or exceed the District average or state average (whichever is higher) on the PARCC.</p> |

| Focus Area | Academic Improvement | How Progress and Performance will be Measured | Specific Results to be Attained |
|--------------------------------|--|--|---|
| | <p>Arts PARCC will make learning gains.</p> <ul style="list-style-type: none"> By July 2017 and following, 90% of the lowest 25% of AMO subgroup students taking the English/Language Arts PARCC will make learning gains. | | |
| <p>Mathematics Grades 3-11</p> | <ul style="list-style-type: none"> By July 2015, 85% of all students taking the Math PARCC at TCA will score at a proficient level. By July 2016, 87% (or appropriate percent based on AMO baseline calculation) of all students taking the Math PARCC at TCA will score at a proficient level or above. By July 2017 and following, 90% (or appropriate percent based on AMO baseline calculation) of all students taking the Math PARCC at TCA will score at a proficient level or above. | <p>PARCC summative assessments (scoring and scale reporting yet to be determined).</p> | <p>Given school-wide emphasis on instruction for mastery of the CCSS in Mathematics, the average score of students in grades 3 through 11 will meet or exceed the District average or state average (whichever is higher) on the PARCC.</p> |
| <p>Mathematics Grades 3-11</p> | <ul style="list-style-type: none"> By July 2015, 85% of the lowest 25% | <p>PARCC summative assessments</p> | <p>Given a school-wide emphasis on</p> |

| Focus Area | Academic Improvement | How Progress and Performance will be Measured | Specific Results to be Attained |
|---------------------------------------|--|---|--|
| Lowest Quartile | <p>of students taking the Math PARCC will make learning gains.</p> <ul style="list-style-type: none"> • By July 2016, 87% of the lowest 25% of students taking the Math PARCC will make learning gains. • By July 2017 and following, 90% of the lowest 25% of students taking the Math PARCC will make learning gains. | (scoring and scale reporting yet to be determined). | instruction for mastery of the CCSS, the lowest quartile of students will make learning gains Math. |
| Mathematics Grades 3-11 AMO Subgroups | <ul style="list-style-type: none"> • By July 2015, 85% of the lowest 25% of AMO subgroup students taking the Math PARCC will make learning gains. • By July 2016, 87% of the lowest 25% of AMO subgroup students taking the Math PARCC will make learning gains. • By July 2017 and following, 90% of the lowest 25% of AMO subgroup students taking the Math PARCC will make learning gains. | | Given school-wide emphasis on instruction for mastery of the CCSS in Mathematics, the average score for all tested subgroups will meet or exceed the District average or state average (whichever is higher) on the PARCC. |
| High School End of Course Assessments | <ul style="list-style-type: none"> • By July 2015, 85% of all students | PARCC summative assessments and | Given school-wide emphasis on |

| Focus Area | Academic Improvement | How Progress and Performance will be Measured | Specific Results to be Attained |
|------------|--|---|--|
| | <p>taking PARCC and the high school EOC assessments at TCA will score at a proficient level or above.</p> <ul style="list-style-type: none"> • By July 2016, 87% of all students taking PARCC and the high school EOC assessments at TCA will score at a proficient level or above. • By July 2017 and following, 90% of all students taking PARCC and the high school EOC assessments at TCA will score at a proficient level or above. | <p>H.S. End of Course Assessments</p> | <p>instruction for mastery of the NGSSS and CCSS in Science, mathematics, history, and civics, the average score for all tested subgroups will meet or exceed the District average (whichever is higher) on the high school EOC assessments.</p> |

High School Performance

- TCA will expect and strive for a 100% graduation rate
 - 90% of students will earn an unweighted grade point average of 2.5 or higher
 - Students will demonstrate proficiency on the state required assessments (FCAT, PARCC, and EOC) at or above the aforementioned percentages
 - 95% of graduates will successfully complete post-secondary entrance requirements
 - Graduating students will meet or exceed requirements for Bright Futures Scholarships.
- TCA will work with the District to provide each student their annual Evaluation Report and Key according to F.S. Section 1009.531(4). The basic academic requirements for each Bright Futures award level include:
- 16 credits in specific core courses:
 - Math
 - English
 - Natural Sciences
 - Social Science
 - World Language (FAS/FMS only)
 - Physical Education (GSV only)

- Fine and Performing Arts (GSV only)
- Achieving the required Grade Point Average (GPA) for the desired award level
- **NEW** - Achieving the required SAT, ACT or PERT test scores for the desired award level
(<http://www.floridastudentfinancialaid.org/SSFAD/bf/acadrequire.htm>)

B) Describe the school's student placement procedures and promotion standards.

To determine placement of the students, we will initially mine exam data from previous school years, which includes standardized test scores and student performance, to establish baseline data. Academic placement of students will be based upon recommendations from former teachers, achievement levels based on the diagnostic instruments and a compilation of class work during the year. If there is no standardized test data, students will be given the PARCC diagnostic. Our administration and staff will use this multi-faceted approach to accurately analyze growth, to compare it to the promotion standards set by the District and FLDOE. Students will be promoted when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level, in accordance to the District's Student Progression Plan. Riggs and Singapore Math diagnostic assessments will be used to determine placement in flexible ability grouping as these are the instruments of our curriculum. As specified by F.S. Section 1008.25, TCA will work to ensure that all our students are proficient, appropriate to their grade level, in reading, writing, science, mathematics, and history. TCA will also adhere to all testing requirements for promotion, retention and high school graduation associated with the District's Student Progression Plan. Our High School students will work closely with our Guidance Counselor to ensure proper class selection and placement to meet all graduation requirements set by TCA and the District.

Per F.S. 1008.26 (6), no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state level of performance for student progression. A student fails to meet the state levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics or science on the Florida Comprehensive Assessment Test (FCAT) or PARCC assessments as implemented. Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression unless the student's individual educational plan (IEP) team has determined the student should follow a modified curriculum aligned with exceptional student education course requirements.

C) If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S. and any proposed additional requirements.

We will begin as a K-10 school and then begin adding a grade each subsequent year. As we add courses our teachers and administration will ensure that each course aligns to state required guidelines, meeting or exceeding requirements. Our requirements for graduation will be monitored and administrated by the assistant principal/guidance counselor. Students will be promoted according to the District Student Progression Plan at all grade levels and be required to

pass EOC's in required courses to receive course credit. TCA will adhere to state requirements for graduation in each of the prescribed areas:

- A minimum of 26 required credits for graduation: 4 credits in English, 4 credits in mathematics, 3 credits in science (2 of which have a lab component), 4 credits in social studies (see additional requirements below), 1 credit in fine or performing arts education, 1 credit in physical education to include integration of health (F.S. Section 1003.428(4)(a)), and 8 credits in electives (see additional requirements below).
- Earning passing scores on the Grade 10 FCAT 2.0 Reading and Algebra I EOC will be required for graduation (<http://fcats.fldoe.org/pdf/fcatpass.pdf>)
- EOC's in Geometry and Biology will account for 30% of a student's final grade. F.S. Section 1008.22(10).
- Achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in all required courses (F.S. Section 1003.428(4)(d)).
- Adherence to the approved Sarasota County High School Student Progression Plan (F.S. Section 1003.428(4)(c)).
- We also understand the requirement of 1 credit in online learning (F.S. Section 1003.428(2)(c)) and intend to fulfill this requirement through one of the following methods:
 - Selecting several of our high school teachers to collaborate and create on-line courses which will meet or exceed the requirements set forth in the statutes.
 - Partnering with Florida Virtual School and assisting our students in enrolling in courses offered through these on-line options.
- Students scoring a Level 1 or 2 in FCAT Reading or Mathematics will receive remediation the following year, unless exempted according to FS Section 1003.428(2)(b).

In addition to these required courses, TCA will require:

- One (1) full credit in Civics will be required for graduation – requiring 4 full credits in history for graduation
 - A senior thesis to be completed by all graduating seniors as a part of their senior literature course.
 - Half credit in ethics taken during senior year
 - Half credit in semantics and logic honors taken in junior or senior year
- (See Appendix B for proposed course catalog with course descriptions and codes)

Graduation Options:

TCA will work with each of its high school students in the creation and monitoring of an electronic personal education plan. An annual review of the plan will be completed in keeping with Senate Bill 1908. The following diploma options will be offered by TCA in accordance with the District's Student Progression Plan:

Standard Diploma

The standard diploma is the type of high school diploma earned by most students who graduate from Florida high schools. All students, including students with disabilities, may work to earn a standard diploma. Students must meet state and district requirements to earn this diploma.

Three-Year Accelerated College/Career Preparatory Program

This accelerated graduation option will be available to students who desire an accelerated graduation. Students who desire this option must meet the eligibility requirements found in the District's Student Progression Plan.

Standard Diploma with FCAT /PARCC Waiver for Students with Disabilities

The IEP team may waive the FCAT requirement for graduation with a standard diploma if there is sufficient evidence that the student 1) has demonstrated mastery of the Grade 10 Sunshine State Standards or CCSS, 2) has taken the Grade 10 FCAT (or future PARCC assessment if warranted) with appropriate allowable accommodations at least twice, 3) has participated in intensive remediation for FCAT Reading and/or FCAT Mathematics (or PARCC as transition occurs), if passing scores were not earned, and 4) the IEP team determines that the FCAT/PARCC assessment is not an accurate measure of the student's ability, the FCAT/PARCC requirement may be waived for either the reading portion, the mathematics portion, or both portions of the test, and the student may graduate with a standard diploma.

Certificates of Completion

A certificate of completion is available to any student who completes the State-required courses but fails to meet the other diploma requirements.

- A regular *Certificate of Completion* shall be awarded to a student who has passed the courses required by the State of Florida but failed to pass the Grade 10 FCAT/PARCC assessment, to pass courses required by the District, and/or achieve the required grade point average.
- A *College Placement Test Eligible Certificate of Completion* shall be awarded to a student who has met all graduation requirements except passing one or both parts of the Grade 10 FCAT/PARCC assessment.

Bright Futures Scholarships

Graduating students will meet or exceed requirements for Bright Futures Scholarships. TCA will work with the District to provide each student their annual Evaluation Report and Key according to F.S. Section 1009.531(4). The basic academic requirements for each Bright Futures award level include:

- 16 credits in specific core courses:
 - Math
 - English
 - Natural Sciences
 - Social Science
 - World Language (FAS/FMS only)
 - Physical Education (GSV only)
 - Fine and Performing Arts (GSV only)

- Achieving the required Grade Point Average (GPA) for the desired award level
- **NEW** - Achieving the required SAT, ACT or PERT test scores for the desired award level (<http://www.floridastudentfinancialaid.org/SSFAD/bf/acadrequire.htm>)

Proposed High School Outline and Class Times with Course Descriptions

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | REQUIRED TO GRADUATE | |
|----------------------------|---------|----------|----------|----------|----------------------|--|
| English | 1 | 1 | 1 | 1 | 4 | Senior Thesis in 12 th Grade |
| Math | 1 | 1 | 1 | 1 | 4 | Algebra 1 required, Geometry, Algebra 2 |
| Science | 1 | 1 | 1 | | 3 | 2 must have labs, Biology, Chemistry or Physics |
| History | 1 | 1 | 1 | 1 | 4 | World History, US History, Civics, ½ credit in American Govt., and Economics |
| Fine Arts | 1 | | | | 1 | May be taken at any grade level |
| HOPE | 1 | | | | 1 | May be taken at any grade level |
| Semantics and Logic Honors | | | ½ | | ½ | May be taken junior or senior year |
| Ethics | | | | ½ | ½ | Taken during senior year |
| Other Electives | 2 | 2 | 2 | 2 | 8 | 2 or more may be taken in any grade level |
| Total | | | | | 26 | |

Students must also pass the Grade 10 FCAT Reading and Algebra 1 EOC to Graduate. Geometry and Biology EOC's will count as 30 % of a student's final grade. Students must complete one virtual course to fulfill graduation requirements.

D) Describe how baseline achievement data will be established, collected and used.

TCA will utilize pre- and post-testing in year one (FY15), as well as reports from previous school records, as a baseline to measure progress in years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies. Baseline data will include standardized test scores, report card grades, attendance reports, behavioral records, and IEP and or ELL Plans (as applicable). This data will be compared to current data at the end of each school year. The school will use data (state and district requirements, report cards, testing scores, past performance and comporment) as factors for placement in the appropriate classes which best suit each child.

Ongoing internal audits (Interim Progress Reports and Report Cards, FAIR and Ongoing Assessments) of student performance, including beginning year, mid-year, and end-year assessments (such as PARCC's formative assessment component when available), will be utilized as reflective and guidance tools for course placement. Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior).

In the case of Exceptional Student Education, Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the CCSS.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Standardized tests results will be compared from the previous school year to the current school year. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates.

Baseline Standards of Achievement

It is the understanding of TCA that the new PARCC assessments will offer formative assessments with a diagnostic, mid-year, and end-year assessment to assist with measuring student progress towards mastery of CCSS. If these instruments are not available for use as anticipated in 2014-2015, we will use another appropriate baseline assessment tool. We plan to administer the assessment three times during the school year:

- August benchmark,
- December mid-year assessment,
- May for learning gains.

Our program success will be was measured using both PARCC formative assessments scores as well as student scores on the PARCC summative assessments. After student assessment results

are available from the spring administration of the appropriate state formative and summative assessments, student performance will be compared to individual results from the fall administration and previous years and reported to parents and staff.

An additional method of determining baseline achievement levels will be a review of incoming students' prior year FCAT scores (if they are included in the student's cumulative folder), attendance records, and report card grades. A determination will be made if the student has an LEP, IEP or a 504 plan. The prior year's FCAT scores (year one) and PARCC assessments (year two and beyond) will be primarily used to determine prior rates of academic progress.

Students with no FCAT scores

Students who have not previously taken the FCAT/PARCC may be assessed in the core subject areas using the FAIR and Focus assessments. Previous standardized test scores will be evaluated as well as report card grades. Students will also be given diagnostic assessments with regard to Riggs and Singapore math to determine flexible ability grouping.

E) Identify the types and frequency of assessments that the school will use to measure and monitor student performance

In order to establish a complete picture of our students, TCA may rely upon the following summative and formative measures:

- Standardized achievement tests or criterion-referenced assessments and appropriate statewide achievement tests (i.e. FCAT, PARCC summative assessment, and EOC exams) which will be administered as required (EOC's are typically administered within three weeks of the end of the course and FCAT/PARCC tests will be administered according to the District schedule)
 - As the state assessments become more and more computer based, TCA will make certain it has the technology in place to meet the required needs for proper administration of these assessments.
- To monitor student learning gains and inform future instruction, TCA will use the planned PARCC formative assessments for diagnostic, mid-year, and end-year.
- Per Section 1002.69, Florida Statutes, TCA will administer the Florida Kindergarten Readiness Screener (FLKRS) to assess the readiness of each student for kindergarten based upon the performance standards under s.1002.67 (1), Florida Statutes, for the Voluntary Prekindergarten Program. FLDOE specifies that this screening must be administered to each kindergarten student in the district within the first 30 days of the school year.
- Florida Assessments for Instruction in Reading (FAIR) - Administered three times yearly in grades K-12, FAIR provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction in reading. The Assessment System can be administered three times yearly, and is augmented with a

Broad Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades. Two brief Broad Screening tasks are available for administration to all students in order to identify those most likely to be on or above grade level in reading, by the end of the school year. In grades K-2, the screening task includes letter sounds, phonemic awareness, and word reading. In grades 3-12, the screening tasks include an adaptive reading comprehension measure. This reading comprehension screen will predict student success on the Florida Comprehensive Assessment Test, and it will also provide a Lexile score for each student.

- Florida Alternate Assessment - the Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT, FCAT 2.0, PARCC and EOC) is not appropriate even with accommodations. The Florida Alternate Assessment measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in Language Arts, Mathematics, and Science at three levels of complexity; participatory, supported, and independent. Access Points are academic expectations written specifically for students with significant cognitive disabilities. As part of the Next Generation Sunshine State Standards, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment according to state schedule. Changes that reflect moves toward CCSS will be monitored prior to school opening with regard to alternate assessment.
- Other non-curriculum assessments may include but are not limited to: Scholastic Reading Inventory (grades 2-8; beginning and end of year) and DIBELS (K-3) which will be administered on a regular basis during the course of each academic year. Diagnostic Assessment of Reading (DAR) will be used K-5 when appropriate to measure progress of students within their reading intervention.
- Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically. All students enrolled in the district (grades K-12) and classified ELL, with a code of "LY" or "LP", must be administered the CELLA. In addition, all students who are coded "LF" on or after the 11th school day of the current school year must be administered the CELLA and will be administered according to the state schedule. The definitions for the ELL codes are below:
 - **LY** - The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.
 - **LP** - The student is in grade 3-12, tested fully English proficient on an aural/oral test and is an English Language Learner pending the Reading and Writing assessment, or the student is in grade K-12, answered "yes" on the

Home Language Survey question "Is a language other than English spoken in the home?" and is waiting for aural/oral assessment.

- **LF** - The student is being followed up for a two-year period after having exited the ESOL program.
- Student projects, class work, presentations, and portfolios which will be on-going during the course of the year (formative assessments)
 - Teacher-developed pre- and post-assessments
 - The Core Knowledge Sequence Assessments: Assessments include the Core Knowledge Curriculum-Referenced Tests, published by Questar Assessment, that are available for grades 1 through 5. These comprehensive, end-of-year exams reflect the specific subject matter outlined in the Core Knowledge Sequence, and offer teachers a way to assess how well their students are learning and retaining the material they teach. Each grade-level test has four sections, covering mathematics, language arts, history and geography, and science.
 - The Riggs assessment that may be given daily after each lesson.
 - McCall-Crabbs comprehension and fluency tests may be given weekly (K-12)

F) Describe how student assessment and performance data will be used to evaluate and inform instruction.

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. We will rely heavily upon our experienced and well trained teachers to be constantly aware of individual needs within their classrooms. We will apply the data gathered to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources.

Teachers will hold team meetings to discuss the growth and progress of individual students. Our curriculum allows for ease in differentiation, so teachers will readily be able to accelerate or reinforce a student's learning. At our middle and high school levels, by offering accelerated and remedial courses, we will be able to pace students according to their instructional needs. Students scoring a 1 or 2 on FCAT/PARCC or EOC, math or reading, in middle and high school will be required to take remedial and intensive courses offered, in order to make certain they are performing at the appropriate grade level. In middle and high school the guidance counselor/assistant principal will work closely with students to ensure proper class placement and promotion.

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 implement an individualized Progress Monitoring Plan (PMP) 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, contracted academic services, exceptional education services,

modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. The PMP should:

- clearly identify the specific diagnosed academic needs to be remediated;
- clearly identify the success-based intervention strategies to be used;
- clearly identify a variety of remedial instruction to be provided; and
- clearly identify the monitoring and reevaluation activities to be employed.

A student who is not meeting the school district or state requirements for proficiency in reading and mathematics shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan (IEP);
- A school-wide system of progress monitoring for all students; or
- An individualized PMP.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan, required by s. 1011.62(8), F. S., shall include instructional and support services to be provided to meet the desired levels of performance. TCA may request low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.

The plan must also provide that 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 must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. The PMP will stay active until a student has made sufficient learning gains to illustrate proficiency.

The strategy used to define student learning deficiencies, analyze the cause, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support model. TCA will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. As recommended by the FLDOE, the three-tiered approach MTSS will be implemented. The MTSS Model is as follows:

Tier 1 (general education)

All children start in Tier 1, which consists of a research-based core curriculum and behavioral supports. All children are screened at this tier to determine if they are responding appropriately to instruction before they experience any significant failure in comparison to their peers.

Tier 2 (early intervening services)

Tier 2 consists of increasing the time and intensity of the child's exposure to the core curriculum for children who do not appear to be responding appropriately to Tier 1 instruction and behavioral supports. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 3 (intensive intervention)

Tier 3 includes many children who have been found eligible for special education and related services, and some who have not. Special education eligibility may allow exposure to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

Florida's MTSS system also details a planning and problem-solving model used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained.

The four critical parts of the on-going planning/problem-solving cycle are as follows:

Step 1

Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Step 2

Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

Step 3

Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

Step 4

Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

For middle and high school students, for each year in which a student scores at Level 1 on FCAT Reading/PARCC, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics/PARCC, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

Progress Monitoring Plans are required for the following:

- K-3 students who exhibit a substantial deficiency in reading or mathematics;
- Students in grades 3-12 who score at Level 1 or who fail FCAT Reading or Mathematics, or who perform commensurate with Level 1 or failure on FCAT;
- Students who score below 3.0 on FCAT Writing; (as of 2012-2013 school year)
- K-3 students who score as "intensive" or "high risk" on FAIR;
- Retained students; and
- Students new to Sarasota Public Schools who exhibit substantial deficiencies in reading, writing, mathematics, and science.

These parameters are current to the assessment cycle currently in place. TCA will revisit these after implementation of CCSS and PARCC assessments is complete.

G) Describe how student assessment and performance information will be shared with students and with parents.

TCA will use a semester/quarter reporting schedule. These reports will coincide with Parent-Teacher conferences, during which our staff will discuss fully the students' progression and assessments. In addition to these regularly scheduled conferences, parents and staff will maintain an environment of open communication through means which could include but are not limited to: emails, notes, phone calls, informal meetings, and response to results achieved on grades and quizzes. Students may also bring a folder home each day with all information deemed necessary for ideal parent-school communication. Student grades will be recorded using an online gradebook assessment tool such as EdLine or Crosspointe or equivalent where parents can log in at any time to see a student's progress.

Student assessment and performance information will be shared with students and parents in accordance with all requirements set forth in the Student Progression Plan for the School District of Sarasota County. All parents/guardians must be notified in writing of the promotion requirements set forth by the District. FCAT Student and Parent Reports received from the FLDOE will be sent to parents and shared with students in planning student's academic program and services for the following school-year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results.

If a child's performance is below target (not making adequate progress towards the CCSS), parent(s)/guardian(s) will be advised in a special conference if need be, and remedial strategies will be communicated.

If a child's performance is on target for his or her immediate stage of development, we will so advise the parents. Assessment and performance information will be shared with parents.

If a child's performance is above target for his immediate stage of development, the School will review accelerated options with the parent and will follow District guidelines.

Not later than midway between quarters, an progress report may be sent to all parents with a special note for parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, progress reports shall be signed by the parent and expected to be returned to the teacher. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

TCA will also hold regular Parent Information and Enrichment nights (PIE nights) to further build relationships with the teachers and parents. We will take the opportunity on these occasions to inform parents about the course curriculum and activities offered, and to provide additional information to educate and inspire parents. Possible topics on these nights may include; brain development in children, nutrition and healthy lifestyle, current social issues facing this generation, conflict resolution, the role of music in the home, the effects of "screen time" on children, and other relevant topics. Educating parents in this informal setting will foster community, and we believe, inspire parents and create conversations which will enrich the lives of our families (F.S. Section 1003.4156(1)(a)(1-5)).

All communication and correspondence between TCA, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to F.S Section 1002.22.

SECTION 6: EXCEPTIONAL STUDENTS

A) Please indicate the level of service that the school will provide to students with disabilities.

TCA will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with nondisabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

B) Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

TCA will be open to any students residing in Sarasota County or surrounding counties who would otherwise qualify to attend regular public school in Sarasota County. If applications exceed capacity, a lottery will be held to determine admission and a list will be maintained by grade level in order of the lottery results. Students whose academic needs can be met by the level of service that TCA provides will be afforded the same opportunity as every other student to enroll. TCA will not discriminate against students with disabilities who are served in Exceptional Student Education programs (ESE) or students who are served as English Language Learners (ELL). TCA will follow the anti-discrimination provisions of Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), F.S. Statute 1000.05, the Florida Education Equity Act, and the 1990 Florida Consent Decree. TCA will guarantee that admissions policies will be nonsectarian and nondiscriminatory.

In addition, The Classical Academy's marketing strategy materials will include an explanation of the school highlights:

- Tuition-free
- Public charter school
- Accommodates students with "exceptionalities," "disabilities," and "limited English proficiency"

C) Describe how the school will work with the sponsor to ensure that the charter school is the appropriate placement for each student with a disability, based on the student's needs.

TCA will follow the legal specifics of Special Education/IDEA legislation in its delivery of services, including:

- An equal opportunity for all students that may not be denied on the basis of disability;
- A written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services;
- A free and appropriate public education program – this program to be determined on an individual case-by-case basis through the IEP process depending on each student's unique needs and which may be challenged by the students parent (s) through due procedures;

- A least restrictive environment or “natural environment” in consideration of the following factors as determined by the IEP team: (1) a comparison between educational benefits available to a disabled student in a traditional classroom and a special education classroom; (2) the non-academic benefits to the student with a disability from interacting with non-disabled students; (3) the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student;
- Due process requirements which include notification of parent (s) of the intent to evaluate for special education and consent to this process by the parent (s); and
- Nondiscriminatory evaluation procedures for students with IEP's.

TCA will clearly state in its parent handbook and all registration materials the level of services we are able to provide. We will work closely with the District when reviewing a student's existing IEP to ensure proper placement of each student. Our ESE Specialists will carefully review each potential student's IEP, and interview the parents and student if necessary, to determine the level of need for each student. If after careful review, the student's needs can be reasonably met at TCA, we understand that we are responsible to assure that students with disabilities are provided a free appropriate public education (FAPE) as provided for under IDEA, in the least restrictive environment.

TCA will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student will be developed by a team which may include the student, parents, general education and special education teachers, appropriate ancillary staff, our ESE Specialist and an administrator. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas, and have as much access to the general education curriculum as possible.

Exceptional Education Eligibility

As noted in Florida Statute 1003.57, a student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial.

TCA is aware that general education activities and interventions are required prior to referral in accordance with State Rule 6A-6.0331. When general education interventions have been implemented, with indications that a student should be considered for ESE eligibility, a group of qualified personnel must consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

The determination of whether a student demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or

guardians and a group of qualified professionals, which must include, but are not limited to, all of the following:

- The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech/language pathologist, or reading specialist; and,
- The district administrator of exceptional student education or designee.

TCA will document the students' data in order to demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings based on the Response to Intervention model discussed in the previous section. If a parent requests that the district conduct an initial evaluation prior to the completion of the general education interventions, TCA will obtain consent to conduct the evaluation and complete the general education interventions concurrently with the evaluation but prior to the determination of the student's eligibility; or provide the parent with written notice of its refusal to conduct the evaluation. TCA will work with the district to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance after the school district's receipt of the parental consent for evaluation.

Documentation of the interventions is then reviewed to evaluate if the strategies were successful. If the strategies were effective, the school's personnel will monitor the student on a monthly basis to ensure mastery is occurring. If the interventions are unsuccessful, an additional set of interventions will be deployed for another three weeks. Review of these interventions is conducted. If these interventions are also deemed ineffective, a psychologist will be added to the team to determine the appropriateness of an Exceptional Student Education packet and to administer formal psychological evaluations when given parental consent.

After a psychologist concludes a formal evaluation of the student, results are given to an IEP Committee for evaluation. An IEP Committee is comprised of the minimum staff persons: TCA's ESE teacher(s), administrator, parent, and regular classroom teacher(s). The IEP Committee will determine a student's eligibility for ESE services based on the results of the psychologist's formative assessment. Placement of the student in ESE services will be designed in the least restrictive environment. The IEP Committee will:

- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines
- Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a TCA

staff member will be employed having the appropriate certificate in that exceptionality.

Written procedural safeguards for students with disabilities shall be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Educational Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy.

If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand. TCA personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. These safeguards are in place in order to help the parents of children with disabilities to understand the rights that accompany programs for students with disabilities. Federal and state laws regarding the protection of both the rights of the student and parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.

TCA will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled at TCA. TCA will utilize the Sponsor's forms and procedures related to ESE eligibility, IEP and placement process procedures. TCA will consult with the Sponsor throughout this process to ensure proper procedures are being implemented.

If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at TCA, it will work with the Sponsor to secure another placement for the student in accordance with federal and state mandates. TCA's staff will work together with the Sponsor's personnel to ensure that the needs of the students are met. TCA's staff will work closely and as early as possible in the planning/development stages, with Sponsor staff to discuss the services needed by TCA's students with disabilities.

504 Students: TCA will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. TCA shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

TCA will use the research-supported philosophy that the achievement of all ESE students increases when they have direct learning experiences and interactions within the regular education classroom. We will focus on giving every ESE student an equal opportunity to learn

and be included in the regular education environment and curriculum through the regular education classroom. We will accommodate ESE students with a combination of regular education curriculum in an inclusion setting when appropriate. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. In addition, we will provide special education in an environment that is conducive to meeting the goals, accommodations, modifications and services as indicated in the students Individual Education Plan (IEP) including speech therapy, language therapy, occupational therapy and physical therapy.

D) Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

When TCA secures a school facility it will adapt them to the needs of exceptional students by adhering to Section 504, IDEA, and ADA to ensure that it provides free and appropriate education within the least restricted environment. TCA will implement the Universal design model, accommodating to the maximum extent possible for individuals with special needs.

TCA is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the school. The design of the facility will respect the distance student's travel throughout the building. If needed, elevators will be centrally located and never placed at the far ends of the building.

TCA's Universal design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking should be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

We will provide services and accommodations as required. We will ensure that:

- Accessibility- Students with sensory or physical impairments will have an accessible location, specific room conditions, or special equipment.
- Physical access to the educational setting with a barrier-free environment. The building will be equipped with nonslip surfaces, guide rails, ramps, and elevators for students who have difficulty getting around. Accessibility standards included in the Americans with Disabilities Act (ADA) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. This will be accomplished within the required building code. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds.

- Accessible workstations, to include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair, are available when needed. These workstations provide needed support or allow the student to change positions.
- Preferential seating involving locating the student's desk in a place where he or she is best able to see or hear the teacher and complete assignments. The specific location will depend on the needs of the student and the typical activities used in the classroom, such as sitting near the front of the classroom so the student can see materials displayed for the class or using a study carrel to screen out distractions.
- Visual Formats: Students who require visual formats include students who are visually impaired who are able to read large print, as well as students who are deaf or hard-of hearing and require sign language translation.

E) Describe how the school's effectiveness in serving exceptional education students will be evaluated.

Evaluations of any program are important, but more so for the exceptional education program. The goal of any exceptional education program is to set goals for each child in their individual education plan, along with accommodations. One primary way to assess the effectiveness of the school's exceptional educational program is to collect data on student achievement. Student achievement data can be collected from a variety of sources.

Regular meetings will be held where the goals for each student will be reviewed by the teachers of the student, who will reply to a series of questions dealing with the level of achievement each student has reached based on their individual goals, and their overall achievement reached in their classes. Teachers will discuss what is working and what does not seem to be as effective.

Based on those findings we will:

- Conduct an informal meeting with the students to discuss their achievements and where they have not reached their individual goals, collectively (between students and the ESE Specialist) decide on a plan to help the student further. It will be discussed with the student their perception of what is or is not happening that is preventing the reaching of the goals.
- Conduct informal meetings with the teachers to discuss the same concerns as shown above, Discussions as to what the teachers perceive as the problem concerning why goals are not being met will also evolve into brainstorming what additional steps can be made in order to help the student reach goals.
- If through discussions with the student, or at the student's request the School Counselor will become involved at some point to ascertain if there are other matters within or outside the school that need to be addressed in order to help the student succeed.
- Students will be placed in various levels of service as per their IEP. Those services if found to not be elevating the student to the desired level with goals being met or adequate progress being seen on them, may need to have their IEP revisited and revised.
- The ESE Specialist will keep accurate and up to date files on all ESE Students at all times. The files will be revisited on a regular basis, and the ESE Specialist will ensure that students are receiving their services through the meetings held, discussion with teachers as well as with the parents of ESE students. The Specialist will make regular

reports to the Principal on the progress of the students in the ESE Program, as a whole, and any and all concerns held by parents, students, ESE Staff, or teachers.

Surveys (Conducting surveys of all invested parties)

Periodically we will conduct performance and satisfaction survey of all invested ESE parties including but not limited to: Parents, Students, Teachers, ESE Department Staff, Administration personnel dealing with the perception of the level of services offered, the individuals satisfaction and/or concerns with ESE services.

TCA's effectiveness in serving special education students will be evaluated on a continuous basis in several ways. TCA will ensure that procedures for collecting and reporting to the district and Department of Education are in place and all required school based designees are aware of the procedure. TCA will have designated a minimum of two individuals responsible for collecting data within the school. ESE teachers and the general education teachers will collaborate with lesson planning and implementation as well as to review progress notes on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. This will ensure that the focus will be on each student's progress, by all teachers who service special education students within the school. School based administrators, faculty and staff of the school will review all special education student data to ensure that the entire ESE program is focused on student FCAT 2.0/PARCC/EOC or FAA data and AYP data are two more ways to evaluate the progress of TCA's special education students.

Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of the ESE teachers, and the general education teachers in professional development opportunities, that focus on writing successful IEPs, the use of research based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher and any other staff member who assists in servicing special education students in understanding how to track the progress of their students.

Accountability

For accountability purposes, all students will participate in assessment procedures, including students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of TCA. The FCAT 2.0/ Florida End of Course (EOC)/PARCC assessments are used to measure the achievement of individual students on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). The Florida Alternate Assessment (FAA) is used to measure the progress of a student with significant disabilities who are working on the NGSSS Access Points. The results from the FCAT/FCAT 2.0 /FAA are used to assess progress toward the goal of all students reaching proficiency in reading, writing, mathematics, and science as required by the Federal Elementary and Secondary Education Act (ESEA); also referred to as No Child Left Behind (NCLB).

Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) requires that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations must be documented in the students' IEP or Section 504 Plan.

TCA is aware that a student with a disability may be allowed an exemption from participating in the FCAT 2.0/EOC/PARCC or FAA due to extraordinary circumstances. The extraordinary circumstances are defined as events or conditions that prevent the student from physically demonstrating mastery of skills that have been learned and are assessed by this test. The conditions do not include provisions that are solely the result of learning, emotional, behavioral, or significant cognitive disabilities or the receipt of services through the hospitalized or homebound programs. This special exemption is authorized in Rule 6A-1.0943(5), FAC.

The district superintendent is required to submit a request for consideration of a special exemption for an Exceptional Students to the Commissioner of Education at least 30 days before the test administration. The request must include documentation of the student's disabling condition with evidence that the disability prevents the student from responding to the assessment even with allowable accommodations. This request must be submitted annually and approved by the Commissioner.

F) Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

TCA will be keenly aware of its special needs population. As such, the mission of the school is to provide all the necessary services within its capacity to use. Teachers will be expected to provide information about any student not yet identified as needing special attention. Efforts to provide immediate intervention will be followed in order to utilize all the services available to these students.

Available to these students will be the support of caring teachers, peer tutors, an expanded tutoring plan after school and assistance in other subjects by utilizing reading in the content area techniques and aides.

As stated in Section 4B – Research Base and Appendix C, Core Knowledge curriculum has a proven track record of success for lower level learners. The curriculum is designed with differentiation in mind and lends itself to individualized instruction and to closing the gaps between high and low level achievers. The assessments which are built into the curriculum will give a more formal assessment of the student and, coupled with the use of informal assessments throughout the year; teachers will constantly monitor the growth of individual students.

Both the Riggs program and Singapore Math are designed to meet the individual needs of all students. Riggs is a multi-sensory program that assesses where students are functioning, and offers highly targeted instruction in all grades, K-12, as needed (Remedial classes in the upper grades can be supplemented with Riggs). It has been used in the past to both prevent and correct

learning disorders. It was patterned after the Orton-Gillingham model of reading instruction for students who may be dyslexic. Skills are presented in a specific order with opportunities for repetition. Students are assessed continually to determine mastery of skills.

Singapore Math is effective in addressing individual student needs as well. It lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning. Singapore Math has been used very successfully with students who are struggling learners in math in addition to students who are English Language Learners.

The following is a list of services that will be provided as procedural safeguards to serve the needs of the exceptional students who enter below grade level:

- Academic pullout - since students will be mainstreamed into regular education classes; those ESE students who require extra attention will be pulled out for specialized instruction by a certified ESE teacher, reading and/or math specialist. The amount of pullout will be determined by their Individualized Education Plan (IEP), as will the specific skill and content area to be remedied.
- Consultation and collaboration will be provided for those students, who can succeed without the assistance of pullout, but need extensive monitoring.
- Speech Therapy - a speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy, as per their IEPs.
- Physical and occupational therapy will be contracted out as needed.
- Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or exceptional disabilities children.
- Weekly consultations with teachers- This would ensure that appropriate modifications are occurring during instructional activities, as well as ensuring that the teachers are providing the appropriate test modifications.
- Provide a tutoring schedule.
- Conduct special tutoring sessions, as well as groups for students to deal with issues such as “study skills designed for the disabled by using their learning style strengths” and “frustration in the classroom.”
- A volunteer coordinator will assist in locating volunteers qualified to work with students in need.
- Student progress will be monitored to determine the effectiveness of interventions and the need to introduce new strategies.

G) Provide the schools projected population of students with disabilities and describe how the projection was made.

TCA’s projected enrollment of students with disabilities was generated based upon the district’s average ESE population of 14%. The number of students with disabilities within TCA will be reflective of the community we serve as defined by district averages. TCA will not discriminate against students with disabilities who are served in Exceptional Student Education programs

(ESE) or students who are served as English Language Learners (ELL) in its admission or educational practices. We will adhere to all requirements contained within F.S. Section 1000.05 concerning discrimination against students along with all federal laws regarding discrimination mentioned above.

H) Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, and physical therapy services will be contracted services that the school will provide for students who qualify for those services. TCA believes that the philosophy it adheres to reflects an inclusive educational environment. The staff will ensure that the needs of the students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language. All Special Education teachers will be required to be "highly qualified" as per NCLB regulations.

The school structure for the staffing plan will be based on an inclusion model for each student in need. An IEP that complies with state and federal mandates will be provided for students with disabilities. Likewise, personnel providing related special needs services such as psycho-social counseling will be adequately licensed and qualified to do so (psychologists, social workers, mental health professionals, etc...) through licensure and certification credentials pertinent to the areas being addressed and the students being served.

TCA will ensure that we hire and recruit an adequate number of ESE and ESOL certified faculty to meet the needs of our projected population. We have budgeted to hire two (2) full time ESE Specialists to verify correct documentation and interventions for all our ESE students. The ESE Specialists will also provide training and support for teachers when filling out individual education plans (IEP's) and implementing adequate strategies. If teachers are not currently certified, TCA will ensure that appropriate training and professional development is provided so that the necessary teachers are working toward certification. During our first year of operation we intend to contract with the District or an outside agency to provide additional extended services, as determined by the needs of our student population, and may include but will not be limited to the following positions:

- OT/PT
- Speech Pathologist
- School Psychologist

The Classical Academy will revisit the number of ESE staff needed once enrollment is established and will ensure that as enrollment increases and the school expands, that we have significant ESE support to meet the needs of our students.

I) Describe how the school will serve gifted and talented students.

Our gifted and talented students will be provided with interventions appropriate to their education needs in order to appropriately challenge them. The Core Knowledge curriculum allows for ease in differentiation to all learners (as demonstrated throughout the charter), including those who are gifted and talented. TCA will also ensure that we hire and recruit an adequate number of teachers with a Gifted certification to ensure that the needs of our students are being met. Advanced classes and accelerated courses will be offered in middle and high school to allow for accelerated pacing.

SECTION 7: ENGLISH LANGUAGE LEARNERS

A) Describe how the school will comply with state and federal requirements for serving English Language Learners, including the procedures that will be utilized for identifying such students and providing support services.

The Classical Academy of Sarasota will comply with the current Sarasota County District English Learner (ELL/LEP) Plan in providing ELLs equal access to all programs and services offered by the school and district based on need and eligibility, exclusive of language proficiency and national origin, which is in accordance with the requirements of the 1990 META Agreement (LULAC et al. vs. State Board of Education Consent Decree, and the 2003 Modification of the Consent Decree).

Identification and Assessment: The identification of English Language Learner (ELL) or Limited English Proficient (LEP)

- An individual who was not born in the United States and whose native language is a language other than English;
- An individual who comes from a home environment where a language other than English is spoken in the home;
- An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

All students enrolling at TCA will be given a registration packet that includes the Home Language Survey (HLS).

- Students whose HLS include only an affirmative response to question 1 will be placed in the regular program (coded LP) and screened with an aural/oral language proficiency assessment within ten school days of school entry.
- Students whose HLS include an affirmative response to either question 2 or question 3 will be placed in the ESOL program (coded LP) and screened with an aural/oral proficiency assessment within ten school days of school entry.
- Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation provided the assessment is given no later than May 1 of the calendar year the student will enroll.

The registrar will file the registration information in the student's cumulative file and provide a copy of the HLS to the ESOL Liaison/Contact to ensure that language proficiency procedures are completed within ten school days from the student's school entry date. A copy of the HLS will also be forwarded to the Sarasota District ESOL office. The following English Language Proficiency assessments will be used in order to ascertain if a student is an ELL if an affirmative response was indicated on the Home Language Survey (HLS):

- Listening and Speaking: IPT 1 Oral K-6 or IPT 2 Oral 7-12 (Ballard & Tighe) (will be administered by ESOL Coordinator/Liaison, ESOL Paraprofessional or staff member assigned by the school principle who is trained in administering the English Language assessments).

- **Reading and Writing:** The students in grades 3-12 who score NES or LES will be assessed in writing and reading using the (Ballard & Tighe) IPT 1 Reading, IPT 1 Writing, IPT 2 Reading, IPT 2 Writing, IPT 3 Reading, or IPT 3 Writing.

ESOL Program Placement: TCA will implement an ESOL program of instruction as established in Sarasota County. Students classified as ELLs will be placed in the appropriate English for Speakers of Other Languages or Language Arts with ESOL certified teachers through ESOL course and core subject area courses based on their assigned grade level and on the scores of the assessments previously stated, as described in the Sarasota District Plan. Program instruction will be designed to develop the student's mastery of the four language skills: listening, speaking, reading, and writing.

The principle or designee will determine the final placement with the students' best interest being foremost in importance. The educational background and history of the student, parent/student interviews, and all pertinent data will determine the appropriate grade level and/or subject area placement for the student. The students' academic placement will be documented on the Programmatic Assessment Student Profile adhering to the District's Student Progression Plan.

Placement for ELL/LEP students is "age-appropriate" for all grade levels. ELL/LEP students in high school who are not able to provide a valid transcript or original report cards shall identify and describe all courses taken in previous years. Work or credit shall be validated by subject-area examination or performance assessment in order to award credit or to place students appropriately.

Instructional Models: TCA will follow the School Board of Sarasota County's established and implemented policies, procedures and programs that provide English Language Learners (ELLs) equal access to all programs and services offered by the school and district based on need and eligibility, exclusive of language proficiency and national origin (including immigrants as outlined in Title III NCLB).

Instruction provided to ELL/LEP students is equal in amount, sequence, and scope to that provided to Non-ELL/LEP students. Basic ESOL time is proportional to the Language Arts time received by Non-ELL/LEP students. All ELL/LEP students are given equal access to appropriate programming and core academic subjects including intensive instruction in the English language and instruction in the basic subject areas. In addition to using ESOL strategies, TCA will implement the instruction model of Mainstream/Inclusion as well as Sheltered instruction.

Resources:

- Word-to-Word dictionaries in the students' heritage language/English language will be available to the ESOL and content classrooms throughout the year, as well as, for all state assessments.
- In addition to the regularly scheduled classes, after school tutoring with an experienced teacher will be available for students.

- Parents/guardians of ELL/LEP students will be provided all necessary documents by either the district or the school in the home/primary language.

The Individual ELL Student Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, and home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, and ELL committee information. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers on the student English Language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly served
- Provide for student exit from and reclassification into the program.

TCA will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and updating ELL Program Records Folder. The ELL Plans will be placed in the students' cumulative folder at the end of the school year in order to ensure proper articulation to following teachers.

The ELL Committee: TCA ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, parent or parent designee, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The ELL committee will:

- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data;
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations;
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English;
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan;
- File in ELL folder a copy of a letter, inviting parent(s)/guardian(s) to attend ELL Committee.

Evaluation: The Student ELL Plans will be updated annually by the principal's designee/ESOL coordinator. The Language Arts teacher will document former ELL student's progress in the student's ELL Student Plan using Post-Program Review Report and a Post-Program Review

Student Profile are generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The school will monitor the student's progress via:

- report cards
- test scores
- classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable)

This data will serve to determine the effectiveness of the services provided to ELL students in measuring the proficiency of the English language by meeting Annual Measurable Achievement Objectives (AMAOs) and is designed to provide evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB).

The ELL/LEP Committee will determine students eligible for exit based on student academic performance and results of the FCAT and CELLA Reading and Writing. The CELLA will be administered each spring to all current ELL students in grades K-12 to measure proficiency and gains in reading, writing, listening, and speaking by the ESOL Paraprofessional.

TCA's goals for determining effectiveness in serving ELL students at the school is consistent with goals set for all students of the school and with consideration to the goals and objectives written within the IEP plan. TCA will support the education of the students, providing the support with ESOL certified teachers in each classroom in which the student will receive instruction. A school climate that is safe, respectful of all, equitable, and culturally rich in programs and services to meet the diverse needs and interests of *all* students will only foster an environment holistically beneficial that in turn instills an eagerness for college and career readiness.

TCA's effectiveness in serving ELL students will also be evaluated by the school's ability for the student to demonstrate learning gains as evidenced by their performance in all respective portions of the FCAT and consistent with the annual goals specified in the Student ELL Plan. Similarly, TCA's ability to meet Adequate Yearly Progress (AYP), including AYP for ELL subgroup, will also serve to demonstrate effectiveness in serving TCA's English Language Learner population.

B) Identify the staffing plan for the school's English Language Learner program, including the number and qualifications of staff.

TCA will ensure that highly experienced and ESOL certified teachers would be hired to serve the school's English Language Learner Program based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the school is committed to

ensuring that all core curriculum personnel instructing ELL students will have the requisite training and certification. ESOL Endorsement or ESOL certification is tracked by the Department of Human Resources.

Teachers responsible for the Language Arts and Intensive Reading instruction for ELLs (Category 1) will be in compliance by completing an infused ESOL endorsement in conjunction with DOE-approved teacher preparation program. Courses in the ESOL Endorsement Program: ESOL-Applied Linguistics (60 hours), ESOL-Cross-Cultural Communication & Understanding (60 hours), ESOL-Curriculum & Materials Development (60 hours), ESOL-Methods of Teaching English to Speakers of Other Languages (60 hours), and ESOL-Testing & Evaluation of ELL Students (60 hours).

“Basic” Teachers of Math, Science, Social Studies, and Computer Literacy (Category 2) will take one of the 60 hour courses to complete appropriate training in order to make them eligible to teach ELLs (Empowering ESOL Teachers).

Teachers of other subject areas (Category 3), such as Media, Physical Education, Art, Music, etc., will take 18 hours of training to be eligible for ELLs (Empowering ESOL Teachers).

School-based Administrators and Guidance Counselors (Category 4) will be required to have 60 hours of ESOL training (Empowering ESOL Administrators/Guidance Counselors).

C) Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

ELL students who enter the school with an IEP will be placed in the appropriate level of subjects in the mainstream classroom. The IPT scores will assure that the ELL/LEP student will be placed in the appropriate block of ESOL/Language Arts to meet his/her particular needs. Similarly, the core content teachers through implementation of the strategies delineated on the standardized lesson plan as well as ongoing professional development will be well equipped to meet the needs of the student. Students will have access to intensive reading and math classes, a paraprofessional to provide support, and the after school tutoring class for one-on-one or small group sessions.

TCA Staff will carefully consider the cultural and instructional needs of students with English as a second language and makes available to parents and students, as appropriate, verbal and written translation of all materials, notices, documents, reports and communications. Assessments are conducted in a student’s native language, or with translation as appropriate, whenever a student’s English language development level may require such assessment in order to better understand a student’s learning needs.

Further research for Singapore Math

Extensive research has shown that English Language Learners will benefit from Singapore Math’s clear and simple explanations of math concepts, which are often just a few words in a

cartoon balloon⁴². The program's detailed instruction, questions, problem solving, and visual and hands-on aids — such as blocks, cards and bar charts — ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Educators say that slowing down the learning process gives students a solid math foundation upon which to build increasingly complex skills⁴³.

⁴²John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3, November 2007

⁴³Internet - Singapore Math Adopted in More US Schools - *The New York Times* Sept. 30, 2010

SECTION 8: SCHOOL CLIMATE AND DISCIPLINE

A) Describe the school's planned approach to classroom management and student discipline.

As evidenced throughout the application TCA will place a strong emphasis on virtue and the building of character in all our students. Our teachers and administration will set the tone and model virtuous behavior which will then be reinforced during the instruction in the classroom. When appropriate, discussions in class will be centered on our core virtues; students will discuss these ideas as they arise within the literature and text being read.

Our goal at TCA is to create a safe, respectful, and responsible environment where learning takes place. Our students will be expected to be well-behaved at all times, to respect themselves, others, and property. TCA's philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-government. The environment created by this model will implicitly and explicitly teach our students virtue with the end goal being that all our students "learn" appropriate behaviors, attitudes and responses in all situations.

The goals of discipline at TCA will be:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and lessons.
3. To reinforce TCA's commitment to treating all students as individuals; with fairness, respect, and equality.

TCA may implement key aspects of the CHAMPs model to assist classroom teachers in designing or fine tuning a proactive and positive classroom management plan that overtly teaches students how to behave responsibly. CHAMPs strategies are implemented to accomplish the following:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By applying the effective, research-based practices outlined in CHAMPs, TCA teachers will develop methods for clearly communicating their expectations on every classroom activity and transition. These expectations are clarified using the following acrostic:

- **C**onversation (What level of conversation is allowed/expected during the activity?)
- **H**elp (How do students get the teacher's attention and their questions answered?)
- **A**ctivity (What is the task/objective? What is the end product?)

- **Movement** (Can students move about during this activity?)
- **Participation** (How do students show they are fully participating? What does work behavior look/sound like?)

Key components of CHAMPS:

- Teachers proactively establish clear expectations with logical and fair responses to misbehavior
- Teachers spend less time disciplining and more time teaching
- Teachers learn tools to motivate students to do their best
- Students are taught how to behave responsibly

CHAMPS classroom management model aligns with TCA's mission and guiding principles in developing virtuous character. Training for CHAMPS can be provided during our teacher training in August.

TCA will also implement a uniform policy which will help to create a more focused educational atmosphere. The uniform policy can be reviewed in the student and parent information handbook (Appendix F).

As an institution designed toward education, TCA understands that a part of education needs to be directed toward behavior and appropriate conduct. The mission of TCA has a clear emphasis on this goal with a focus on educating virtuous citizens. TCA further acknowledges that behavior is learned and needs to be continually taught, modeled and practiced in order for virtue to become a part of a student's character. Each of the above mentioned strategies and methods will be implemented with the tiered approach to behavioral support in alignment with the goals of RtI/MTSS. A possible framework with examples of each of these tiers is listed below:

- Tier 1 – School wide implementation
 - Explicit teaching of virtue through text and literature
 - Example of virtue modeled by teachers and staff
 - Posting of virtues around the school as a constant reminder
 - Use of CHAMPS strategies within the classroom
- Tier 2 – Continued use of Tier 1 with additional supports in and out of the classroom
 - Additional behavioral interventions in the classroom which require minimal teacher time
 - Review of specific virtues through literature and student writing
 - Referral to the office
 - Communication with parents
- Tier 3 – Continued use of Tier 1 and 2 with individual/intensive interventions
 - Parent/student behavior contract
 - Use of additional support staff/resources
 - Possible in/out of school suspension

Each tier is implemented with the goal in mind of providing a safe environment where learning can take place in the most conducive environment. Each of these tiers needs to be implemented

with fidelity and continuously assessed with data. Professional development and training will be provided to teachers to ensure proper implementation of procedures and policies.

We will ensure that students with special needs (SWD's or Section 504 students) who require additional behavioral support are given this support proactively and in accordance with both IDEA and state law. Just as we would not require a student with severe dyslexia to be able to decode text in order to access the social studies curriculum, we will not require students with behavioral disabilities to be "cured" of their disability in order to receive an adequate education. Identifying and supporting the individual behavioral needs of all of our students, rather than applying a "one-size-fits-all" policy, will both improve our academic outcomes and promote the kind of complex problem-solving that will prepare our students to be leaders in a diverse democracy. Children understand that individual peers have different needs and that fair discipline does not always mean uniformity.

B) Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

TCA will utilize the District's Code of Conduct for discipline, suspension, dismissal, and recommendation for expulsion. The School will work collaboratively with the District on severe disciplinary matters in order to ensure that the correct discipline process has been followed as well as any referrals to alternative learning environments. Copies of the District's Student Code of Conduct will be distributed to each student and parent at the beginning of the school year. Additional school specific procedures will be published in the student handbook.

The Classical Academy of Sarasota is committed to optimizing learning for all students. TCA students are expected to be well-behaved at all times, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-government. In *The Schools We Need and Why We Don't Have Them* E.D. Hirsch, Jr. says, "Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn."

The goals of discipline at TCA are:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and lessons.
3. To reinforce TCA's commitment to treating all students with fairness, respect, and equality.

The Classical Academy of Sarasota's Student Guidelines for Behavior

Students will:

1. Be polite and attentive.

2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
3. Follow directions when they are given.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school.
5. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
6. Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
7. Adhere to the dress code.
8. Not use threats or intimidation against any other person.
9. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
10. Be dismissed by the teacher, not the bell or the clock.
11. Not leave school or the playground without signing out in the main office.
12. Not bring electronic devices (CD players, radios, pagers, cell phones, games, etc.). Such items will be confiscated and returned under policy guidelines.
13. Students will not bring anything to school that could be used to harm another or that is illegal.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

TCA is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

TCA will maintain a safe learning environment at all times. The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. Pursuant to this statute, the Florida Department of Education adopted a model policy to prohibit bullying and/or harassment and directed all school districts to adopt a similar policy. School districts are required to report all instances of bullying and/or harassment and to notify the parents of the bully and the parents of the victim. This required communication among parents, students and teachers concerning incidents of bullying will mitigate risk in this area. Schools should be a safe place for teachers and children to teach and learn. TCA will follow the district policy in order to meet these required standards.

Teachers

Teachers will have the authority to implement discipline in their classrooms that is consistent with the TCA discipline goals. Teachers will utilize the Principal/AP to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated TCA staff besides those mentioned.

Principal or Assistant Principal's Role in Discipline - Meeting with the Principal or Assistant Principal

The goal of any meeting between a student and the Principal or Assistant Principal is that of a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of the Pillars of Character. In most instances parents will be notified of the student's visit to the Principal/AP's office. The primary goal of the choice of consequences by the Principal/AP is to require the student to take responsibility for the infraction.

The included goals of a parent conference with the Principal/AP are:

1. To exchange accurate information about the student.
2. To determine how the parent-school partnership can best work together to lead the student to reform his behavior.

The Principal/AP will preserve the integrity of the disciplinary process at TCA. By modeling the 8 Pillars of Character Development and consistently treating students and their families with respect and professionalism, the Principal/AP is an extremely valuable and accessible part of a student's character development and education at TCA. The Classical Academy of Sarasota's goal is to create a safe, respectful, and responsible environment where learning is the goal.

Discipline

Students' misbehavior will not 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 attempt to discern truth.

TCA desires to educate all students who enter our school, expecting nothing less than the best from each one.

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Code of Conduct and Character Pillars as they have agreed to. If a student does misbehave, the consequences for the infraction will be immediate, relevant and effectual. In evaluating consequences, teachers and Principals will determine if the act is a "first time," a "repeated," or a "habitual" offense.

In accordance with this policy The Classical Academy of Sarasota has adopted the following procedure for disruptive behavior that requires an office referral. Disruptive behavior may include some Level One incidents (i.e. cheating, bullying/harassment) and all Level Two incidents as described in the District Code of Conduct. The teacher issues the student a *Discipline Referral* form, and the student is required to visit the Principal or Assistant Principal. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year:

- 1st - Student removed from class, sees administrator.
- 2nd - Student removed from class, sees administrator, calls home.
- 3rd - Student removed from class, sees administrator, calls home, leaves that day, and may return with parent attending school with the student for the entire day.
- 4th and subsequent - Student removed from class, sees administrator, calls home, must attend 10 hrs. of detention – 5 consecutive days, 2 hrs. each day.
 - Additional discipline may include:
 - a. Suspension
 - b. Automatic suspension from attending field trips (7-12). Elementary students may attend if accompanied by a parent.
 - c. Student may be ineligible for any TCA awards for the current school year.

Suspension

A Principal or designee has the authority to suspend students as appropriate. The Principal will follow the due process guidelines found in the District's Code of Conduct including whether a student is receiving ESE, 504, or ELL services.

Suspensions last from one to ten days depending on the severity of the infraction. All suspensions will require a parent-principal conference. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. The Principal or Assistant Principal may require the parent to attend a full day of class with the student upon return. Parents will also be notified in writing within 24 hrs. of suspension of a student by United States mail (F.S. Section 1006.09 (1)(b)).

Expulsion

Student expulsions will be coordinated with the District to ensure proper handling with the School District's Code of Conduct. To ensure the safety and security of students and staff, each student will receive a copy of the District's Code of Conduct along with TCA's Student Handbook which clearly outlines the behavior expectations of the School. Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, the School staff will immediately remove the other students from the area and relocate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken.

Sarasota County School District is the sole arbiter of expulsions. TCA may only recommend expulsion of a student to Sarasota County. The expulsion process and proceedings will follow all Sarasota County policies that apply. When students are expelled, they are expelled from the Sarasota School district, which includes TCA.

According to Florida statute, a student may be recommended for expulsion when they have committed a serious breach of conduct including, but not limited to

- willful disobedience
- open defiance of authority of a member of his or her staff
- violence against persons or property
- or any other act which substantially disrupts the orderly conduct of the school.

A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board code of student conduct. Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion.

FS Section 1006.09(1)(c)

Expulsion from The Classical Academy of Sarasota, will also be recommended for the following violations according to the Zero Tolerance Policy (F.S. Section 1006.13):

- Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.
- Making a threat or false report, as defined by ss. [790.162](#) and [790.163](#), respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.

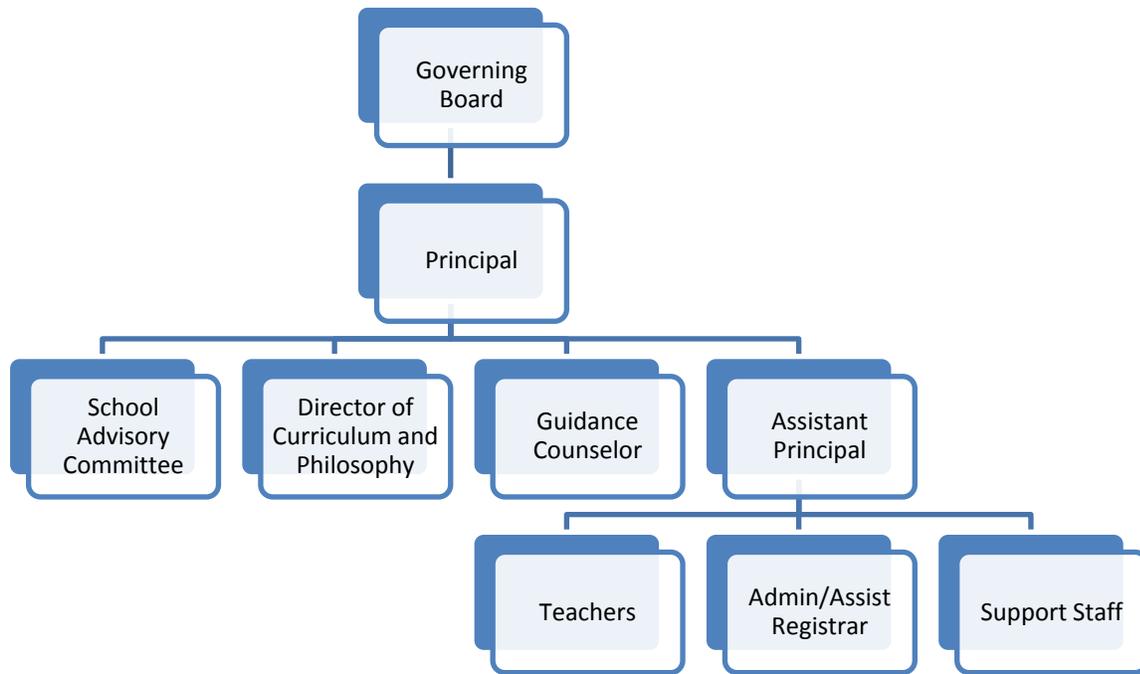
II. ORGANIZATIONAL PLAN

SECTION 9: GOVERNANCE

A) Describe how the school will organize as or be operated by a non-profit organization.

TCA will operate under the guidelines of the Florida Department of State and incorporate as a Not for Profit School as a 501(c)(3). The necessary paperwork will be filed with the state of Florida and the IRS upon approval.

B) Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school’s leader and administration.



The responsibilities of each group mentioned above will be outlined below:

- Governing Board

See Sections C – D below.

- Principal

The Principal reports to the Governing Board at regular meetings about the school’s operations. The Principal will serve as liaison between TCA and the District. The Principal shall present his/her recommendation to the Governing Board on any subject under consideration prior to

action taken on the subject, if requested. The Principal will attend all Governing Board meetings.

The Principal will be responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, operation and supervision of the educational program of the school. The Principal shall have the responsibility for all personnel matters including having the authority to hire, discipline and terminate all school employees. The Principal will annually evaluate TCA employees as provided for by FLDOE and TCA policy.

He/she will establish and maintain an appropriate community relations program. The Principal shall uphold and enforce the charter, TCA Governing Board policies and local, state, and federal laws and regulations.

Personnel under the supervision of the Principal, as identified in the Organization Charter include the Guidance Counselor, Assistant Principal, Administrative Assistants/Registrar, the Teachers and any other Support Staff.

➤ Guidance Counselor/Assistant Principal

During the early years of operation the position of Guidance Counselor and Assistant Principal will be a combined role. Our smaller student population will allow this individual the time necessary to fulfill the qualifications of both jobs. The GC/AP will be responsible for directly supporting the Principal and helping in the fulfillment of the above stated responsibilities. The Principal will decide whether staff and/or faculty supervision responsibilities should be delegated to the GC/AP accordingly. The GC/AP will also be responsible for advising students in course selection and ensuring proper requirements for grade promotion of students.

➤ Director of Curriculum and Philosophy

TCA will hire a part-time Director of Curriculum and Philosophy (DOC) to help ensure that instruction and curriculum within the classroom are aligned to state standards. The DOC will collaborate with teachers to create an educational environment which will allow all our students to achieve their full academic potential. The DOC will ensure that curriculum and courses implemented at TCA align to CCSS and NGSSS. They will be responsible to provide feedback on instruction and philosophy helping in creating strategies and interventions within the classroom setting.

➤ Teachers and Staff

Teachers and staff will have regularly scheduled meetings with the Principal where issues regarding school policies, student assessments and concerns, and other matters are discussed. The Principal will ensure that teacher inputs are regularly communicated to the Governing Board. The Principal and the Governing Board will determine how to best address teacher inputs regarding school governance.

All school personnel will report to the Principal or Assistant Principal. The Principal will determine the most appropriate staffing requirements and structure for the administrative office, who will report directly to the Principal. From time to time, school administrative staff may be asked to assist the board in preparing board packets, agendas, notices, etc. However, they shall remain under the direct supervision of the Principal or his designee.

➤ School Advisory Council

TCA will constitute a School Advisory Council (“School Council”) to assist the school Principal with school-based decision making and to involve parents in their children's education. School council membership shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if possible. The school Principal may serve as chairman. The school Principal shall be an active member of the school council. A minimum of two (2) parents shall also be asked to serve on the council.

The council will:

- Work with the school Principal and give advice, consistent with state and charter school rules and policies, on policies relating to instructional issues and curricula and on the public school's proposed and actual budgets.
- Develop creative ways to involve parents in the schools.
- Serve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.
- Communicate any other needs or concerns of the school to the Principal.

C) Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- **Adoption of annual budget**
- **Continuing oversight over charter school operations**

The Governing Board will be responsible for adopting policy, overseeing the management of the school and ensuring financial compliance and responsibility. As a part of its financial responsibilities the Governing Board shall adopt an annual budget and approve any changes to the budget throughout the year. In addition, the Governing Board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The Governing Board will not be involved in the daily operations of the school, but will hire a Principal, who will be evaluated at least annually utilizing Florida's approved evaluation guide. The Governing Board will be responsible for the evaluation, salary schedule and contract of the Principal. The Governing Board will make sure the Principal manages TCA in compliance with the F.S. Section 1002.33 and all other state and federal laws and regulations.

All Governing Board members of TCA will complete the background check and will be fingerprinted as soon as they are selected or within 90 days after TCA receives approval. The Governing Board also agrees to attend FLDOE or District sponsored and endorsed governance trainings, totaling four (4) hours, within the same 90 day window (F.S. Section 1002.33(9)(k)). In addition, Governing Board members agree to attend two (2) hours of additional training for

each subsequent three (3) year period they remain as members of the Board. New members joining the Board in the future will adhere to the same guidelines listed above (SBE 6A-6.0784).

The Governing Board will also perform ongoing assessments of the school and its programs and its operations. The Governing Board also routinely assesses its own performance. Governing Board members, in partnership with the Principal, will participate in and develop short- and long-range plans for the school. They will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans.

Although the Governing Board does not hire staff, it is responsible for setting the salary schedule and approving the annual budget for staffing needs.

D) Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings.

A proposed template for TCA's bylaws, governance policies and procedures is attached as Appendix E.

In general, the Governing Board's powers and duties will be consistent with those set forth by Florida Statutes. The Governing Board's bylaws will describe how the Governing Board will exercise its powers and duties. The proposed bylaws outline the primary governance policies of TCA's Governing Board. The bylaws will be adopted by the Governing Board during the school's Planning Year.

The Governing Board bylaws will address conduct of its members. Members will be required to sign conflict of interest disclosure statements, be familiar with their responsibilities as a member in the context of open meetings and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in governance training as required by SBE 6A-6.0784. The Bylaws will address how and when members may be removed for unacceptable or inappropriate conduct. The Governing Board will meet at least quarterly to hear reports, to consider and adopt policies, to act on committee recommendations and to consider requests and concerns from parents, students, teachers and the public. The Governing Board will follow the requirements of open meetings, in regards to advertising the meeting, running each meeting, and preparing the minutes in a timely manner (F.S. Section 1002.33(7)(a)19(d)2)).

The Governing Board's powers, duties and responsibilities are as follows:

- The Governing Board will operate in compliance with its bylaws, policies adopted by it, and with all federal and state laws applicable to public charter schools.
- Participate in governance training approved by the District and FLDOE (F.S. Section 1002.33(9)(j)4), (SBE 6A-6.0784).
- Take necessary measures to ensure that the charter school operates subject to all federal, state and local laws and constitutional provision prohibiting discrimination on the basis of

disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.

- Shall be to govern the charter school in the manner set forth in the charter; provided that a governing body shall have at least five members; no member may serve on the governing body of another charter school.
- The Governing Body shall ensure that the facilities used by the charter school shall meet the standards as required by the student population (F.S. Section 1002.33(9)(k)3).
- May pay the costs of operation and maintenance of its facilities or may contract with the school district to provide facility operation and maintenance services.
- May acquire and dispose of property; provided that, upon termination of the charter, all assets of the locally chartered charter school shall revert to the local school board and all assets of the state-chartered school shall revert to the state, except that, if all or any portion of a state-charted facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board.
- May accept or reject any charitable gift, grant, devise or bequest provided that no such gift, grant devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of the charter school to which it is given.
- Shall comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules.
- Employ the Principal.
- Delegate administrative and supervisory functions of the head administrator when appropriate (F.S. Section 1002.33(9)(i)).
- Approve the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report (F.S. Section 1002.33(9)(h), (j)2).
- May contract for provision of financial management, food services, education related services or other services. Including but not limited to School Financial Services who will serve as a financial and accounting firm for TCA (F.S. Section 1002.33(9)(j)1).

Officers of the Governing Board:

- The Governing Board shall elect officers as deemed appropriate and necessary for the body once the school is open and as determined by its bylaws. It is currently contemplated that the Board will have a chair or president, vice-chair, secretary and a treasurer. The roles of these respective officers shall be described in the bylaws, but it is anticipated that they will follow fairly traditional duties and responsibilities of traditional school board officers and/or those of a non-profit entity.
- The President of the Governing Board shall be elected by a majority vote of the Board members for the term of one (1) year. Other Board members shall be elected for three (3) and two (2) years terms, respectively. In the event of a vacancy, at the end of a term or due to a Board member stepping down, the remaining Governing Board members shall appoint another member of the TCA community to fill the vacancy. The Governing Board will determine what credentials or experience is relevant, depending on the vacancy on the Board at the time and the needs of the school. The Governing Board will

determine the most appropriate date for filling vacancies of the board, which may be annual or more frequently as needed. New members will be chosen by a simple majority vote.

At TCA we know that our leadership will set the tone and example for our students. Our high value placed upon virtue will require TCA to only elect individuals to the Governing Board who adhere to our standards and set a virtuous example for our students. Each individual on the Board will be expected to maintain the following standards:

- No board member shall have the authority to speak on behalf of, take any action or otherwise attempt to bind the Governing Board or TCA, unless expressly authorized to do so by the Governing Board by majority vote.
- Unless acting as expressly authorized, individual members when participating in activities that involved the school shall be acting in the capacity of volunteers at the direction of the Principal.
- It is the Governing Board's responsibility to uphold the school's mission statement and review it periodically for accuracy and validity. Each individual member should fully understand and support it. The Governing Board shall pay particular attention to the objectives as espoused in TCA's founding documents and shall cooperate fully with the objectives of our external affiliations.
- Serving on the TCA Governing Board is a serious responsibility. Attendance at all regular meetings, special meetings, trainings and retreats of the TCA Governing Board is an expectation of each member. The Board will meet regularly, at least quarterly, although it may meet more frequently during the startup years; attendance at special meetings, which may occur more frequently, is expected particularly during the planning year and startup year. Members are expected to be accessible for personal contact and committee involvement in between meetings.
- The Governing Board members are required to engage actively in all District trainings as well as voluntarily participate in training regarding school law, governance, and public school finance (SBE 6A-6.0784).
- Governing Board members are public advocates of the school, and should be aware of the school's activities and encourage participation in appropriate activities by the community. Governing Board members actively cultivate a positive public image for the school.
- Governing Board members, through committee membership or during council meeting may advise the Principal on policy implementation as requested.
- Commit time to developing financial resources for TCA. This includes many options, such as helping colleagues to become aware of the school, or applying for grants, as well as supporting other fund development activities of TCA in a manner appropriate for Governing Board members.
- Commit time to read and review Governing Board materials and committee recommendations in order to responsibly and knowledgeably vote and act upon Governing Board proposals. Take responsibility for self-education on major issues before the Governing Board. Remain cognizant of TCA's culture and philosophy, remain ardent ambassadors for its improvement and outreach.

E) Explain how the founding group for the school intends to transition to the governing board.

Once TCA receives approval, the Founding Members, who comprise the Advisory Committee which created this application, will begin selecting the Governing Board Members. We understand that this process of selecting Governing Board Members is vital to the success and foundation of TCA. This process will involve a thorough vetting of each potential Board Member to ensure that this initial board reflects the beliefs and values delineated within this application and in line with the mission of TCA. The Advisory Committee will seek to select members of varying backgrounds and qualifications who will bring a broad range of expertise to the Board.

The Advisory Committee will look for the following qualifications in Governing Board Members:

- A commitment to the mission and philosophy of TCA as outlined in the charter
- An applicant must be a parent or grandparent of a student intending to enroll at TCA
- An applicant must show a working knowledge of board procedure, board policies, bylaws, school finance, articles of incorporation and Florida State Law relevant to charter schools and education.
- Individuals with varying and diverse educational and career backgrounds who will add experience and expertise in their field. Fields including but not limited to:
 - Business
 - Finance
 - Law
 - Education
 - Medical
 - Entrepreneurs
 - Government
- Have a demonstrated history and continued commitment to the personal growth and learning
- Embrace the ideals of classical education
- An individual with a reputation of strong character in the community

F) Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The Founding Board Members will be selected based upon the criteria listed above. Once Board Members have been selected they will submit all necessary paperwork to Sarasota County and adhere to the following guidelines:

All Governing Board members will participate in a four (4) hour governance training approved by the District and FLDOE (F.S. Section 1002.33(9)(j)4), (SBE 6A-6.0784). In addition, two (2) hours of training will be required for each additional three (3) year term the member serves.

All prospective new members will be provided a copy of the school's charter and the school's Bylaws in order to ensure they understand the values that TCA is built upon. New Board members will also attend District and FLDOE trainings pertaining to governance, ethics, and financial responsibility within 90 days of becoming a member (F.S. Section 1002.33(9)(j)4).

Future candidates for the Governing Board must meet all criteria of the Founding Board as well as the following criteria:

- An applicant must be a parent or grandparent of a student currently enrolled in TCA.
- An applicant must attend 50+% of board meetings within the current academic year, 3 of them consecutive (partial attendance does not count)
- Have read and support wholeheartedly the views presented in the following two books:
 - i. *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick
 - ii. *The Schools We Need and Why We Don't Have Them* by E.D. Hirsch Jr.
- Visit at least one class in each of the three schools (Elementary, Middle, and High School).
- Have a demonstrated history and continued commitment to the school by volunteering and serving on a regular basis for at least 12 months prior to their application to run for the Board.
- Embrace the ideals of classical education

G) List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office that individual holds.

After approval TCA Founding Members will begin the selection of Board Members as outlined above. As Board Members are selected TCA will notify Sarasota County and have each Member submit a bio with a background check.

H) Outline the methods to be used for resolving disputes between a parent and the school.

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

1. The teacher. Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his own.

2a. The Assistant Principal. If the grievance cannot be resolved with the teacher, and the matter regards discipline, the parent should schedule a meeting with the Assistant Principal.

2b. The Principal. If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the Principal.

3. The School Accountability Committee. If the grievance cannot be resolved after talking with the teacher or the appropriate party, then a parent must submit his grievance in writing to the School Accountability Committee.

If resolution is not achieved by the foregoing process two other options are available:

- The grievance can be submitted to the BOD in writing: The BOD will review the summary and will make one of the following determinations:
 1. The BOD may decide to support the previous decision;
 2. The BOD may appoint up to two Board members to address the issue;
 3. The BOD may address the issue in an open Board format;
 4. The BOD may address the issue in an executive session, in accordance with the Florida Open Meetings Law.

- Board of Directors Meeting: Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a Board Member. Grievances regarding an administrator should be directed to the individual first, then in writing to the BOD at a meeting.

In accordance with our Charter all grievances must be resolved at the school. Though we are chartered through Sarasota County, the district does not have general oversight of TCA operations. Only violations of the amended charter should be reported to Sarasota County.

General Concerns/Questions/Suggestions

A locked suggestion box will be placed in the front office. The School Accountability Committee will review the issue at their next regularly scheduled meeting.

In the unfortunate event that resolution is not achieved through the process outlined above, it is unlikely that The Classical Academy of Sarasota the best educational option for you and your child.

The Board of Directors and Accountability Committee will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school.

Chain of Command:

This procedure is a companion of SE—8.5 Parent Grievances (located in the Student and Parent Handbook), although it encompasses far more than grievances. This procedure refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. TCA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

- Our preference is that such communication be expressed initially to the teacher or teachers of the child.
- If further communication is warranted, the parent should consult the appropriate principal, according to whether the matter concerns discipline or academics.
- If further communication is warranted after seeing a principal, then the parent should go to the board or the accountability committee as needed.
- The BOD is not the first point of contact and therefore will refer communications that seek response or action to the appropriate individual(s).

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can do more to remedy or meliorate a situation than can a principal or board member. We understand that some parents are “conflict averse.” Nonetheless, the teachers are eager to help each child in whatever way possible. Teachers do not “take it out on a child” whenever a parent has expressed a concern.

Some situations, admittedly, seem by their very nature to warrant a discussion with a principal initially. For example, it has been said that homework in the high school is not the result of simply one teacher's assignments. As a result, it is easier and more expedient to speak to the principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the principal can act on that information. General comments such as “TCA is really hard” may be true but cannot be acted on as effectively as specific comments such as, “My son takes a long time to write papers and still does not make very good grades on them,” or “Should Mrs. X's homework be taking my daughter Y amount of time?” The Board of Directors will refer communications that seek response or action to the appropriate personnel.

SECTION 10: MANAGEMENT

- A) Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.**

The management structure of the school will follow the organizational chart above. The Governing Board, comprised of five (5) members, will provide direct oversight to the Principal. The Principal will be in charge of all day to day operations and the oversight of all other employees and staff, including the hiring and dismissal, if necessary, of all these positions. Complete job descriptions for all administration, teachers, and registrar are listed in the following pages.

Proposed Job Descriptions

PRINCIPAL - THE CLASSICAL ACADEMY OF SARASOTA

Exemption Status: Exempt

Immediate Supervisor: Governing Board

JOB GOAL: To manage the school and to provide organizational and instructional leadership to assure high student outcomes and maintain the integrity of the school's approved charter.

PERFORMANCE RESPONSIBILITIES:

Note: At the discretion of the Principal, he/she may delegate any of the authority and responsibilities of the position. However, the Principal is not relieved of final responsibility for actions taken under such delegation.

I. Relationship with Governing Council/Committees

- Attends and participates in meetings of the Governing Board/Committees.
- Informs and advises the Governing Board/Committees about the programs, practices, and problems of the schools, as well as activities operating under the authority of the Governing Board/Committees.
- Implements Governing Board/Committees policies; advises the Governing Board/Committees when he/she identifies the need to add, modify, or delete a policy.
- Submits recommendations to the Governing Board/Committees relative to matters requiring Governing Board/Committees action, supported by data and information as necessary to make informed decisions.
- Recommends, annually, to the Governing Board/Committees system-wide goals. Monitors and reports back to the Committee, at least semi-annually, on the progress toward achieving the goals.
- Works with the Governing Board/Committees that implements the mission of the school and a comprehensive long-range plan.

II. Budget

- Prepares annual operating budget recommendations based on guidelines set by the Governing Board/Committees. Works with the Governing Board/Committees to develop the final budget. Implements the approved budget.

III. Educational Leadership & Curriculum

- Assures high academic performance outcomes for all students.
- Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the school. Informs the Governing Board/Committees of significant developments in these areas.
- Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
- Assures continuous study and revision of curriculum guides and courses of study to best support teacher needs.

IV. Personnel

- Hires all administrators, teachers and support staff.
- Ensures the hiring of qualified and competent personnel.
- Assigns, transfers, and promotes employees as the interests of the school system may indicate.
- Assures professional development opportunities are provided to the school staff.
- Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
- Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
- Oversees employee relations in the school system.

V. Facilities

- Hires manager of facilities.
- Determines, with the Governing Board/Committees, short and long-range building needs and oversees implementation of construction, operation and maintenance programs.

VI. General Management

- Takes necessary steps to assure the safety and welfare of students and employees in the schools and at school sponsored activities
- Maintains records for the schools, including financial accounts, business and property records, personnel, scholastic, and school population records. Acts as custodian of such records and of all contracts, documents, securities, title papers, books, and other papers of the Governing Board/Committees.

VII. Communications/Public Relations

- Maintains open lines of communication and cooperative working relationships with the authorizer, supports organizations and other committees.
- Maintains open lines of communication and cooperative relationships with school staff, the Governing Board/Committees, parents and the community at-large.

Performs other appropriate tasks which may be assigned by the Governing Council/Committees which may include the following (some of which may have been addressed earlier in this document):

- (1) Administer local board's (or governing body of a charter school's) policies, state and federal requirements and applicable laws.
- (2) Be accountable for student achievement; budget management; expenditure of funds; dissemination of information; district or charter school communications; development, implementation and evaluation all other district or charter school business.
- (3) Attend all local board or governing body of a charter school's meetings or, when necessary, designate a licensed administrator to attend.
- (4) Ensure that school patrons and the public are informed and involved in the acquisition, planning and development of school facilities and that students are provided with adequate facilities which conform to state and federal mandates.
- (5) Be accountable for student safety:

- (a) Ensure that all students are supervised while on school property and while attending or traveling to school events or activities on school-provided transportation.
- (b) Ensure that all buildings, grounds and facilities provide a safe and orderly environment for public use.
- (6) Administer and implement the charter school's approved staff accountability plan and procedures.
- (7) Ensure that a process is in place to identify, train, assign and support personnel resources in classrooms, which shall include, but not be limited to, the following:
 - (a) Establish the specific expertise of the person.
 - (b) Obtain a background check and fingerprint records.
 - (c) Provide the person with the necessary training, prior to entering a classroom, about how the school operates, appropriate teaching methods and expectations of principal and assigned teacher.
 - (d) Establish a start date and ending date for the person.
 - (e) Provide for an evaluation of services upon completion of the assignment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent’s ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in The Classical Academy of Sarasota will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Principal _____ **Date** _____

Governing Board _____ **Date** _____

ASSISTANT PRINCIPAL - THE CLASSICAL ACADEMY OF SARASOTA**Exemption Status:** Exempt**Immediate Supervisor:** Principal**SUMMARY:** Assists the Principal in all aspects of school management, curriculum development and student services.**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements and reviews school policies and procedures.
- Coordinate implementation of district instructional program and ancillary and operational support programs.
- Serves as instructional leader at the school.
- Monitors school activities and policies for adherence to all district, state and national regulations.
- Assesses appropriateness of school services and programs.
- Recommends changes in programs, personnel, facilities, materials and equipment.
- Evaluates the work of assigned school staff; provides reports to the Principal and cooperates in recognition or remediation of staff members as requested.
- Designs in-service training programs at the school.
- Assists in the recruitment and selection of applicants for school-based positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.
- Assist in the development of budget recommendations for the school.
- **CURRICULUM:** Oversees all aspects of scheduling, course descriptions and registration and assigns duties as necessary; oversees all aspects of district mandated standardized testing; oversees all aspects of student records and assists Principal as legal representative for the school; oversees textbook inventory; creates and serves on committees as necessary inside and outside of the school.
- **ATTENDANCE/DISCIPLINE:** Establishes attendance and discipline referral and reporting procedures for campus-wide use; develops parental notification procedures; directs the preparation of suspension, neglect, referral and tardy forms; responds to inquiries from welfare, probation, legal and security agencies; creates and serves on committees as necessary inside and outside the school.
- **BUILDING AND GROUNDS:** Supervise district employees completing operational tasks on campus; verifies completion of work orders; maintains orderly school environment; contacts security as necessary; serves as contact for outside contractors; oversees custodial work; creates and serves on committees as necessary inside and outside of the school.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of TCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION AND LICENSURE: The minimum requirements for this job are as follows:

- Bachelor's degree in Education or equivalent.
- Graduate Degree in any field, preferably in Education or equivalent.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent’s ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in The Classical Academy of Sarasota will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

GUIDANCE COUNSELOR - THE CLASSICAL ACADEMY OF SARASOTA**Exemption Status:** Exempt**Immediate Supervisor Title:** Principal

SUMMARY: To develop and implement a comprehensive counseling program to address the academic, career and personal/social goals for all students.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops and implements a comprehensive counseling program that aligns with state guidelines.
- Plans and implements the counseling program to address the academic, career and personal/social needs of every student.
- Coordinates delivery of an annual needs assessment for the counseling program.
- Evaluates, interprets and archives high school records from local, in-state, out-of-state, and international educational institutions.
- Translates and authenticates transcripts to conform to TCA and state requirements for high school graduation.
- Works with students in enrolling in classes
- Calculates student progress toward successful completion of educational program at the school (high school) and completes graduation requirements with students in grades 9-12.
- Validates transcripts for use by government bureaus, universities, courts, military, security agencies, employers, Counselors, students, parents and others.
- Maintains grade point averages, class rankings, honor rolls, Florida High School Competency Exam results and other student academic data as required.
- Delivers the four program components: the counseling curriculum, individual student planning, responsive services and system support.
- Provides short-term individual and group counseling opportunities for students to promote school success, personal growth, self-understanding, communication, problem solving and decision-making skills.
- Assists families by providing referrals to outside services for students with acute or chronic mental health needs.
- Orients students and parents regarding current and future educational goals and career objectives.
- Assists in curriculum development, professional development and identification of interventions to assist students.
- Consults with administration, staff and parents regarding mental health issues in order to assist students with attitude, learning and/or behavioral problems.
- Assists with test preparation (e.g. test-taking skills, staff training on optimal testing conditions) and interpretation of standardized testing.
- Evaluates the counseling program on an annual basis for continuous improvement.
- Regularly attends counseling meetings to keep current on policies, procedures and best practices regarding school counseling programs and issues.
- Facilitates the development of the school/community social and health assessment as a required component of the state accreditation process.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and school, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of TCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:

- Master's degree in Counseling.
- Three years of experience in a public school setting or counseling environment.
- Counseling skills in a range of diverse needs, including college/career information and mediation/conflict resolution.

PREFERRED KNOWLEDGE, SKILLS, ABILITIES AND EXPERIENCE:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of state policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with staff members in a team environment that may include the administrative staff, State department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary.

- Travel from location to location may be necessary.
- Functions are primarily performed indoors and outside in a normal school environment.
- The incumbent will also meet with or escort students outdoors and will perform the essential functions of this job in a variety of buildings and locations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent’s ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in The Classical Academy of Sarasota will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

DIRECTOR OF CURRICULUM - THE CLASSICAL ACADEMY OF SARASOTA**Exemption Status:** Exempt**Immediate Supervisor:** Principal**SUMMARY:** Assists the Principal in development, implementation and oversight of curriculum and instruction.**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements and reviews school curriculum.
- Coordinate implementation and instruction of curriculum in classrooms.
- Serves as instructional leader at the school.
- Continuously assesses alignment of curriculum to state and federal standards making necessary changes and adjustments.
- Monitor and evaluate classroom instruction, providing advice, strategies and methods regarding instruction.
- Meet with grade/subject level teams when appropriate.
- Assesses appropriateness of school curriculum and programs based on teacher feedback and evaluation.
- Recommends changes in programs, curriculum, instruction and personnel.
- Evaluates the instruction of assigned school staff; provides reports to the Principal and cooperates in recognition or remediation of staff members as requested.
- Designs professional development regarding curriculum and instruction at the school.
- Assists in the recruitment and selection of applicants for school-based positions.
- Assist in the development of budget recommendations for the school.
- Partner with Assistant Principal in overseeing all aspects of scheduling, course descriptions and registration and assigns duties as necessary; overseeing all aspects of district mandated standardized testing; overseeing all aspects of student records and assists Principal as legal representative for the school; overseeing textbook inventory; creates and serves on committees as necessary inside and outside of the school.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of TCA
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.

- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION AND LICENSURE: The minimum requirements for this job are as follows:

- Bachelor's degree in Education or equivalent.
- Firm understanding of classical education and philosophies.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will

evaluate the incumbent’s ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in The Classical Academy of Sarasota will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

CLASSROOM TEACHER – THE CLASSICAL ACADEMY OF SARASOTA**Exemption Status:** Exempt**Immediate Supervisor:** Principal

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS:**EDUCATING STUDENTS**

- Cooperates in the development and implementation of the school program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with FLDOE standards and The Classical Academy goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the school's mission, academic program and student academic outcomes as outlined in the approved charter.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATING STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis using appropriate assessments.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the school testing program.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintain open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with district-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of TCA.
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to TCA policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations' in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.

- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Bachelor's degree.
- Current Florida teaching certificate endorsed in the area to be taught, or is pursuing an alternative licensure portfolio.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- Employee must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in judgments.

- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the “coming late, leave early”, or "often absent' syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent’s ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in The Classical Academy of Sarasota will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

ADMINISTRATIVE ASSISTANT/REGISTRAR - THE CLASSICAL ACADEMY OF SARASOTA**Exemption Status:** Non-exempt**Immediate Supervisor:** Principal

SUMMARY: To provide clerical support as necessary to ensure completion of required projects at the school site and to perform a variety of responsible data entry, typing and general clerical activities in support of an academic or administrative function.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Enroll and register students
- Maintain Student Information System
- Assist Counselors in class scheduling duties.
- Researches data and prepares statistical reports as required.
- Daily record keeping of absences and tardiness.
- Manage sign-in and sign-out sheet for students (must have parent permission until age 18).
- Answers attendance questions.
- Perform a variety of responsible office duties, enter a variety of text or numerical data into a personal computer; enter, update, and maintain accuracy of information.
- Type written materials from straight copy or rough draft utilizing a typewriter or personal computer.
- Perform a variety of clerical duties involving data and information processing of materials and resources.
- Perform routine typing of reports from detailed copy; post records; proof completed typing assignments.
- Maintain records, inventories, index and cross reference files; file data numerically or alphabetically.
- Operate a variety of office equipment, including a personal computer, typewriter, calculator, copier, and other machines pertinent to the assignment.
- Inspect and review documents to assure data is complete before entering into computer or before processing.
- Duplicate items; package and distribute completed copies.
- Assure the timely distribution and receipt of records, reports, and bulletins as directed.
- Make telephone calls as directed; take and relay messages.
- Greet and assist students, faculty, staff, parents, and others; answer phones and refer telephone calls and visitors to appropriate personnel; answer routine questions according to established guidelines.
- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Provide work directions to others as assigned.

- Independently compose written communication.
- Maintain confidentiality of records and information.
- Perform other duties as assigned.

KNOWLEDGE

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Computer, English, bookkeeping and mathematics skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines and work on multiple projects.
- Knowledge of word processing, database and spreadsheet software.
- Keyboarding requirement: 50 words per minute.
- Modern office practices, procedures, and equipment.
- Operation of a variety of office machines including personal computer.
- Alphabetical, numerical, and subject matter filing systems.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Telephone techniques and etiquette.
- Intermediate/advanced working knowledge of Microsoft software.
- Modern office practices, procedures, and equipment.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Operation of a personal computer and a variety of other office equipment including calculators, copiers, and fax machine.

ABILITY TO

- Perform clerical duties such as filing, duplications, typing and maintaining routine records.
- Operate a personal computer, copier, typewriter, adding machine, and fax machine.
- Learn to operate various software applications, including word processing and data entry.
- Understand and follow oral and written directions.
- Work cooperatively with others.
- Complete work with many interruptions
- Work independently with little direction.
- Compose correspondence from verbal direction or from a rough draft independently.

EDUCATION AND EXPERIENCE

- Any combination equivalent to graduation from high school supplemented by college course work in business, office practices, or related field and minimum of three (3) years of responsible secretarial experience.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.

- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the day.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in The Classical Academy of Sarasota will be housed in the Business Office and are updated periodically. Copies are available on request.

REVIEWED:

Employee _____ **Date** _____

Principal _____ **Date** _____

B) Outline the criteria and process that will be used to select the school's leader.

The Governing Board will be responsible for finding and hiring the Principal for TCA. The Governing Board will look for but not be limited to the following list of qualifications. The Principal will:

- at a minimum hold a Master's Degree
- be someone with a proven leadership background
- take charge of academic programs and successfully implement them
- be experienced in leading an organization and be a self-starter
- be a competent and dedicated teacher with established classroom experience
- have a deep understanding of classical education and its philosophies
- understand and be willing to fulfill all duties and responsibilities as outlined in the proposed job description

TCA will recruit individuals for the Principal position through a public process which may include but will not be limited to advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms if necessary. TCA will also rely upon the help and advisement offered by Hillsdale College. Hillsdale began training and vetting individuals who meet the aforementioned qualities this past summer and have compiled a list of qualified individuals.

C) Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------|--------|--------|--------|--------|--------|
| Principal | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal | .5 | 1 | 1 | 1 | 1 |
| Guidance Counselor | .5 | 1 | 1 | 1 | 1 |
| Elementary Teachers | 16 | 17 | 18 | 19 | 20 |
| Middle and HS Teachers | 12.5 | 15 | 17 | 22 | 24 |
| Director of Curriculum | .5 | 1 | 1 | 1 | 1 |
| ESE Specialist | 2 | 2 | 3 | 3 | 3 |
| Paraprofessional | 0 | 0 | 1 | 1 | 1 |
| Contracted Support Staff | 1 | 1 | 2 | 2 | 2 |
| Media Specialist | 1 | 1 | 1 | 1 | 1 |
| IT Specialist | 1 | 1 | 1 | 1 | 1 |
| Admin Asst/ Registrar | 2 | 2 | 5 | 5 | 5 |
| Custodial | 2 | 2 | 2 | 2 | 3 |

| Possible Middle and High School Teacher Schedules | | | | | | |
|---|---------------------|-------------------|----------------------|-------------------|-------------------|------------|
| Math | Science | L/A | History | Math/Science | L/A | |
| Algebra I (8th) | Earth Science (8th) | English I (9th) | World History (9th) | Remedial Math | Remedial Reading | |
| Algebra I (9th) | Biology (9th) | English II (10th) | Western Civ (10th) | Remedial Math | Composition (9th) | |
| Geometry (10th) | Chemistry I (10th) | M/J Language Arts | M/J US History (8th) | M/J Pre-Algebra | Remedial Reading | |
| M/J Pre-Algebra | Earth Science (8th) | M/J Language Arts | M/J US History (8th) | Pull out services | Pull out services | |
| M/J Pre-Algebra | 7th Grade Science | M/J Language Arts | M/J Social Studies | Pull out services | Pull out services | |
| Algebra II (10th) | 7th Grade Science | M/J Language Arts | M/J Social Studies | Pull out services | Pull out services | |
| | | | | | | |
| | | | | | | |
| Music | Art | Music/Art | Spanish | Latin | PE | PE (.5) |
| M/J Band | Sculpture | Elementary | Spanish I | Latin I | Middle | Elementary |
| Choir | Painting | Elementary | Spanish I | Latin I | Middle | Elementary |
| Symphonic Band | Sculpture | Elementary | Spanish I | Latin I | High | Elementary |
| Orchestra | Painting | Elementary | Spanish II | Latin I | High | Elementary |
| Elementary | Elementary | Elementary | Spanish II | Elementary | Elementary | |
| Elementary | Elementary | Elementary | Elementary | Elementary | Elementary | |

D) Explain the school’s plan for recruitment, selection, and development.

TCA has started receiving resumes from highly qualified teachers, from Sarasota and around the country, for various needed positions for the fall of 2014. We will ensure that all teachers meet the certification requirements within Florida Statutes. (F.S. Section 1012 & 1002.33(12)(f)). Our desire, in alignment with our mission, is to hire well qualified teachers and staff members who display a passion for education and help TCA foster an excellent educational environment. We will adhere to the District pay scale, which when combined with our benefit package, will enable TCA to remain competitive in acquiring the most qualified staff for our school. Teachers will be evaluated according to the state requirements and the new laws contained in Senate Bill 736, requiring performance salary adjustments.

TCA will recruit individuals for teaching positions through a public process which may include but will not be limited to advertising in local and national newspapers, posting available positions on our website, professional printed media, referral, and through appropriate electronic recruitment mechanisms if necessary. TCA administration will also attend the annual job fair hosted by Hillsdale College each February in order to recruit classical educated graduates.

All teachers hired by TCA will participate in extensive professional development. Our professional development days built into our schedule will allow for adequate time for all our trainings. At the beginning of each year Hillsdale College will provide extensive teacher training in all core curriculum and academic areas. This training will be provided free of charge by experts in their fields. We may also sponsor trainings through Core Knowledge, Singapore Math and Riggs each year to train our new teachers as well as inform our veteran teachers of any changes or updates in curriculum.

SECTION 11: EDUCATION SERVICE PROVIDERS

Hillsdale College is not an Education Service Provider; however this seemed like the most appropriate place to explain TCA's partnership with the College.

TCA is partnering with Hillsdale College and the Barney Charter School Initiative. Hillsdale College will act strictly in an advisory capacity and will have no direct management or involvement in the operation of TCA. Hillsdale College will offer teacher training in the areas of classical philosophy and instruction along with curriculum training. These trainings will be offered completely free of charge and are sponsored by Hillsdale College through the Barney Charter School Initiative. Hillsdale College has no financial partnership with TCA and will not benefit financially from TCA. The experience and expertise Hillsdale College will offer provides greater accountability and feedback to TCA as it moves ahead. The purpose and motive behind Hillsdale is the advancement of classical understanding and civic responsibility, with the goal of educating a generation of Americans dedicated to civic responsibility.

A copy of the contract to be executed between TCA and Hillsdale College is attached as Appendix G. Upon approval TCA will submit an executed copy of the contract to the District for its records.

SECTION 12: HUMAN RESOURCES AND EMPLOYMENT**A) Explain the school's compensation plan, including whether staff will be publicly or privately employed.**

In order to remain competitive with the market, TCA proposes to adhere to the District pay scale for all applicable positions. Our proposed budget supports TCA's ability to adhere to this pay scale. We intend to provide health and retirement benefits to all full-time employees as well. Initial salaries will be set according to the District pay scale and then the performance pay requirements in Senate Bill 736 will be used to evaluate teachers and staff, then adjusting pay accordingly. Staff will be privately employed and TCA will ensure that all teachers shall be certified as required by F.S. Section 1012 and the Federal No Child Left Behind Act and regulations. TCA will be a private employer and employment practices shall be nonsectarian and adhere to all guidelines as specified in F.S. Section 1000.05 or the Florida Educational Equality Act.

B) Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by the governing board.

TCA has not developed its personnel policies and procedures but upon approval the document will be developed by January, 2014 and the Board will provide approval by February, 2014. The personnel policies and procedures may include but will not be limited to sections on:

- Employee expectations
- Employment Policies including sections on:
 - Discrimination
 - Harassment
 - Disabilities
- Background Check
- Record Keeping
- Work Schedule
- Recruitment
- Wage and Salary Policies
- Performance
- Standard of Conduct
- Discipline Process
- Evaluation
- Termination and Discharge
- Safety
- Benefits

SECTION 13: STUDENT RECRUITMENT AND ENROLLMENT**A) Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might not have easy access to information on available educational options.**

As stated earlier TCA will be open to any students residing in Sarasota County or surrounding counties who would otherwise qualify to attend regular public school in Sarasota County. TCA has generated its current letters of intent from interested parents through community meetings, our website and networking. We currently have over 300 students comprising over 150 families which have expressed interest and intent to attend upon approval of the charter. A copy of the letter of intent is included as Appendix A. These Letters of Intent were used to help gauge support for TCA but are not a guarantee for enrollment. Pursuant to F.S. 1002.33, TCA will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted. The lottery process is outlined in Section 13C below.

That being said, we also know that we need to be actively advancing the name of TCA as well. After approval we may begin advertising on local radio and local newspapers, magazines and periodicals. We may also promote TCA during local holiday parades and community events. We have already begun and will continue to host informational meetings at local libraries to inform the community regarding TCA. Sarasota has many public libraries located throughout the county and by utilizing these localized hubs we believe we can reach a broader demographic in each Sarasota County submarket.

Our website (www.tcasarasota.com) also allows TCA to actively communicate with parents, allowing them the opportunity to view our mission, guiding principles, curriculum, and enrollment dates, along with any upcoming informational meetings. Another avenue for recruitment is local organizations that provide VPK. By building relationships with directors and distributing flyers, coupled with all the above listed strategies, we are confident that we can achieve full enrollment. If applications exceed capacity, a lottery will be held, after enrollment preferences have been met, to determine admission and a list will be maintained by grade level in order of the lottery results.

B) Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

TCA will advertise to all Sarasota County submarkets to ensure equal opportunities for all families utilizing, but not limited to, the following methods:

- Meetings at local libraries across Sarasota County
- Local radio stations
- Local newspapers, magazines and periodicals
- Local holiday parades and community events
- Internet
- Advertising at VPK programs throughout Sarasota County

We are confident we will achieve a racial/ethnic balance through our advertising practices and enrollment procedures. TCA shall not violate the anti-discrimination provisions of F.S. Section 1000.05, the Florida Education Equity Act, or the 1990 Florida Consent Decree. TCA shall guarantee that admissions policies will be nonsectarian and nondiscriminatory.

C) Describe the schools proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

TCA will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such a case, all applicants shall have an equal chance of being admitted through a random selection process or lottery. TCA may begin open enrollment in January 2014 with one registration/lottery period each year. The dates and times for the registration period shall be established by the Governing Board and shall end no later than March for the school year beginning the fall of the same year. The specific dates will be determined later and posted on our website. If enrollment exceeds capacity a lottery will be held after the enrollment period ends (specific date to be determined) following the guidelines listed below. If enrollment numbers are not met by the end of the enrollment period, TCA will give sufficient public notice and extend the application deadline through the start date of the upcoming school year. TCA shall comply with F.S. Section 1003.22 and other applicable statutes concerning school entry health examinations and immunizations (Application and registration packet will be developed upon approval).

Enrollment preference shall be given to the following student populations:

- Students of TCA employees.
- Students of the governing board of the TCA.
- Students who have siblings currently enrolled at TCA.

For the first year, students accepted in the Lottery will be sent Registration Packets prior to the beginning of school. The completed packets will need to be returned by a set deadline in order to hold the slot. In subsequent years, students will be asked to enroll for the following school year by the beginning of March. Lotteries for the following years will be held in mid-April.

Lottery and waiting list

Pursuant to F.S. 1002.33, TCA will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted. If a lottery is required after any registration or enrollment period, that lottery will be held in an open forum at the time and place listed in the registration materials and/or flyers and website. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Pre-enrolled students' names will be drawn until the available seats for that grade level are filled. The remaining students' names will be drawn and placed on an ordered waiting list in which their name was selected. Once all grades are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis.

Enrollment

TCA will follow the District's procedures for registering students. We will ask parents/guardians to state their address on the registration form and verify that they are residents of their stated county. We will require parents to provide two forms of address verification identification, such as a utility bill, a driver's license, or a lease. Unless the student is transferring from a public school in Florida, the child's original birth certificate must be presented at the time of registration. A copy will be made for the file.

In order to provide the District with the necessary data for state funding reporting and enrollment monitoring, TCA will use the District's student information system in accordance with District specifications.

All student records will be screened prior to the start of the school year. School officials will notify parents of the need for physical examinations and immunizations.

D) Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

TCA will require each parent and student to sign and accept the policies outlined in the Student and Parent Handbook. In addition, parents and students will sign a code of conduct agreement. The Student and Parent Handbook can be seen in Appendix F.

E) Explain any other efforts to encourage parental and community involvement, if applicable.

Parental involvement and volunteering during the school year will be highly encouraged but not required. TCA realizes that parental and community involvement are a vital part of the academic process and will strive to create policies and practices which advance the home-school relationship.

III. BUSINESS PLAN

SECTION 14: FACILITIES

A) Explain the school’s facility needs, including desired location, size, and layout of space.

TCA is carefully and thoughtfully pursuing several options which will continue to be explored for our facilities plan. In light of this, a school site has *NOT* been selected nor secured at this time. Therefore, we offer the following information regarding our facilities plans. We understand that this is simply a proposal and we do not have an expectation that the District will provide such a facility. We understand that we shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to 633.025. We also understand that we are not required to comply, but may comply, with State Requirements for Educational Facilities of the Florida Building Code adopted pursuant to F.S. Section 1013.37.

Our proposed population for our first year is 428 students. We will need space for approximately twenty-six classrooms along with 3 or 4 offices for administration. We will also need a large common area which can serve as a cafeteria or gym (if necessary in inclement weather). We also need area outside the building for use as a playground during recess and for P.E. We estimate we will need between 29,960 to 42,800 square feet of space to accommodate our needs. (These figures are based on the number of students multiplied by 70 to 100 sq. ft. – as outlined in by the National Resource Center on Charter School Finance and Governance).

TCA is currently partnering with Kevin Robbins, a local realtor, with Harry E Robbins Associates, who specializes in commercial, school, and church properties. He has found several possible locations which may suit our needs and/or give comparable price data. A list of the potential properties with lease figures is included in Appendix I. If a potential building will not meet all our classroom needs, modular classrooms may be added as needed for additional classroom space.

B) Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

Although the exact cost of our facility cannot be determined at this time we believe we have created an accurate assessment of the projected cost. The cost for our building was created through a comparative analysis of several available buildings in Sarasota which we believe may meet our needs. Our budget reflects this cost and will be enough to cover the lease. Potential sites and costs have been included below in Appendix I.

We understand that there may be substantial costs with renovating a building and will actively seek private funds and grants to ensure that we are prepared for this occurrence.

C) Explain the strategy and schedule that will be employed to secure an adequate facility.

Upon approval TCA will continue working with our realtor to secure an appropriate facility. We understand that start-up funds are critical to the acquisition of our facility, and upon approval will immediately begin applying for grants and implementing fundraising efforts to ensure the adequate funds. By May of 2014 we intend to have signed a lease for our building in order to have adequate time to make any necessary repairs or adjustments to the building, before opening in August of 2014. Once we have signed a lease and secured a building TCA will make sure that the District receives a copy lease agreement.

D) Describe the back-up facilities plan.

We will be pursuing several options during the course of the next year, and if at any time one of those options does not work out, we will work to ensure that the next option is available. Our realtor is confident that we will have several buildings to choose from, based on his research and extensive knowledge of the market in Sarasota. We have also contacted several local churches about leasing facilities if no other option is available to meet our needs on a short term basis.

E) Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

As demonstrated by our projected population in Section 2B, TCA intends to fully comply with the class size requirements found in F.S. Section 1003.03. The projected staff plan and budget allow for the appropriate ratio of students to teachers at all grade levels. We will ensure that our classrooms are appropriately sized for the number of students in each class.

TCA will adhere to class size requirements found in F.S. Section 1003.03(1) except as provided for in paragraph (2)(b):

- K-3 classrooms will not exceed 18
- 4-8 classrooms will not exceed 22
- 9-12 classrooms will not exceed 25

SECTION 15: TRANSPORTATION SERVICE

A) Describe the school’s plan for transportation, including any plans for contracting services. Your plan should discuss to the greatest extent possible, the issues relevant to the school’s transportation plans.

Section 1002.33(20)(c) states that a charter school can make an agreement with the district school board, a private provider, or parents. To ensure that transportation is not a barrier to attendance we will offer a carpool program. Our carpool program will adhere to all provisions found in F.S. Section 1006.22.

Our carpool program will be modeled after schools in the surrounding counties which are implementing similar plans. A list of schools utilizing a carpool program can be found below. TCA will utilize this model in order to offer transportation to as many students as possible while also maintaining financial responsibility. In many of these schools a parent volunteer heads up the program, plans routes and coordinates individual parents.

TCA will ensure that all students enrolled will be afforded transportation if required, including those students with disabilities. If need arises, TCA will contract with a private provider or utilize public transit to ensure that SWD’s will not be restricted because of transportation.

Schools in surrounding counties that do not offer busing and instead use carpooling.
(Manatee, Lee, Polk, Orange, Hillsborough, and Collier counties)

- | | |
|---|---|
| 1-Manatee Charter School | 22-Napford Charter School |
| 2-City of Palms Charter School | 23-Renaissance Charter at Chickasaw |
| 3-Coronado High School | 24-Sheeler High School-(use the public transit system). |
| 4-DJB Technical Academy | 25-Henderson Hammock Charter School |
| 5-Access Charter School | 26-Richard Montessori Academy |
| 6-Cornerstone Academy | 27-Seminole Heights Charter High School |
| 7-Cornerstone High | 28-Brooks DeBartolo Collegiate |
| 8-Hope Charter School | 29-Florida Autism Charter School of Excellence |
| 9-Innovations Middle School | 30-Kids Community College Elementary |
| 10-Kids Community College | 31-Kids Community College Middle |
| 11-Lake Eola Charter School | 32-Kids Community College Charter School Southeast |
| 12-Legacy High | 33-Kings Kids Academy |
| 13-Oakland Ave Charter School | 34-Tampa Charter School |
| 14-Montessori of Winter Garden | 35-Terrace Community School |
| 15-Orlando Science Elementary | 36-Trinity School for Children |
| 16-Orlando Science Middle | 37-Trinity Upper School |
| 17-Orlando Science High | 38-Village of Excellence |
| 18-Passport Charter School | 39- Winthrop Elementary Charter School |
| 19-Pinecrest Preparatory | 40-Winthrop Middle Charter School |
| 20-Princeton House | |
| 21-Chancey High- (use the public transit system). | |

41-WoodmontCharter School

42-Channelside Academy of Math and
Science Elementary

43-Channelside Academy of Math and
Science Middle

44-RCMA Wimauma Academy

45-RCMA Leadership Academy

46-Pepin Middle School

47-Pepin Transitional School

48-Learning Gate Community School

49-Learning Gate Middle School

50-Lutz Preparatory School

51-New Springs Elementary School

52-New Springs Middle School

53-Pepin Academy of Tampa

54-Pepin Elementary

55-Immokalee Community School

SECTION 16: FOOD SERVICE

A) Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

We intend to contract with Sarasota County Schools Food and Nutrition Service to provide food service. We understand that a portion of our student population will be eligible for free and reduced lunch and will work closely with FNS to meet the needs of these students. Upon approval we will contact the FNS to create a contract for the necessary food service.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

Please see 5 year budget along with a budgeted staffing plan attached and labeled as Appendix J. These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc): Even though the school expects to qualify for these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Please see balance sheet attached labeled Appendix K, and start up budget attached labeled Appendix K. Financing for start-up costs will be by a note payable provided by Gateway Bank. A letter confirming the agreement of Gateway Bank to provide such financing is attached also labeled Appendix K.

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. *The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

Narrative detail is provided for each line of the budget, included in the attached labeled Appendix L. The schedules referred to in the budget narrative follow:

Food Service Revenue

| | FY15 | | |
|--------------------------------|--|--|-------------------|
| | <u>Free</u> | <u>Reduced</u> | <u>Full Price</u> |
| Enrollment | 428 | 428 | 428 |
| Participation | 75% | 75% | 75% |
| Meals Served Per Day | 321 | 321 | 321 |
| Free & Reduced / Paid | 47% | 5% ▲ | 48% |
| Meals Served Per Day By Group | 151 | 16 | 154 |
| Days Per School Yea | 180 ▲ | 180 ▲ | 180 |
| Meals Served Per Year By Group | 27,157 | 2,889 | 27,734 |
| Price + Reim Per Meal | 1.52 | 1.72 | 1.78 |
| Revenue | 41,142 | 4,955 | 49,229 |

| | FY16 | | |
|--------------------------------|--|--|-------------------|
| | <u>Free</u> | <u>Reduced</u> | <u>Full Price</u> |
| Enrollment | 499 | 499 | 499 |
| Participation | 75% | 75% | 75% |
| Meals Served Per Day | 374 | 374 | 374 |
| Free & Reduced / Paid | 47% | 5% ▲ | 48% |
| Meals Served Per Day By Group | 176 | 19 | 180 |
| Days Per School Yea | 180 ▲ | 180 ▲ | 180 |
| Meals Served Per Year By Group | 31,662 | 3,368 | 32,335 |
| Price + Reim Per Meal | 3.03 | 3.03 | 1.95 |
| Revenue | 95,934 | 10,206 | 63,054 |

| | FY17 | | |
|--------------------------------|--|--|-------------------|
| | <u>Free</u> | <u>Reduced</u> | <u>Full Price</u> |
| Enrollment | 573 | 573 | 573 |
| Participation | 75% | 75% | 75% |
| Meals Served Per Day | 430 | 430 | 430 |
| Free & Reduced / Paid | 47% | 5% ▲ | 48% |
| Meals Served Per Day By Group | 202 | 21 | 206 |
| Days Per School Yea | 180 ▲ | 180 ▲ | 180 |
| Meals Served Per Year By Group | 36,357 | 3,868 | 37,130 |
| Price + Reim Per Meal | 3.03 | 3.03 | 1.95 |
| Revenue | 110,161 | 11,719 | 72,404 |

| | <u>FY18</u> | | |
|--------------------------------|---|---|-------------------|
| | <u>Free</u> | <u>Reduced</u> | <u>Full Price</u> |
| Enrollment | 620 | 620 | 620 |
| Participation | 75% | 75% | 75% |
| Meals Served Per Day | 465 | 465 | 465 |
| Free & Reduced / Paid | 47% | 5%  | 48% |
| Meals Served Per Day By Group | 219 | 23 | 223 |
| Days Per School Yea | 180  | 180  | 180 |
| Meals Served Per Year By Group | 39,339 | 4,185 | 40,176 |
| Price + Reim Per Meal | 3.03 | 3.03 | 1.95 |
| Revenue | <u>119,197</u> | <u>12,681</u> | <u>78,343</u> |

| | <u>FY19</u> | | |
|--------------------------------|---|---|-------------------|
| | <u>Free</u> | <u>Reduced</u> | <u>Full Price</u> |
| Enrollment | 667 | 667 | 667 |
| Participation | 75% | 75% | 75% |
| Meals Served Per Day | 500 | 500 | 500 |
| Free & Reduced / Paid | 47% | 5%  | 48% |
| Meals Served Per Day By Group | 235 | 25 | 240 |
| Days Per School Yea | 180  | 180  | 180 |
| Meals Served Per Year By Group | 42,321 | 4,502 | 43,222 |
| Price + Reim Per Meal | 3.03 | 3.03 | 1.95 |
| Revenue | <u>128,233</u> | <u>13,642</u> | <u>84,282</u> |

Computers and Software

| | <u>FY15</u> | <u>FY16</u> | <u>FY17</u> | <u>FY18</u> | <u>FY19</u> |
|-------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| New Teachers | 30.50 | 4.50 | 4.00 | 6.00 | 3.00 |
| Computers / Teacher | 2 | 2 | 2 | 2 | 2 |
| Unit Cost | <u>600</u> | <u>606</u> | <u>612</u> | <u>618</u> | <u>624</u> |
| Classroom Computers | <u>36,600</u> | <u>5,454</u> | <u>4,896</u> | <u>7,418</u> | <u>3,746</u> |
| Server | 5,000 | - | | | |
| Installation / Training | <u>1,000</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| General Infrastructure | <u>6,000</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Computers in Lab | 24 | | | | |
| Unit Cost | <u>600</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Computer Lab | <u>14,400</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Computers From Prior Year | - | - | 94 | 102 | 114 |
| Installation / Training | 600 | 606 | 612 | 618 | 624 |
| Refresh Factor | <u>20%</u> | <u>20%</u> | <u>20%</u> | <u>20%</u> | <u>20%</u> |
| Refresh | <u>-</u> | <u>-</u> | <u>11,507</u> | <u>12,611</u> | <u>14,235</u> |
| Computers | <u>57,000</u> | <u>5,454</u> | <u>16,403</u> | <u>20,029</u> | <u>17,982</u> |
| Software | <u>42,800</u> | <u>49,900</u> | <u>57,300</u> | <u>62,000</u> | <u>66,700</u> |
| Total Computers and Software | <u>99,800</u> | <u>55,354</u> | <u>73,703</u> | <u>82,029</u> | <u>84,682</u> |

These budgets reflect the collaborative effort of the school's founders and School Financial Services, a Florida firm which has worked with Florida charter schools since 2001. By this team effort, these budgets are the product of leveraging the knowledge of the school's vision, environment, and instructional model with the practical value of a decade of accounting and budgeting for charter schools.

The Florida Education Finance Program (FEFP) is the primary revenue source, and is based on the latest available Revenue Estimate Worksheet (as of FY14, 1st Calc) provided by the Florida Department of Education. As instructed by district staff, this worksheet was modified to provide ESE guarantee funding of \$1,679 per student instead of an amount varying according to FTE program. An increase of 1% per year in Years 4-5 is included in these budgets.

As detailed above, expenses also are increased by an inflation factor of 1% per year in Years 2-5. The net effect of providing for inflation for expenses a year earlier than revenues is that revenue inflation totals 3% and expense inflation totals 10% over the five (5) years budgeted.

The largest expenditure, of course, is instructional costs, with the largest portion of instructional costs being instructional salaries and benefits.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The School's governing board will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing board shall provide for a balanced general operating fund. The governing board shall review the School's financial statements monthly. It shall be the governing board's responsibility for ensuring retention of an independent auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations.

Should the school experience a financial emergency, the board will be responsible for the completion of a corrective action plan, and for monitoring that plan in order to ensure compliance.

The School's monthly financial statements will include a budget to actual comparison. Additionally, during the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board. The board will amend the budget as needed.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Please see budgeted cash flows attached labeled Appendix M. Cash flow projections exhibit clearly the positive cash flow the school expects to enjoy.

F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Our fundraising committee is comprised of three founding families. Their mission is to raise adequate funds primarily for the initial start-up year and creation of TCA. A Pledge Form was created and distributed to families who had expressed interest in the school along with grandparents, community members, etc. (See Appendix H for a copy of the Pledge Form). We currently have \$25,000 pledged, and while we know it is not enough, it is certainly a strong start. We view TCA as a partnership between the school and parents and as money is pledged toward the start-up of TCA we will continue to update our start-up budget and monthly cash flow statements, constantly informing the District of any changes. We expect any funds generated to be relatively small in comparison to FEFP, and will not allow fund-raising efforts to become

such a focus that the instruction of students is compromised. Similarly, no designated gift will be accepted without the approval of the Charter School Board.

Included in Appendix K is a loan proposal from Gateway Bank in the amount of \$100,000, and as we secure other funds, this loan may also be utilized to help with initial start-up costs.

TCA has been in communication with the Doug Poll Group which helps to set up and organize golf marathons. This unique approach to a golf tournament typically generates between \$30,000 and \$125,000 per event (see www.golfdougpollgroup.com). We will set our date for the tournament upon charter approval.

We understand that grants for charter school have now become competitive and due to this fact we intend to pursue as many grants as possible. Our fundraising committee will continue to research and apply for grants which prove to be beneficial.

Section 18: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The school will contract with School Financial Services of Bonifay, Florida to provide assistance in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between School Financial Services and the school has already been initiated, and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the experience and expertise School Financial Services brings to bear.

School Financial Services provides back office accounting services to over 50 charter schools in Florida. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on The Classical Academy specifically. The school will be working directly with Gary Scott, President of School Financial Services, and Keith Spence, Chief Operating Officer.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

School Financial Services uses Cougar Mountain Fund Accounting software, which is specifically designed for not-for-profits. Cougar Mountain has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least 7 different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

School Financial Services will prepare, on an annual basis, a budget in cooperation with the Principal. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the governing board for approval. Upon approval, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the school site, and a copy will be provided to the sponsor.

SFS, on behalf of the School, shall prepare monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (the “Red Book”).

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School’s non-profit status.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management’s description of SFS’s internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school’s independent auditor can reduce testing of transactions, thus reducing the cost of the school’s audit, and (2) The school can have confidence in the services provided by School Financial Services.

The internal control policy of the School shall be guided by the following broad principles:

- ❖ Responsibility will be clearly established.
- ❖ Adequate records will be maintained.
- ❖ Assets will be insured & inventoried and appropriate employees bonded.
- ❖ Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.
- ❖ The School will undergo regular and independent audits.

Specific internal controls include, but are not limited to:

- ❖ Only one primary operating bank account will be maintained by the school (others may be

- maintained for internal funds)
- ❖ The bank statement will be opened intact by the reconciler
- ❖ The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system
- ❖ Items outstanding for 180 days will be investigated
- ❖ All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited
- ❖ All checks received will be immediately stamped “For Deposit Only”
- ❖ Printed, pre-numbered receipts will be issued for all cash received whenever possible
- ❖ All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts)
- ❖ Checks require two signatures
- ❖ Checks will not be pre-signed under any circumstances
- ❖ Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity. The School may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget
- ❖ Appropriate documentation will be maintained for disbursements (invoice, contract, etc). All invoices will be reviewed and initialed for approval before a check is issued
- ❖ Employees will be paid only upon verification of employment by Charter School Board action
- ❖ Appropriate legal forms (W-4, I-9, etc) must be completed prior to employees being paid
- ❖ Investment activity will comply with 112.661, FS
- ❖ Property will be tagged
- ❖ Property will be inventoried at least annually
- ❖ Discrepancies in the property inventory will be investigated and reconciled
- ❖ Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action
- ❖ The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action
- ❖ Budget amendments will be approved as necessary
- ❖ Financial reports will be submitted to the sponsor as required by Charter and Rule
- ❖ School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times
- ❖ An annual audit will be conducted by an independent CPA (see below)
- ❖ Under no circumstances are school funds to be used for personal benefit or gain or administration or staff

A copy of a generic Accounting Manual is attached. This will provide a conceptual framework to understand the internal controls which will in place, but many of the specific limits and individual assignments must be determined by the governing board.

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School Board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- ❖ Balance Sheet
- ❖ Revenue and Expense Report
- ❖ Year-to-date comparison of budgeted vs. actual revenues and expenditures
- ❖ Notes to Accompany Financials, to include:
 - Actual enrollment at the time the statement is submitted
 - Projected enrollment for the current school year
 - Notes to the monthly financial statement to include other material information

During the first year of operations, beginning with the September financial statements, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the board as needed or as requested by the board.

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Providing further transparency, the Principal and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

C. Describe the method by which accounting records will be maintained.

In order to provide financial information that is comparable to that reported for other public schools, the school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

School Financial Services, Inc. is responsible for the financial management of the School, and uses Cougar Mountain Fund Accounting software, which is specifically designed for not-for-profits. Cougar Mountain has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

The documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

D. Describe how the school will store student and financial records.

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by 119 and 257, FS.

“Record” includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc, are all considered records.

Student records will be stored in secure, locked, fire-proof cabinets. Confidentiality of student information will be maintained; access will be controlled by a records custodian and limited to specific need and authority. Such access will be logged.

Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc., will be kept in secure, locked, fire-proof cabinets.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor’s requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of “A-” or better and financial size category of “IV” or better according to the latest edition of Best’s key rating guide published by AM Best Company.

Insurance coverage will be in procured and maintain coverage consistent with the Sponsor’s requirements for insurance and expected to be as follows.

1. Health

The school will provide health and other group insurances to employees in amounts competitive with other employers.

2. Worker's Compensation Insurance

Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease - each employee; and \$500,000 disease – policy limit.

3. Commercial General Liability Insurance

One million per occurrence/3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of \$1,000 per occurrence.

4. Property Coverage

Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.

5. School Leaders Errors and Omissions Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

Additionally, as needed, the school will establish the following coverages:

1. Fidelity Bonds

The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.

2. Automobile Liability Insurance

One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.

3. Builder's Risk Insurance

Insurance equal to the actual replacement cost for construction work.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.

A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

SECTION 19: ACTION PLAN

A) Present a projected timetable for the school's start-up, including but not limited to the following key activities.

TCA is currently in the process of selecting Board Members in accordance with the procedures found in Section 9E. Once Board members are selected the Governing Board will begin taking action according to the following timeline. The Governing Board will assume the primary role in accomplishing these steps and once the Principal is hired he/she will begin their duties as outlined in this application.

Action Plan Timetable

- | | |
|---|--------------------|
| • Selection of Governing Board | Current – Nov. |
| • Fundraising campaign continues | Current – Aug. '14 |
| • Create marketing plan and materials | Current – Oct. '13 |
| • Apply for non-profit status | Oct. '13 |
| • Begin developing charter contract with the District | Oct. – Dec. '13 |
| • Identify and secure facility | Oct. – Mar. '14 |
| • Begin advertising campaign | Oct. - Mar '14 |
| • Submit grant proposals | Oct. '13 |
| • Governing Board fingerprinting | Nov. '14 |
| • Governing Board training | Nov. – Jan. 14' |
| • Board approval of Bylaws | Dec. '13 |
| • Recruit and hire principal | Dec. - Feb. '14 |
| • Facility improvements if needed | Jan. – Aug. '14 |
| • Develop personnel handbook | Jan. '14 |
| • Open enrollment | Jan. - Mar. '14 |
| • Hire registrar to help with enrollment | Feb. '14 |
| • Recruit and hire teachers | Mar. – July '14 |
| • Lottery if needed | Mar. or Apr. '14 |
| • Order curriculum | June '14 |
| • Staff training | Aug. '14 |
| • School begins | Aug. '14 |
| • Create website | Done |
| • Develop student and parent handbook | Done |

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- B. High School Course Catalog**
- C. Research on Core Knowledge
“How Do We Know This Works?”**
- D. Core Knowledge Letter of Support for Common Core**
- E. Proposed Governing Board Bylaws**
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- K. Start-up Budget
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- L. Budget Narrative**
- M. Monthly Cash Flow**
- N. Letters of Support for TCA**

APPENDIX A

Letter of Intent for The Classical Academy

This letter is intended as a tool to gauge support from parents who are interested in sending their child(ren) to The Classical Academy whose proposed start date is Fall 2013.

The family below has expressed interest in having their children attend The Classical Academy

Child's Name _____ Grade level in Fall 2013 _____

Child's Name _____ Grade level in Fall 2013 _____

Child's Name _____ Grade level in Fall 2013 _____

Child's Name _____ Grade level in Fall 2013 _____

Parent/Guardian Name _____ Signature _____

Date _____

Contact Information

Name _____

Address _____

Phone (cell) _____

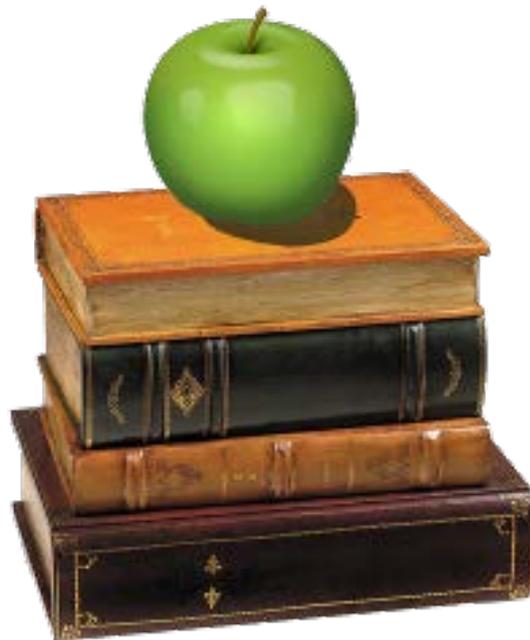
E-mail _____

This letter is not a binding commitment to attend nor does it place your student(s) on a waiting list or lottery list for The Classical Academy. Its sole purpose is to help in planning and preparation for the opening. Families will be contacted when Sarasota County has approved the charter.

APPENDIX B

THE CLASSICAL ACADEMY OF SARASOTA

HIGH SCHOOL COURSE CATALOG



TCA Mission

The mission of The Classical Academy of Sarasota is to provide an excellent K-12 education which develops the academic potential of each student through a rigorous, content-rich, classical liberal arts education while building in them a virtuous character.

TCA Vision

The Classical Academy aims to produce graduates who are exceptional American citizens and logical productive individuals, regardless of background, socio-economic status and ability, who will make a meaningful and lasting impact, not only upon the world around them but on future generations, helping return America to its founding principles.

| |
|--------------------------|
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CREDITS AND GRADES

PUPIL PROGRESSION AND AWARDING OF CREDIT

Students will be awarded credit in a course for which there are school board adopted performance standards when mastery has been demonstrated. 60% (D) is required to pass a course.

Students may be awarded half credit in a full credit course if the final average is failing (59% or below) and one of the two semester averages is passing (60% or above). Students should see their counselor to arrange a makeup of credit shortages. **If the student elects to repeat the entire course, a total of one credit is the maximum credit awarded.**

GRADE POINT AVERAGE COMPUTATION

The GPA is calculated at the end of the school year (the annual GPA). A cumulative GPA is calculated beginning with the end of the ninth grade year. A calculation is also made at the end of the first semester of the senior year. This cumulative GPA reflects all of the semester grades issued up to the time of the calculation. You must earn a minimum of a 2.0 GPA on a 4.0 scale to graduate. Some courses are weighted (given extra points); however the required 2.0 GPA is on an unweighted scale. Your Grade Point Average is very important for determining graduation and eligibility for special scholarship and extra-curricular activities such as sports. The GPA represents the number of quality points earned divided by the number of quality points attempted.

GRADES

The following guidelines are used in the construction and implementation of the grading system for all Sarasota high schools. Numeric grades will be reported along with the letter grades on the report card.

Please Note: The Bright Futures GPA calculation utilizes specific courses and a different formula.

| LETTER GRADE | DESCRIPTION | NUMBER RANGE | UNWEIGHTED | WEIGHTED |
|--------------|---------------|--------------|------------|-----------|
| A | EXCELLENT | 90 - 100 | 4 | 5 |
| B | ABOVE AVERAGE | 80 - 89 | 3 | 4 |
| C | AVERAGE | 70 - 79 | 2 | 3 |
| D | BELOW AVERAGE | 60 - 69 | 1 | 2 |
| F | FAILING | 0 - 59 | No Credit | No Credit |
| P | PASS | Credit | 0 | 0 |

WEIGHTED COURSE PROGRAM

Selected courses (Honors, Advanced Placement) may be offered as weighted courses. Weighted courses are provided as a challenge to the academically capable and hardworking student. These courses deal with skills and knowledge that are typically more sophisticated and advanced than

that of other courses. These courses will also provide more thorough preparation for advanced work to be taken in college or other further education.

The weighted points for such courses are:

Full credit A = 5; B = 4; C = 3; D = 2; F = 0 or

Half credit A = 2.5; B = 2; C = 1.5; D = 1 F = 0

Note: The Bright Futures Scholarship Program and some colleges or universities may not assign weighted credit to higher-level classes.

DISTRICT PROMOTION POLICY

Promotion to Tenth Grade Earn 5 credits

Promotion to Eleventh Grade Earn 11 credits, including 1 credit in English and 1 credit in mathematics.

Promotion to Twelfth Grade Earn 17 credits including 2 credits in English and 2 credits in mathematics.

GRADE FORGIVENESS POLICY

Students are eligible to replace a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course for those courses that are required for graduation. Forgiveness for elective courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently by retaking the same or comparable course or another course. Both final grades will appear on the student’s transcript, but only the higher of the two grades will be included in the calculation of the student’s grade point average.

ADVANCED PLACEMENT

Advanced placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. These courses provide factual knowledge and analytical skills necessary to deal critically with problems, content and historical development. Higher order thinking skills such as evaluating and analyzing and problem solving will be emphasized within the context of these courses. At the end of the course all enrollees compete on a nationally standardized subject area examination. Students who attain a score of 3 or higher (on a scale of 1-5) are deemed to have mastered the postsecondary (college) counterpart of the high school course. (This standardized test has no effect on a student’s high school grade in the course). Consequently, examinees may be awarded postsecondary credit based on their scores on the advanced placement examination by the institution they will attend after graduation. It is recommended that the student contact the college or university directly to determine if college credit will be awarded.

HONORS COURSES

Honors courses require students to meet more rigorous standards through a multi-discipline approach to content. These courses provide factual knowledge and analytical skills necessary to deal critically with problem, content and historical development. High

order thinking skills such as evaluating, analyzing and problem solving will be emphasized within the content of these courses.

SCHEDULING

- Students who intend to go to college or take post-high school training are advised to review the catalogs of the specific school they have chosen or of schools representative of the type they plan to attend. They should plan high school courses in accordance with the entrance requirements found in the catalogs published by the school. These materials are available in the guidance office or on the college websites.
- Careful attention should be given to meeting **REQUIREMENTS FOR GRADUATION**. It is the responsibility of the **student** to make sure they are fulfilling these requirements.
- Before courses are selected, a student should also be sure that:
 1. The courses meet the ENTRANCE REQUIREMENTS of the post-secondary institution he/she wishes to attend
 2. Any pre-requisites for the course have been met
 2. What kind of life style do you want to live? How do you plan to support yourself?
 3. What is your job or career goal for the next five to ten years?
 4. Do you plan to continue your education after high school or directly enter the work force?
 5. What kind job opportunities are available in the area where you plan to live?

In considering these points, share your ideas and concerns with your parents, counselor, teachers, friends, advisor, and anyone else who is involved in supporting your success.

COMMUNITY SERVICE

Students may earn a maximum of 1.0 elective credit for completion of non-paid voluntary service work at a non-profit agency in the Sarasota community. The grade awarded is passing (P). Students choosing this option must complete a minimum of 75 hours of service in order to earn the .5 credit and 150 hours of service for 1.0 credit. Credit may not be earned for service provided as a result of court action. Community service activities must be approved by a school representative prior to recording service hours. Volunteer opportunities can be found at www.ConnectingVolunteers.org. **Final hours must be turned in the school counselor in order to get credit on the transcript.**

DIPLOMA AND CERTIFICATE OF COMPLETION

Students completing high school may earn any one of the following diploma options:

- A standard diploma
- The 18 credit three (3) year college/career preparatory program.
- A certificate of completion will be awarded to students who:

- Have met all course, credit, and GPA requirements, but have not passed all required parts of the Florida Comprehensive Assessment Test (FCAT) & EOC's.
- Have past the appropriate state test required for graduation and met all course and credit requirements, but have not met the GPA requirement
- Students receiving a certificate of completion may still pursue a standard diploma through adult education, the GED, or other suitable alternatives

State Assessment Requirements: Students must earn passing scores on the Grade 10 FCAT 2.0 Reading or concordant scores on a standardized test (ACT or SAT); Students must earn a passing score or attain an equivalent score on end-of-course (EOC) assessments in order to earn course credit as indicated above.

GPA Requirement: Students must receive a minimum of a 2.0 on a 4.0 scale to be eligible for graduation; State scholarships and state universities have higher GPA standards.

Online Learning Requirement: At least one course within the 24 credits must be completed through online learning.

State University System (SUS) Admission Requirements: Students wanting to gain admission to competitive universities such as those in the SUS must complete the College Prep or College & Career Prep credit requirements (wherein all courses earned must satisfy admission requirements) and achieve GPA and entrance exam minimums as set forth by the university. To determine which courses meet SUS admission requirements, use the Comprehensive Course Table at:
https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

NCAA Eligibility for Division I and II College-Bound Athletes

Divisions I and II Initial-Eligibility Requirements

Core Courses

NCAA Division I requires 16 core courses. **NCAA Division II** currently requires 14 core courses.

Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.

NCAA Division I will require 10 core courses to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.

o *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.

Division II requires a minimum SAT score of 820 or an ACT sum score of 68.

only the critical reading and math sections. The writing section of the SAT is not used.

sum of the following four sections: English, mathematics, reading and science.

When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency.

Test scores that appear on transcripts will not be used.

Grade-Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

Division I students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.

Division I GPA required to receive athletics aid and practice **on or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).

Division I GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on www.eligibilitycenter.org).

The Division II core GPA requirement is a minimum of 2.000.

e courses only.

| Division I | | Division II | |
|------------|--|-------------|--|
| Years | 16 Core Courses | Years | 16 Core Courses (2013 and After) |
| 4 | English | 3 | English |
| 3 | Mathematics (Algebra I or higher) | 2 | Mathematics (Algebra I or higher) |
| 2 | Natural/Physical Science (1 year of lab if offered by high school) | 2 | Natural/Physical Science (1 year of lab if offered by high school). |
| 1 | Additional English, Mathematics or Natural/Physical Science | 3 | Additional English, Mathematics or Natural/Physical Science |
| 2 | Social Science | 2 | Social Science |
| 4 | Additional courses (from any area above, foreign language or comparative religion/philosophy). | 4 | Additional courses (from any area above, foreign language or comparative religion/philosophy). |

FOUR YEAR REQUIREMENTS

| | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | REQUIRED TO GRADUATE | |
|----------------------------|---------|----------|----------|----------|----------------------|--|
| English | 1 | 1 | 1 | 1 | 4 | Senior Thesis in 12 th Grade |
| Math | 1 | 1 | 1 | 1 | 4 | Algebra 1 required, Geometry, Algebra 2 |
| Science | 1 | 1 | 1 | | 3 | 2 must have labs, Biology, Chemistry or Physics |
| History | 1 | 1 | 1 | 1 | 4 | World History, US History, Civics, ½ credit in American Govt., and Economics |
| Fine Arts | 1 | | | | 1 | May be taken at any grade level |
| HOPE | 1 | | | | 1 | May be taken at any grade level |
| Semantics and Logic Honors | | | ½ | | ½ | May be taken junior or senior year |
| Ethics | | | | ½ | ½ | Taken during senior year |
| Other Electives | 2 | 2 | 2 | 2 | 8 | 2 or more may be taken in any grade level |
| Total | | | | | 26 | |

Students must also pass the Grade 10 FCAT Reading and Algebra 1 EOC to Graduate. Geometry and Biology EOC's will count as 30 % of a student's final grade. Students must complete one virtual course to fulfill graduation requirements.

THE ACCELERATED GRADUATION OPTION – Students and their families may select an accelerated graduation option by the end of their ninth grade year. The programs require that the student earn 18 credits in either College Preparatory Accelerated Graduation Option or the Career Preparatory Graduation Option, and students must complete all requirements in three years. These options do not apply to students entering Pine View School for the Gifted or students electing the International Baccalaureate Program at Riverview High School or district approved magnet programs with specific program requirements precluding completion in three years.

Prior to selecting an accelerated graduation option, the student and a parent must meet with school personnel to review all of the program requirements as well as learn about the advantages and disadvantages of each of the options. **The student must have achieved an FCAT level of three on reading achievement, math achievement, and a writing score of 3 on the most recent assessment taken by the student.** The student must submit to the high school principal and counselor a signed parental consent to enter the three-year accelerated graduation program. See a counselor for additional program requirements and conditions under which a student is required to return to the regular diploma requirements.

THE COLLEGE PREPARATORY ACCELERATED GRADUATION OPTION:

At least 6 of the 18 credits required for this program must be received in classes that are Dual Enrollment, Advanced Placement; International Baccalaureate, Advanced International Certificate of Education'; specifically listed or identified by the Florida Department of Education as rigorous pursuant to section 1009.53 (3) FS; or weighted by the School Board of Sarasota County.

| | Credits |
|--|----------|
| ENGLISH | 4 |
| Major concentration in composition and literature | |
| MATHEMATICS | 3 |
| Algebra 1 or higher level from the list of courses that qualify for state university admissions | |
| SCIENCE | 3 |
| Two of the three must have laboratory components | |
| SOCIAL STUDIES | 3 |
| World History (1 credit) | |
| American History (1 credit) | |
| Economics (.5 credit) | |
| American Government (.5 credit) | |
| FOREIGN LANGUAGE | 2 |
| Two credits in the same language unless the student is a native speaker of and can otherwise d | |
| Demonstrate competency in a language other than English. If the student demonstrates | |
| Competency in another language, the student may replace the language requirements with 2 credits | |
| in other academic courses that count for admission to the State University System | |
| ELECTIVES | 3 |
| Three courses that count as electives for the State University System | |

| TOTAL CREDITS | | 18 |
|--|---------|-----------|
| <p>THE CAREER PREPARATORY ACCELERATED GRADUATION OPTION requires students to earn specific credits in a career technical education program or career education program. The requirements of this graduation program are designed to prepare students for entrance into technical school or community college for career preparation or for entrance into the workforce.</p> | | |
| | Credits | |
| ENGLISH | | 4 |
| Major concentration in composition and literature | | |
| MATHEMATICS | | 3 |
| Algebra 1 or higher level from the list of courses that qualify for State University admissions | | |
| SCIENCE | | 3 |
| Two of the three must have laboratory components | | |
| SOCIAL STUDIES | | 3 |
| World History (1 credit) | | |
| American History (1 credit) | | |
| Economics (.5 credit) | | |
| American Government (.5 credit) | | |
| CAREER/TECHNICAL EDUCATION | | 3 |
| Three credits in a single technical or career education program, three credits in career and technical certificate | | |
| Dual enrollment courses, or five credits in vocational or career education courses | | |
| ELECTIVES | | 2 |
| Two credits in electives unless five credits are earned in the career technical area | | |
| TOTAL CREDITS | | 18 |

FLORIDA’S BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program awards scholarships to any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three years of high school graduation. There are three Florida Bright Futures Scholarships: Florida Academic Scholarship, Florida Medallion Scholarship and the Career Technical Education Gold Seal Scholarship. Students can qualify for only one scholarship and must meet certain requirements.

The general requirements are:

Florida residency

Standard high school diploma with GPA requirement

Accepted and enrolled in an eligible Florida public/private post-secondary school

Enrolled for at least six semester credit hours during senior year

Participate in community service

Applied for the scholarship and FAFSA before graduation

Qualifying scores on the SAT or ACT as set by Florida legislature

For more information regarding Bright Futures requirements, please visit the website at www.firn.edu/doe/brfuture.

The requirements for the Florida Bright Futures Scholarship program are subject to change at any time.

For current specific criteria students and parents can access detailed information regarding the Bright Futures Program in the district guidance publications, **Pathways** and **Scholarship** Information link. . These can be accessed on the Sarasota County Schools’ website by following these 3 easy steps:

- 1) Go to <http://www.sarasotacountyschools.net>
- 2) Click on the “students” tab at the top of the page
- 3) Click on the “Pathways” or “Scholarship ” link

recognize assumptions underlying various rhetorical strategies. Through reading, discussion, writing, and listening, students engage literary texts through the resources of language, including literary devices. This course prepares students to take the national Advanced Placement exam which many colleges use to award college credits.

SEMANTICS AND LOGIC HONORS 1004300 .5 credit

Pre-requisite(s): English I and II

The purpose of this course is to enable students to acquire knowledge of the principles of semantics and logic and apply them through integrated educational experiences in the language arts strands.

JOURNALISM I 1006300 1.0 credit

Pre-requisite(s): None

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content includes instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic productions may be included as connected to workshop experiences.

JOURNALISM II 1006310 1.0 credit

Pre-requisite(s): Journalism I

This course builds upon foundational aspects of journalism and workshop experiences in journalistic production. The content includes instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic productions may be included as connected to workshop experience.

SPEECH I 1007300 1.0 credit

Pre-requisite(s): No Prerequisite

This course provides instruction in the fundamentals of formal and informal oral communication. Major instructional areas include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of the audience, and techniques of public speaking.

SPEECH II 1007310 1.0 credit

Pre-requisites(s): Speech 1

TRIGONOMETRY**1211300****.5 credit**

Pre-requisite(s): Algebra II and Geometry

This course integrates statistical and algebraic concepts, and previews calculus in work with functions and intuitive notions of limit. Students will plot functions, analyze data and simulate experiments. Units covered include: Making sense of Data; Functions and Models; Transformations of functions and Data; Power, exponential, and Logarithmic Functions; Trigonometric Functions, Graphs of Circular Functions

ADVANCED PLACEMENT CALCULUS**1202300****1.0 credit**

Pre-requisite(s): Pre-Calculus

This course is designed to help prepare college-bound students for higher levels of mathematics and courses in engineering, and to provide a mathematical model for interpreting the world around us. The content will include elementary functions, limits and continuity, derivatives, differentiation, applications of the derivatives and integrals, antiderivatives, and definite integrals. Calculators and computers will serve as instructional tools in concept development.

INTENSIVE MATH**1200400****1.0 credit**

Pre-requisite(s): None

The purpose of this course is to reinforce problem-solving, communication, and reasoning skills, as well as content remediation on the Florida Comprehensive Assessment Test (FCAT). This elective course is also designed to **support** the student's success in satisfying the high school math graduation requirements. Students will have access to calculators and computers; classroom activities will be student centered; and evaluation will include alternative methods of assessment. **THIS COURSE IS AN ELECTIVE AND WILL NOT FULFILL GRADUATION REQUIREMENTS FOR MATH.**

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

US HISTORY HONORS 2100320 1.0 credit

Pre-requisite(s): None

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

AP US HISTORY 2100330 1.0 credit

Pre-requisite(s): None

The purpose of this course is to trace the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

AMERICAN GOVERNMENT 2106310 .5 credit

Pre-requisite(s): None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

AP UNITED STATES GOVERNMENT/POLITICS 2106420 .5 credit

Pre-requisite(s): None

The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

CIVICS 2106330 1.0 credit

Pre-requisite(s): None

The primary content for this course pertains to the principles, functions, and organization of the American government and political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in the political system. Content should include, but is not limited to, the American

LAW STUDIES

2106350

.5 credit

Pre-requisite(s): None

The purpose of this course is to provide students an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitution.

Science

Three (3) credits are required for graduation.

PHYSICAL SCIENCE **2003310** **1.0 credit**

Pre-requisite(s): None

The purpose of this course is to provide opportunities to study the concepts of basic chemistry, physics and earth science. The content will include, but is not limited to the following: the nature of science, structure of the atom, structure and properties of matter, chemical reactions, entropy and conservation of matter, interactions of energy and matter, the universe and planet Earth. Laboratory activities are an integral part of this course.

BIOLOGY I **2000310** **1.0 credit**

Pre-requisite(s): None

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course.

BIOLOGY I HONORS **2000320** **1.0 credit**

Pre-requisite(s): None

This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Laboratory investigations will include the use of the scientific method, measurement, observations, predictions, reasoning and problem solving skills. Preserved animal studies may be a part of this course.

CHEMISTRY I **2003340** **1.0 credit**

Pre-requisites(s): Algebra I

This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

CHEMISTRY I HONORS **2003350** **1.0 credit**

Pre-requisite(s): Algebra I

This advanced course involves the study of the composition, properties and changes of matter, atomic structure, the periodic table, bonding, gas laws, energy and order, reaction rates and equilibrium, solutions, nuclear, electric, and organic chemistry. Selected laboratory activities include the use of the scientific method, measurement, laboratory apparatus, and safety.

MARINE SCIENCE I **2002500** **1.0 credit**

Pre-requisite(s): Biology I or Biology I Honors

The purpose of this course is to provide an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

PHYSICS I **2003380** **1.0 credit**

Pre-requisite(s): Algebra I (recommended grade of C or higher)

This course includes laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The content includes ways help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

PHYSICS I HONORS **2003390** **1.0 credit**

Pre-requisite(s): Algebra II or Algebra II Honors

This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.

AP BIOLOGY **2000340** **1.0 credit**

Pre-requisite(s): Biology I Honors and Algebra II

This college-level course seeks to prepare the student for credit and/or appropriate placement in college biology courses. The content includes molecular and cellular biology, organismal, and populational biology. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of this course.

AP CHEMISTRY**2003370****1.0**

Pre-requisite(s): Chemistry I or Honors, or Chemistry II and Algebra II or Honors

This college-level course in chemistry seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

Anatomy and Physiology**2000350****1.0 credit**

Pre-requisite(s): Biology I or Honors. Recommended C or higher in Biology

This course provides exploratory activities in the structure and function of the components of the human body. The content includes anatomical terminology, cellular biology, histology, homeostasis, immune response, organization and interrelatedness of major body systems, sensory function, and human disorders. Laboratory investigations focus on the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

World Languages

LATIN I**0706300****1.0 credit**

Pre-requisite(s): None

The purpose of this course is to introduce students to fundamental Latin vocabulary and grammar and to classical culture. The content includes communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student's own language and culture and influence of the Latin language and classical culture in modern society.

LATIN II**0706310****1.0 credit**

Pre-requisite(s): Latin I

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

LATIN III HONORS**0706320****1.0 credit**

Pre-requisite(s): Latin II

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

LATIN IV HONORS**0706330****1.0 credit**

Pre-requisite(s): Latin III

Latin 4 expands the skills acquired by students in Latin 3. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in

Performing Arts

One credit is required for graduation.

| | | |
|-----------------|----------------|-------------------|
| BAND I | 1302300 | 1.0 credit |
| BAND II | 1302310 | 1.0 credit |
| BAND III | 1302320 | 1.0 credit |

Prerequisite(s): Band I -- previous experience playing a band instrument or Teacher Recommendation;

Band II, III – previous course or teacher recommendation.

This purpose of these courses is to enable students to develop technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading and ear training. Students will analyze performances, and understand and apply skills in improvisation, composition, and arranging. Students will understand the elements and characteristics of music, and the role and influence of instrumental music and musicians. They will explore connections between music and other subject areas, and demonstrate responsible participation in music activities. These courses require students to participate in extra rehearsals and performances beyond the school day.

| | | |
|-------------------|----------------|-------------------|
| CHORUS I | 1303300 | 1.0 credit |
| CHORUS II | 1303310 | 1.0 credit |
| CHORUS III | 1303320 | 1.0 credit |

Prerequisite(s): Chorus I – none; Chorus II, III-- previous course or Teacher Recommendation

The purpose of these courses is to enable students to develop individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive signing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and others performances and understand the role and influence of choral music and musicians. Connections between music and other subject areas will be made. Responsible participation in music activities is emphasized. This course requires students to participate in extra rehearsals and performances beyond the school day.

| | | |
|------------------|----------------|-------------------|
| THEATRE I | 0400310 | 1.0 credit |
|------------------|----------------|-------------------|

Pre-requisite(s): None

This course is designed for students with little or no theatre experience, and promotes enjoyment

and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Technology

INTRO TO INFORMATION TECHNOLOGY

8207310**1.0 credit**

Pre-requisite(s): None

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; and emerging technologies and web page design.

WEB DESIGN I

8207110**1.0 credit**

Pre-requisite(s): Any introductory computer course

This course is designed to provide a basic overview of the Internet, Intranet, and WWW. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design.

APPENDIX C Research for Core Knowledge

How Do We Know This Works?

An Overview of Research on Core Knowledge (January 2004)

Teachers, principals and parents often ask, “How do we know Core Knowledge works? Is there any evidence for its effectiveness?” This article is meant to answer those questions by providing a brief overview of some of the most recent and most relevant research.

We have divided this overview into two sections. The first section treats direct evidence; the second looks at indirect evidence. By direct evidence we mean research on Core Knowledge schools — research showing that Core Knowledge can help lift student scores and close the gap between the more and less disadvantaged students. By indirect evidence, we mean other studies that confirm the validity of the central ideas behind Core Knowledge, for example, studies that show that the possession of cultural literacy is strongly correlated with academic and economic success, and studies that show that nations with core curricula tend to outperform nations that lack such core curricula on international tests.

Part I: Direct Evidence

Studies of the effects of implementation of Core Knowledge in American schools have generally been very favorable. A growing body of evidence suggests that Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

A. The Oklahoma City Study

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. Oklahoma City Public Schools (OCPS) is an urban district with 67 elementary schools. The ethnic make-up of the district is 39% African-American, 36% European-American, 18% Hispanic, 5% Asian American and 2% Native American. At the time when the studies were done, about half of the district’s elementary schools were using the Core Knowledge curriculum.

Researchers began by determining which students in Oklahoma City were being taught the Core Knowledge curriculum and which were not. Next, they used a computer to randomly match students in Core Knowledge classrooms with similar students in non-Core Knowledge schools. The computer matched students with the same characteristics on seven variables: grade level, sex, race/ethnicity, free-lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically

indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not.

Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post virtually identical average scores at the end of the school year. In fact, however, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.”

The initial study looked at ITBS results for the 1998-1999 school years. The researchers had hoped to follow up by looking at ITBS results for the 1999-2000 school years, but the district decided not to use the ITBS at the conclusion of the school year, making it impossible to compare before and after results for 1999-2000.

The researchers therefore decided to examine the ITBS results for a previous academic year, 1997-1998. Again students were randomly matched according to the seven variables listed above, and again the Core Knowledge students were found to have outperformed their peers in almost all categories on the ITBS.

Core Knowledge students achieved “significant” or “highly significant” advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0).

It is significant that Core Knowledge students posted especially strong scores in reading vocabulary during both of the years examined. Vocabulary is a particularly important area, since it is the single best predictor of academic achievement, and an area in which the gap between ethnic and racial groups has proved to be especially difficult to overcome.

In addition to the ITBS, the Oklahoma researchers also looked at students’ performance on the Oklahoma Criterion-Referenced Tests (CRTs). Researchers chose to focus on reading and social studies, two areas where students had shown highly significant gains on the ITBS. Students were matched according to the seven variables, as before.

The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

These last findings are interesting because they show that Core Knowledge can improve student performance, not only on norm-based tests like the ITBS but also on criterion-based tests like the Oklahoma CRTs — even when those tests are not based on the Core Knowledge curriculum.

This finding might seem hard to accept at first. One might think that the best way to prepare students to meet state standards would be to discard all other standards, thus leaving no distractions. But the Oklahoma results indicate that schools can actually improve students' performance on state tests by combining the Core Knowledge curriculum with their state standards. A simple example can show why this can be an effective tactic.

One of the Oklahoma CRT standards asked students to recognize central personalities and important events of the Civil War. The Core Knowledge Sequence also covers the Civil War, but it provides more specific guidance: it identifies some of the central personalities (Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, Jefferson Davis) and some of the most important events (shelling of Fort Sumter, Battles of Bull Run, Gettysburg, and Antietam, the Emancipation Proclamation, Gettysburg Address, surrender at Appomattox). The Foundation also offers books and lesson plans on these topics. In other words, the Core Knowledge Sequence and its supporting materials can help flesh out the state standards and boost academic achievement.

Standardized tests are important, but they are not the only measures of academic success. The Oklahoma City study also looked at teacher satisfaction with Core Knowledge. Teachers were asked if they were satisfied with Core Knowledge's impact on students' learning. 135 said they were satisfied, 51 said they were somewhat satisfied, 32 had no opinion, and one checked "somewhat dissatisfied." None of the more than 200 teachers polled reported "strong dissatisfaction." What's more, the extent of teacher's satisfaction was found to increase with time: the longer a teacher taught Core Knowledge, the more likely that teacher was to report strong satisfaction.

Teachers also reported that the Core Knowledge curriculum increased students' enthusiasm for learning. 150 teachers were satisfied on this point, 46 somewhat satisfied, and 24 had no opinion. None of the 220 teachers questioned indicated even mild dissatisfaction on this point.

B. The Johns Hopkins Studies

During the late 1990s researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge's impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly.

An early Johns Hopkins study looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was really implementing Core Knowledge.

The researchers then tracked scores on two tests over a five-year period. The two tests used were the Comprehensive Test of Basic Skills, fourth edition (CTBS/4) and the Maryland state test, the MSPAP. Results on MSPAP were mixed and inconclusive, but the researchers found that schools that had achieved at least a moderate level of Core Knowledge implementation had

better CTBS/4 scores, especially in reading comprehension. The school with the most consistent and impressive gains in reading comprehension was the school with the greatest level of observed Core Knowledge implementation. The most disappointing final numbers were posted by a school that had abandoned Core Knowledge midway through the study. The full report can be read online at <http://www.csos.jhu.edu/crespar/techReports/Report50.pdf>.

Another Johns Hopkins study widened the focus to look at Core Knowledge schools across the country. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district.

Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. Researchers also surveyed teachers to assess the extent of Core Knowledge implementation. The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant.

However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.

The researchers also created Core Knowledge Achievement Tests in science, language arts, and history and geography. Not surprisingly, students in Core Knowledge schools did better on these tests than students in the “comparison” schools where Core Knowledge was not being taught.

This might be seen as too obvious to deserve comment, but in fact these results are important for several reasons. For one thing, they show that students retained much of the Core Knowledge content they were taught, and were able to learn this information without losing ground on other academic indicators, like the CTBS/4 tests.

Moreover, since the content taught in Core Knowledge schools is carefully chosen and designed to be cumulative, what students learned is predicted (by E. D. Hirsch, Jr.) to enhance students' vocabulary, reading skill, and learning ability in later grades.

The Core Knowledge Achievement tests were given to all third and fifth graders in the study. Each test had 20 multiple-choice questions; the history and geography test also had one item requiring a written answer. Statistically significant, “educationally meaningful,” achievement

gain was found in every subject for both cohorts tested—and once again the largest gains were posted by the most dedicated implementers.

In short, when scores were analyzed according to the degree of implementation attained at each school, the data showed academic improvement was accelerated at sites that were implementing strongly. The researchers commented, “The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge.”

The study also analyzed the impact Core Knowledge has on student engagement. Researchers made three preliminary observations:

- First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the “highly effective” range.
- Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed “highly implementing” and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers.
- Third, the data suggested that “students find Core content stimulating.” Researchers noted that this finding “would contradict any assertion that students are ‘turned off’ in schools that strongly implement Core Knowledge.”

Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core Knowledge does:

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners— adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Beyond these, the study identified some unexpected benefits:

- Core Knowledge created coordination in the curriculum.
- Implementing Core Knowledge improved the professional lives of teachers. “Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding.”
- Implementing Core Knowledge led to increased teacher collaboration. Such “genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education,” the researchers note.

- Core Knowledge enriched students' classroom experience. “Teachers reported that it was not just certain students who were excited by Core, but all students.... The benefits are great for teaching those children who would normally not be exposed to such subjects at home.”
- Core Knowledge challenged conventional assumptions about student ability. “Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students' starting points were — low achieving, average or high achieving — they were able to grasp and gain from learning the Core material.” One teacher commented: “They may be six-year-olds, but they can grasp a lot more knowledge than we thought before we started this.”
- Students built on what they learned previously in Core Knowledge. “Teachers find that in fact students make connections to Core topics they learned in previous grades.... Students make lasting academic connections because of the integration of the curriculum and [its] spiraling structure.”
- Core Knowledge increased students' interest in reading. Teachers report that “students are learning to read bigger words sooner. There's an interest to read and to learn.” At a number of schools, “educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge.”
- Core Knowledge increased parent satisfaction. “Parents are thrilled, thrilled, thrilled,” according to one teacher, another of whom said, “Our parents are elated with the results of Core.”

Researchers found “no obvious negative outcomes for students.” However, they did note that implementing the program makes heavy demands on teachers, especially during the first year of implementation. In addition, almost every teacher interviewed reported difficulty in finding age-appropriate materials for various units.

Furthermore, the study observed that implementation of Core Knowledge can be impeded if teachers do not have time for group planning and cooperation, if the school lacks money for resources, or if state standards are perceived as more important than Core Knowledge topics. The full report is available online, [here](#).

C. Core Knowledge Schools in Colorado

One of the states in which the Core Knowledge idea has caught on is Colorado. There are currently more than 50 schools using Core Knowledge in the state. The following chart shows that Core Knowledge schools are doing quite well on the state's CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above the state average. This is additional evidence that implementation of Core Knowledge can go hand-in-hand with success on state exams.

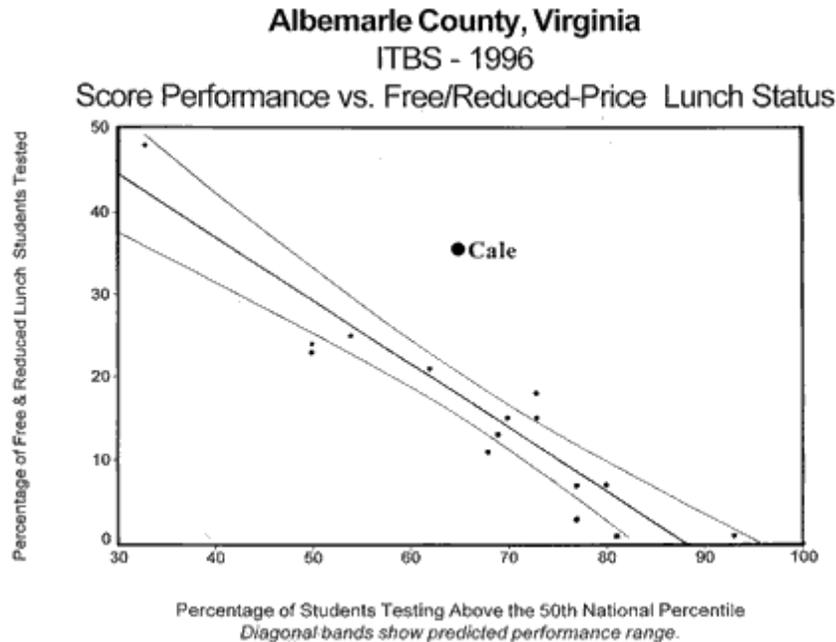
Percentage of schools . . .

| | Number of Schools | Above State Average | At least 10% points above State Average | At least 20% points Above State Average | At least 30% point Above State Average |
|------------------|-------------------------|---------------------------|--|--|---|
| 3rd Grade | | | | | |
| Reading | 41 | 80% | 63% | 32% | 0% |
| Writing | 41 | 80% | 66% | 54% | 24% |
| 4th Grade | | | | | |
| Reading | 41 | 78% | 71% | 46% | 17% |
| Writing | 41 | 80% | 59% | 44% | 24% |
| 5th Grade | | | | | |
| Math | 42 | 76% | 64% | 55% | 26% |
| Reading | 42 | 88% | 64% | 43% | 21% |
| Writing | 42 | 79% | 55% | 50% | 33% |
| 6th Grade | | | | | |
| Math | 37 | 84% | 68% | 46% | 24% |
| Reading | 36 | 81% | 64% | 39% | 11% |
| Writing | 36 | 81% | 67% | 42% | 25% |
| 7th Grade | | | | | |
| Math | 31 | 81% | 61% | 36% | 29% |
| Reading | 31 | 84% | 65% | 39% | 16% |
| Writing | 32 | 78% | 66% | 38% | 22% |
| 8th Grade | | | | | |
| Math | 29 | 69% | 55% | 48% | 24% |
| Reading | 29 | 79% | 66% | 38% | 10% |
| Writing | 29 | 69% | 52% | 41% | 21% |
| Science | 29 | 79% | 62% | 45% | 14% |

For more details on Core Knowledge schools in Colorado, visit the website maintained by National Core Knowledge Coordinator for Colorado, Holly Hensey, www.ckcolorado.org.

D. Some Individual Schools

Cale Elementary School (Charlottesville, VA), a public school where 34% of students get free or reduced-price lunches, significantly outperformed local schools with a similar demographic profile after it adopted Core Knowledge. In the graph below, the diagonal lines represent the best prediction of the percentage of low-income students who would score above the 50th national percentile on standardized tests (in this case the Iowa Test of Basic Skills). The dots on the graph show that while most of the district's elementary schools performed within their predicted range, Cale Elementary performed significantly above what would be predicted by the socioeconomic composition of its students.



Cale's principal commented on his schools achievements: "Since we implemented Core Knowledge, our scores for all students have consistently gone up, especially in social studies, science, and math. The scores surprise us because they constantly go up. We are scoring well above the national norms in social studies, above the 75th percentile. That is very good for our diverse population. These are not all middle-class kids. Half of our students taking the Iowa Test of Basic Skills each year come from low-income homes. Our scores defy what you might expect."

Hawthorne Elementary (San Antonio, Texas), has led its mostly Hispanic student body to increased cultural literacy and improved reading skills. Hawthorne is an urban school where 28% of the students have limited English proficiency and 96% receive free or reduced-price lunches. A study published in the *Journal of Education for Students Placed at Risk* examined how students at Hawthorne compared to students in the other 65 elementary schools in the San Antonio Independent School District on the Reading Performance section of the Texas Assessment of Academic Skills (TAAS). The JESPAR study includes the following graph, which illustrates that, while district reading performance is generally consistent across grade levels, with a student pass rate of about 55%, Hawthorne's results show a steep increase in the reading pass rate at consecutive grade levels. At grade 3, Hawthorne's pass rate of 34% is well below that of the district. By grade 5, however, Hawthorne's 67% pass rate far exceeds the district's 56% pass rate.

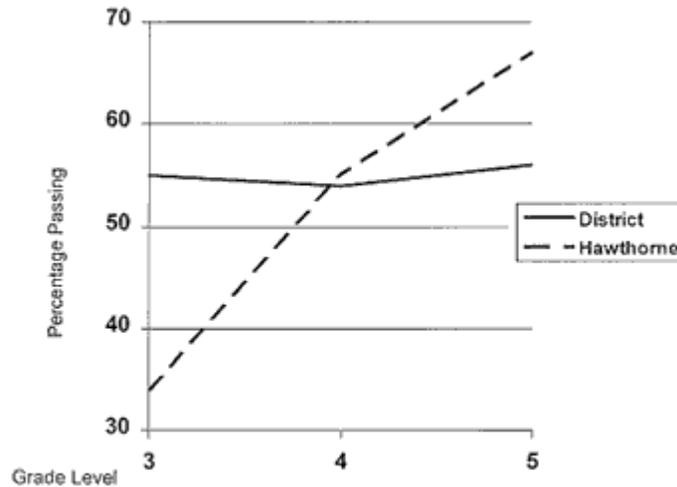


Figure 1: Texas Assessment of Academic Skills Reading Performance.

The authors of the JESPAR study concluded that the carefully sequenced Core Knowledge curriculum does appear to increase achievement at successive grade levels, and also has the potential to help disadvantaged students overcome their disadvantages and achieve academic proficiency.

Three Oaks Elementary (Fort Meyers, FL), a mixed blue-collar/white-collar suburban school with a minority population of 18%, where 40% of students receive free or reduced-price lunch, also made impressive progress after implementing Core Knowledge. In an analysis comparing test scores from Three Oaks and a control school with approximately the same demographic mix, Three Oaks, after using Core Knowledge for three years, reported higher scores than the control school in every category tested. The test used was the California Test of Basic Skills (CTBS). The standard deviation—measuring the spread of scores, from the highest to the lowest—also narrowed by 32 points, indicating that Three Oaks and Core Knowledge had succeeded in lifting low achievers up toward the mean.

Part II: Indirect Evidence

A. Cultural Literacy and Success in Grade School

In addition to test results in Core Knowledge schools, research has shown that students with more cultural literacy tend to do better in school. Georgia Kosmoski and her research team looked at the relationship between cultural literacy and academic achievement.

They gave the Cultural Literacy Assessment Test (CLAT), a 75-item test of cultural literacy to 611 fifth graders and compared results on the CLAT with scores on the Comprehensive Test of Basic Skills (CTBS). The researchers found a significant positive correlation between cultural literacy and each area of academic achievement for all ethnic and socioeconomic subgroups studied. Whether the students were white, African-American, or Hispanic, the students who scored high in cultural literacy also tended to score high in academic achievement. The results

of the experiments are discussed in an article in *The Journal of Experimental Education*, listed in the bibliography below.

B. Cultural Literacy and Success in College

Studies conducted by Joseph F. Pentony of the University of St. Thomas indicate that cultural literacy also correlates with success in many college classes. In a 1992 article published in *Educational and Psychological Measurement*, Pentony reported that he had given the Cultural Literacy Test (CLT), a 115-item test developed by the Core Knowledge Foundation in the late 1980s, to 150 first-year English students at the University of Saint Thomas. Pentony found that the total scale score for the CLT “correlated significantly” with grades in English courses and with Verbal SAT scores but not with certain other measures of academic success. On the basis of these findings, Pentony was cautiously optimistic about E.D. Hirsch’s theory of cultural literacy, suggesting that the lack of cultural literacy might indeed be disabling in some settings and the possession of cultural literacy might be enabling in others. But Pentony concluded that more research was needed, particularly at the community college level.

Pentony published a second article on the subject in 1996, in *Psychological Reports*. This time Pentony gave the CLT test to 150 students at an urban community college. He found that “scores on the CLT correlated significantly with both over-all GPAs and with grades in Freshman English,” as well as with scores on the Texas Academic Skills Program. In his closing paragraphs, Pentony again stressed the need for more testing.

A third article appeared in 1997, in *Adult Basic Education*. After giving the test to 200 students at a large research university, Pentony found that scores on the CLT correlated significantly with GPA, Verbal SAT scores, Math SAT scores, and grades in a whole list of courses, including freshman English, first-semester history, government, general psychology, and freshman math. Of the students who scored below 70 on the CLT, only 24% were able to earn a B or better in first-semester freshman English. By contrast, students who scored higher than 70 on the CLT had a 63% chance of earning a B or better. Pentony noted that the results obtained by this study were “generally stronger” than the results from previous studies.” He concluded: “There is considerable evidence that the construct of cultural literacy is valid.”

In 2001 Pentony and two associates reported the results of a fourth study in *The Community College Journal of Research and Practice*. This study boasted a larger sample group than all of the previous studies put together — 1,343 students from three different community colleges. The results, however, were quite similar. Scores on the CLT “correlated significantly” with GPA, as well as grades in first-semester freshman English courses, history courses, and government courses.

Both Kosmoski and Pentony noted that the correlations they observed do not prove causation. In other words, the fact that students with more cultural literacy were found to do better in grade school, on college admissions tests, and in many college classes does not prove that they excel because they have more cultural literacy. This is true. However, when multiple correlations come from a variety of different studies, the possibility that there is a causal relationship is

greatly strengthened, particularly when, as in this case, the causal relation is well grounded in theory.

C. Knowledge and Power

“Knowledge is power,” the English philosopher Francis Bacon declared 400 years ago. But is that still true in modern America? Researchers Thomas G. Sticht, Richard Hofstetter, and Carolyn G. Hofstetter, decided to find out. They conducted telephone interviews with hundreds of adults in the San Diego area. Participants were asked a series of questions about their income, occupation, and level of political activity, then another series of questions designed to assess their content knowledge, or cultural literacy.

The investigators found that there were correlations between content knowledge and all three indicators of power examined — occupation, income, and level of political activity. This was true even when age, education, and ethnicity were controlled for. In other words, regardless of one’s age, race, or level of education, possession of large “banks” of declarative knowledge is associated with achieving a position of power in American society.

Perhaps the most startling finding involved median household incomes for those posting high, middle, and low scores on the cultural literacy tests used. Those who posted high scores had a median income of \$65,000, those posting middling scores had a median income of \$39,000, and those posting low scores had a median income of \$26,000.

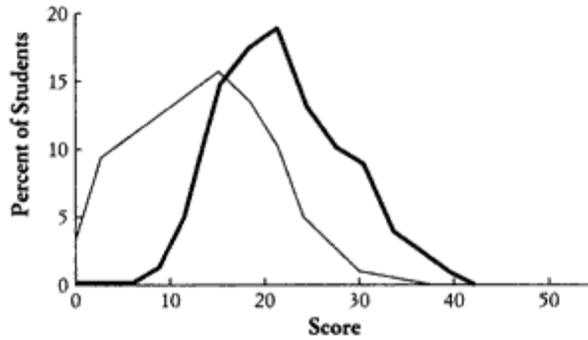
The researchers summarized their findings as follows: “While high levels of declarative knowledge are not absolutely necessary for achieving power, they certainly seem to help. Therefore, educational practices that downplay the importance of content knowledge in favor of processes of thinking or learning should be reconsidered.”

D. Evidence from Other Countries

Two distinguishing features of Core Knowledge are that it attempts to lay out a core curriculum that can provide common ground for all American schools, and that it insists on introducing academic subjects and rich content in the early grades. International evidence suggests that there are good reasons for both of these policies.

Numerous studies have found that nations with rigorous national curricula tend to post better achievement scores and better results on international tests. Results from the International Association for the Evaluation of Educational Achievement studies, done in the 70s and 80s, showed nations with core curricula, like Sweden, Finland, Hungary, and Japan close to the top, while non-core nations like the U.S. generally lagged behind.

Harold Stevenson and his team of researchers compared math performance for eleventh-graders in Japan, a nation with a core curriculum, and the United States, where there is no national core curriculum. Stevenson’s team controlled for socioeconomic level and other crucial variables and found that much larger percentages of U.S. students were performing at low levels. The results of the investigation are summarized in the chart below, from *The Schools We Need*.



Eleventh graders' scores on the mathematics test: Japan, heavy line; United States, light line. Mean \pm 1 standard deviation: 21.72 ± 6.59 and 13.39 ± 7.06 , respectively. Sample sizes: 1120 and 1197.

Source: H. Stevenson, C. Chuansheng, and L. Shin-Ling, "Mathematics Achievement of Chinese, Japanese, and American Children: Ten Years Later," *Science* 259 (January 1, 1993): 51-58.

Another case in point is TIMSS, the Third International Math and Science Study, which has found that Singapore and other nations with national curricula rank near the top of international math and science scores.

In the 1999 installment of TIMSS, Singapore ranked first in the world in math and third in science, in spite of the fact that the country was ranked next to last for the level of home educational resources available. In other words, Singapore's impressive academic results seem to have very little to do with an advantageous home environment and a great deal to do with an effective school system structure organized around a solid, rigorous curriculum. Click here for more information: http://isc.bc.edu/timss1999b/pdf/t99b_highlights.pdf

As far as starting early is concerned, a very telling international example is the case of French preschool. The French offer free preschool for all children, and all French preschools follow a rich, well-defined curriculum with clear-cut developmental, psychomotor, academic, and social goals. Some students begin school as early as age 3, and research has shown that the earlier a French child starts preschool, the less likely the child is to be held back in a later grade, and the better his or her behavior and achievement levels are likely to be in first and second grade. Another study indicates that French children who have had the benefit of preschool are, by all indirect measures, better adjusted and happier for having had early exposure to challenging and stimulating early academic experiences. Finally, French preschools succeed in narrowing the gap between students from well-off families and the less advantaged. Read more here: http://coreknowledge.ivygroup.com/mimik/mimik_uploads/documents/95/Equity%20Effects%20of%20Very%20Early%20Schooling%20in%20France.pdf.

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APPENDIX D
Core Knowledge Letter of Support



**CORE KNOWLEDGE FOUNDATION SUPPORTS COMMON STANDARDS
INITIATIVE**

**E.D. Hirsch, Jr.: Voluntary standards "a not-to-be-missed
opportunity" for American Education**

Charlottesville, Virginia, March 10, 2010 — The Common Core State Standards for English Language Arts released today represent “a significant improvement over the earlier drafts and a not-to-be missed opportunity for the nation to begin catching up in verbal achievement,” said E.D. Hirsch, Jr., the founder of the Core Knowledge Foundation.

“Especially welcome is the drafters’ insistence that the language arts standards must be complemented by a well-developed, content-rich curriculum and their recognition that verbal achievement--including reading comprehension--is based on general knowledge,” Hirsch commented. “By emphasizing the critical fact that language mastery also requires knowledge of history, art, music, and science, and moreover that these subjects should be included in the class time devoted to literacy, these standards go beyond the narrow literary emphasis of even the best of the existing state standards,” concluded Hirsch, who noted that a student’s ability to read, write, speak and listen competently is the single most important predictor of future income and general competence.

The product of a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers, the Common Core State Standards guidelines issued today explicitly state that the standards “must be complemented by a well-developed, content-rich curriculum.” Most critically, the

Standards describe the need for elementary reading instruction to be “fully integrative, including a rich blend of stories, drama, and poetry as well as informational texts from a range of content areas.” This call for schools to teach a coherent curriculum that builds knowledge across grades, represents an important validation of the work of the Core Knowledge Foundation, notes President Linda Bevilacqua.

“While various reading approaches include nonfiction, and textbook publishers are paying greater attention to reading in the content areas, they have typically failed to grasp the importance of developing a *cumulative and coherent* approach to building knowledge within grades and across grade levels,” emphasized Linda Bevilacqua, the president of the Core Knowledge Foundation. “States and textbook publishers who wish to be standards-ready will now need to understand that randomly selecting and inserting individual nonfiction titles into their English Language Arts programs is not sufficient,” said Bevilacqua. “This random approach to content in language arts fails to recognize how domain knowledge builds within and across grade levels. It’s a missed opportunity and a waste of precious instructional time,” Bevilacqua also noted.

The Core Knowledge Foundation has long advocated for a curriculum that is coherent, cumulative, and content-specific. While not directly involved in the drafting of the final Common Core State Standards, several key members of the Core Knowledge Foundation were consulted substantially in the preparation of several sections of the Common Core State Standards. “We are very gratified to see many of our ideas about how to systematically build knowledge within and across grade levels during the language arts block reflected in the standards,” Bevilacqua said. “We are also very pleased to see recognition of the importance of building children’s oral language competence in listening and speaking as a necessary prerequisite to literacy in reading and writing,” she concluded.

Founded in 1986, the nonprofit Core Knowledge Foundation publishes and distributes a wide variety of education books and materials, including the *Core Knowledge Sequence*, a detailed outline of recommended curricular content to be taught in language arts, history and geography, mathematics, science, music, and the visual arts from preschool to Grade 8. The Foundation supports a growing nationwide network of

Core Knowledge schools through instructional materials and professional development workshops.

For more information

contact: Robert

Pondiscio 718-514-0764

rpondiscio@coreknowledge.org

APPENDIX E
Proposed Bylaws of Governing Board

TCA GOVERNING BOARD
POLICES, PROCEDURES AND BYLAWS

I. NUMBER OF GOVERNING BOARD MEMBERS:

A. Governing Board will serve as the governing body of TCA. The Governing Board will be established with no less than five (5) and no more than seven (7) members.

II. GOVERNING BOARD MEMBERSHIP:

A. Procedure for Electing Directors:

1. Election of Board Members: Governing Board members shall be elected by a majority vote of the existing Board and selected from the nominations.

2. Term of Board Members: The terms of the Governing Board members shall be as follows: Board members will be elected for a term of two (2) or three (3) years respectively. The length of term shall be determined by the need of the Board and desire of the nominee. Board members may serve consecutive terms.

3. Compensation: Governing Board members will not receive compensation for their service.

4. Resignations and Removal: Any member may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member may be removed by a majority vote of the Governing Board whenever such removal is in the best interests of the School. Grounds for removal will include without limitation the following acts or omissions:

- a. Violation of the Conflict of Interest Policy;
- b. Violation of *Governing Board Commitment Agreement*;
- c. Failure to attend three consecutive scheduled meetings of the Governing Board, except when such absence is due to exigent circumstances;
- d. Violation of the member's duty of loyalty;
- e. Violation of the Governing Board's Code of Ethics; or
- f. Any other grounds the Governing Board deems appropriate.

5. Vacancies: A vacancy on the Governing Board shall be filled by the Governing Board after a nomination process. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.

6. Attendance: Members of the Governing Board are required to attend all scheduled meetings of the Governing Board unless exigent circumstances arise. If a Board member cannot be physically present at a meeting for unavoidable conflict, he/she may make arrangements to appear by telephone. A member of the Governing Board who will be unable to attend a Governing Board meeting will notify the president of the Governing Board prior to the meeting and if he/she intends to appear by telephone the Board member shall make arrangements with the Principal or his/her designee. Notice may be made by e-mail as long as it is made four hours in advance of the meeting. If the President cannot attend the meeting, he/she must notify the Vice-President and forward all information

regarding the upcoming meeting to him/her, including notices of non-appearances by other Board members.

7. Nominating: The Governing Board will develop a policy to ensure that membership to the Governing Board will include a broad range of expertise, including background in education, science, legal, administrative, educational, financial and related fields. Governing Board members must also meet additional eligibility requirements as stipulated in TCA founding Board Bylaws. The Governing Board will notify the school's community and the community at large of position opening on the school's governing body.

III. POWERS AND AUTHORITY OF THE GOVERNING BOARD:

A. Authority of the Governing Board:

1. General: The Governing Board is the governing body of the charter school and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the School as well as the school's charter and policies. The School will be operated for the educational benefit of its Students. The Governing Board is the policy-making body for the School. The TCA Governing Board will exercise leadership primarily through the formulation and adoption of policies.

2. Delegation to the Principal: The Governing Board shall concern itself primarily with broad questions of policy and with the appraisal of results rather than with administrative detail. The application of policies is an administrative task to be performed by the Principal and designated staff, and they shall be held responsible for the effective implementation of Governing Board policies. The Principal shall be held responsible for keeping the Governing Board informed of all matters within its purview so that the Governing Board can fulfill the above described functions of a governing body. The Principal will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management and implementation of the school's charter and Governing Board policies. The teachers and staff of TCA will report to the Principal.

3. Individual Member's Authority: A member of the Governing Board is a public officer, but has no power or authority individually. The charter vests power in the Governing Board, and not in the members, either individually or otherwise and these powers must be exercised by the Governing Board at a public meeting in regular or special called meetings, with action duly recorded in its minutes.

4. Binding Authority: The Governing Board shall not be bound in any way by any action or statement on the part of any individual Governing Board member except when such a statement or action is in pursuance of specific instructions from the Governing Board. Any such exception shall be recorded as an action item of the Governing Board and recorded in the minutes.

5. Advanced Notice: The Governing Board recognizes the importance of timely communication among its members and between the Governing Board and the Principal. The Principal or his/her designee will strive to insure that the

Governing Board is given prior notice of matters submitted by members for deliberation at meetings.

B. Powers of the Governing Board:

The Governing Board's powers and authority is set forth in the TCA Charter and the Sarasota District School Code and all applicable laws and regulations. Complete and final control of all matters pertaining to the School's educational system shall be vested in the Governing Board. The Governing Board of TCA shall include the following powers and duties:

1. Those powers as set forth in the TCA Charter which are not inconsistent with federal or state laws or constitutions, or as otherwise set forth by Florida Statute.
2. Employ the Principal of TCA;
3. Delegate administrative and supervisory functions of the Principal of TCA when appropriate;
4. Approval of the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the Sarasota School District and State of Florida's annual audit;
5. Have the capacity to sue or be sued;
6. Contract for services with any school district, a university or college or any third party for the use of a facility, its operation and maintenance and the provision of any service or activity that TCA is required to perform in order to carry out the educational program described in its charter.
7. Acquire and dispose of property provided that at the termination of the charter, all assets of the charter shall revert to the local school board that authorized the charter, unless otherwise amended by law.
8. Accept or reject any charitable gift, grant, devise or bequest not otherwise contrary to law or the terms of the charter.
9. Contract for provision of financial management, food services, and education related services or other services.

IV. GOVERNING COUNCIL OFFICERS

A. Officers: The Officers of the Governing Board shall be a President, a Vice President, a Secretary and if deemed appropriate by a majority vote, a Treasurer. The School may, at the discretion of the Board, provide for different categories of Officers, including, without limitation, one or more Assistant Treasurers and/or Assistant Secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office (both such situations referred to hereafter as the "absence" of the Officer), the duties of the office shall, unless otherwise provided by the Board or these Bylaws, be performed by the next Officer set forth in the following sequence: President, Vice President, Treasurer and Secretary.

B. Appointment and Tenure: All Officers shall be elected each year by the Board at its Annual Meeting for terms of two (2) years, with a two (2) term maximum or until their successors have been duly elected and qualified, or until their death, resignation or removal. Officers' terms shall commence immediately following the Annual Meeting of the Board.

C. Resignations and Removal: Any Officer may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed by the Board whenever in its judgment he/she fails to perform the duty of office or such other duties as appointed by the Board and the best interests of the School would be served thereby.

D. Vacancies: A vacancy in any office may be filled by the Board for the unexpired portion of the term of the officer being replaced.

E. President: The President of the Governing Board shall preside at all meetings and shall appoint committees with approval of the Governing Board. He/She shall have the right, as other members of the Governing Board, to make or second motions, to discuss questions, and to vote. The President of the Governing Board may not act for or on behalf of the Governing Board without prior specific authority from a majority of the Governing Board to do so. All communications addressed to the President shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governing Board. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Board. It is the President's responsibility to ensure that Governance Board members uphold their commitments/responsibilities to the school. The President is responsible for compiling the topics for business to be placed on the agenda. Any member of the Governing Board may offer items to be heard or discussed at any meeting of the Board.

F. Vice President: The Vice-President shall perform the duties of the President in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office has been filled by a vote of the Board membership.

G. Treasurer: The Treasurer shall be familiar with the fiscal affairs of the School. He/She will have knowledge of public school finance laws, rules and policies. He/She shall work with School Financial Services to ensure that the budget accurately reflects TCA policies.

H. Secretary: The Secretary shall keep the minutes of the Governing Board meetings, subject to the direction of the President, assure that all notices are given in accordance with the provisions of the Charter, Governing Board policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Board. The Board may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governing Board's review. The Board Secretary will review the minutes prior to presentation to the Governance Board for approval. The Secretary shall be responsible for presenting the minutes to the Board at meetings.

I. Compensation: The officers shall not be compensated for their services; however they may be reimbursed for travel expenses for travel or business directly relating to TCA.

J. Directors and Officers Insurance: The Governing Board may secure officers and directors insurance upon appropriate approval of the Governing Board and if provided for in the charter school's approved budget.

K. Delegation: The Governing Board may delegate temporarily the powers and duties of any Officer, in case of such Officer's absence or for any other reason, to any other Officer, and may authorize the delegation by any Officer of any of such Officer's powers and duties to any agent or employee subject to the general supervision of such Officer.

V. MEETINGS OF THE GOVERNING COUNCIL:

All meetings of the TCA Governance Board shall be held on school property, unless otherwise decided by Board members, and due public notice shall be given.

A. Meetings: The Governance Board shall give due public notice concerning all meetings and shall post agendas for regular, special and emergency meetings of the Governing Board.

B. Special Meetings: Special meetings of the Governing Board may be called at the direction of the Governing Board. Such meetings are to be held at such time and place deemed necessary by the Board and giving due public notice.

C. Attendance via Telephone Conference Call: Except to the extent otherwise provided by law, any meeting of the Governing Board may be attended by any or all of the Board Members by means of a conference telephone (or similar communications equipment) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time, and members of the public attending the meeting are able to hear any other member of the Governing Board who speaks during the meeting. Such attendance shall constitute presence by the Governing Board member as if in person at such meeting and for purposes of determining a quorum. Any action taken by the Governing Board at such meeting shall constitute a valid action of the Governing Board.

D. Notice: The Governing Board shall provide notice and post agendas giving due public notice. Notice of meetings and the availability of meeting agendas shall be consistent with the Governing Board's policy. Except in cases of emergency the Governing Board shall only act on matters identified on the agenda.

E. Emergency: An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing Board, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

F. Minutes: The Governing Board shall keep written minutes of all its meetings. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Board.

VI. CONFIDENTIAL MATTERS OF THE GOVERNING COUNCIL:

The Governing Board recognizes that confidential information will be brought to the attention of individual Governing Board members and/or the Governing Board as a whole pertaining to, but not limited to, the following:

- matters relating to the employment or dismissal of, or charges against, specific TCA personnel;
- matters relating to litigation or proposed litigation in which the Governing Board is or may become a party, or attorney-client communications;
- consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor;
- consideration of wages and benefits for the Principal;
- consideration of suspension, expulsion, or disciplinary action in connection with a student;
- matters relating to the security of students, personnel, visitors, and/or school property; and
- Such matters that may arise and qualify as being confidential by law.

The Governing Board further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to TCA and that the Governing Board members who must respect confidentiality of information that is privileged under applicable law. It is the policy of the Governing Board that Board members shall discuss or disclose confidential information only in connection with legitimate School business and only with individuals with a legitimate right to know.

VII. MANNER OF ACTION:

A. Quorum: A majority of the seated Board Members, whether personally present or appearing telephonically shall constitute a quorum for the transaction of business at any meeting of the Governing Board.

B. Financial Matters: The Governance Board shall approve all contracts, except for employee contracts (other than the Principal) and for purchases over the limit set by the Governing Board which shall be by the authority of the Principal.

C. Manner of Acting: No action of the Governing Board shall be valid unless taken at a meeting at which a quorum as defined herein is present and which has been given due public notice.

VIII. CONFLICTS OF INTEREST AND CODE OF ETHICS:

A. General Statement: It shall be the duty of each Governing Board member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Governing Board member has a personal or financial interest, including an interest by a member of the Governing Board's immediate family, or where the Governing Board's participation will or may compromise the confidential nature of the discussion. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governing Board.

B. Disclosure: Each Board Member agrees to complete and sign a Disclosure of Conflicts of Interest statement prior to accepting his/her position on the Board. In addition to this statement, Board Members shall annually update the disclosure statement

and shall otherwise immediately notify the President of the Board when he or she becomes aware that an actual or potential conflict may exist.

C. Conflict of Interest Policy: Each Board Member agrees to abide by the TCA Conflict of Interest Policy adopted by the Governing Board.

D. Code of Ethics: Each Board Member agrees to abide by the TCA Code of Ethics adopted by the Governing Board.

IX. PRINCIPAL SELECTION:

A. Principal criteria: The Principal will hold a Graduate degree in Educational Leadership or higher and - The Principal will be someone who can take charge of academic program and recognize educational expertise. He/she will be experienced in leading an organization and be a self-starter. The Principal will be a competent and dedicated teacher with established classroom experience. He or she is expected to engage in teaching as a role model to other teachers. The Principal shall be annually evaluated by the Governing Board as required by Florida State Statute.

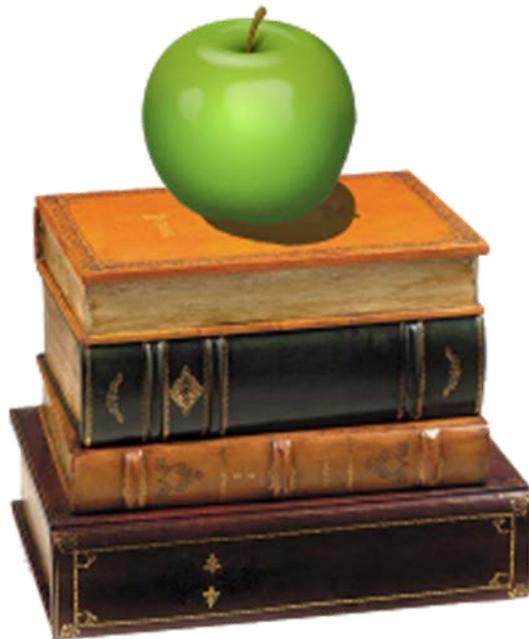
X. MISCELLANEOUS:

A. Checks, Drafts, Etc.: All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of the School shall be signed by such Officer or Officers, agent or agents of the School as designated by the Governing Board.

B. Books and Records: The Governing Board shall keep accurate and complete books and records of the actions of the Governing Board, which records shall be open to inspection by the members of the Governing Board at any time, or members of the public.

APPENDIX F
Proposed Parent/Student Handbook

THE CLASSICAL ACADEMY
OF SARASOTA
HANDBOOK



SECTION I: SCHOOL AND FACULTY DIRECTORY

HOW TO CONTACT THE CLASSICAL ACADEMY OF SARASOTA

School Phone Number..... TBD
School Fax Line.....TBD
School Address.....TBD
School Physical LocationTBD
School Web Page
.....www.tcasarasota.com
School E-Mail AddressTBD

BOARD OF DIRECTORS

SCHOOL FACULTY AND STAFF

ADMINISTRATION

- Principal
- Assistant Principal.....
- Guidance Counselor.....
- Director of Curriculum.....

OFFICE STAFF

- Receptionist
- Registrar

FACULTY

Elementary

- Kindergarten.....
- Kindergarten.....
- Kindergarten.....
- 1st Grade
- 1st Grade
- 1st Grade
- 2nd Grade
- 2nd Grade
- 3rd Grade
- 3rd Grade
- 4th Grade
- 4th Grade
- 5th Grade
- 5th Grade
- 6th Grade
- 6th Grade

Upper School

Mathematics and Science

- Mathematics.....
- Mathematics.....
- Mathematics.....
- Science, Mathematics.....
- Science.....
- Science.....
- Science.....
- Technology.....

Humanities

- History
- History
- History

Literature, History.....
Literature
Literature
Economics.....

Languages

Latin.....
Elementary Spanish
Spanish, French.....

Arts

Art.....
Elementary Art
Music, Band
Choral Music, Music Theory
Elementary Music
Orchestra.....
Health, Physical Education.....

College Advising

College Advisor
College Advisor

Student Services

Occupational Therapist
Speech Language Pathologist
School Psychologist.....
Phonetic Instr, Reading Specialist ...

Dear Parents and Students,

Welcome to The Classical Academy of Sarasota. We are glad that you have chosen a TCA education and we are convinced that you have made a good choice. At TCA, our students learn from the masters. From Aesop and George Washington in kindergarten, Michelangelo and Beethoven in fifth grade, and *The Federalist Papers* and modern science in secondary school, our teachers lead their students to the riches of our tradition. It is our conviction that all students can and should learn about the events, documents, and discoveries which have shaped our tradition and led us to where we are today. A basic premise of classical education is that we have much to learn from our ancestors, especially those who made history. Studying the culture-shaping events, texts, theories, works of art, and biographies that came before us, slowly creates a background in front of which our students begin to understand the events of today.

In addition, or rather, as a condition of becoming culturally literate, we hold that our students ought to be good human beings. Intelligence and learning by themselves do not necessitate goodness. Therefore, our students ought to be honest, respectful, full of integrity and perseverance; they ought to cooperate with others, be responsible, and display citizenship and courage in their daily lives. Character is more than an adornment of a classical education; it is its *conditio sine qua non*. It is only fitting, therefore, that the mission of our school is to hold everyone to high academic and ethical standards.

We know that elevating the minds and characters of our students is neither an easy task nor is it guaranteed to succeed. Any time we transcend the status quo, we have to seek out a certain amount of discomfort. The removal of ignorance from our minds requires effort. This effort usually pays off quickly, but if you have concerns about your child's progress, we encourage you to speak with his or her teachers in order to make sure that we are all working for the benefit of your child's intellectual and moral growth. As teachers we know that we don't know everything and we benefit from hearing about your experience in the home; please don't hesitate to contact us.

What we do know from over a decade of first-hand experience, however, is that a TCA education ends up being fun for those who stick with it. Our students delight in being challenged, they rise to the tasks we give them, and they astound us, themselves, and their parents with their eloquence, their learning, and, more often than not, with a maturity that is beyond their peers. The years between kindergarten and graduation at TCA are full of the wonders of young students growing intellectually, socially, and morally to become men and women who deserve to be called human beings.

It is our promise to you that we will do what we can to help our students establish good, humane habits of the mind and heart as they grow up amidst a myriad of challenges and influences. It is our ambition to offer time-tested, meaningful challenges and thus influence our students according to the ideals of our tradition. It is our hope that our students will delight you with the knowledge and the character traits that TCA's classical education espouses.

Board Biographies

Faculty Biographies

ADMINISTRATION

ELEMENTARY

MIDDLE

HIGH

SECTION II: TCA CLASSICAL SCHOOLS' PHILOSOPHY

“A Classical Education for Modern Times” *Doctrina sed vim promovet insitam, rectique cultus pectora roborant.* *

The Classical Academy of Sarasota has deliberately taken a classical approach to education. That is, we adhere to an ancient view of learning and traditional teaching methods. Such a choice might at first seem paradoxical. Why, at the beginning of the twenty-first century, in the age of the internet, in a country that has long been addicted to the revolutionary and the novel, should a forward-looking school root itself so deeply in the past? Is not newer always better? What can young people learn from old books? We must answer these questions clearly from the outset.

Classical education has a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. The classical inheritance passed to England, and from the mother country to America through colonial settlement. At the time of this nation’s founding classical education was still thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers’ favorite books was Plutarch’s *Lives of the Noble Greeks and Romans*. Fellow revolutionaries so admired Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Unlike the old classical schools, TCA does not make the medium of instruction Latin and Greek. Nonetheless, TCA remains classical by upholding the same standards of teaching, of curriculum, and of discipline found in the schools of old. Indeed, we teach English as a classical language. TCA thus takes stock in the “tried and true” rather than in the latest fads popping out of the nation’s schools of education.

Apart from this impressive history, TCA has embraced classical education for at least four reasons that separate it from modern, progressive education. Classical education:

- values knowledge for its own sake;
- upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts;
- demands moral virtue of its adherents;
- and prepares human beings to assume their places as responsible citizens in the political order.

We will discuss each of these characteristics of classical education in turn. Finally, we will consider the ways in which parents can support their children’s learning at home.

Knowledge and Core Knowledge

The classical view of education holds that human beings are thinking creatures. Unlike other living beings, humans live by their intelligence. We want to know things. Specifically, we want to know the truth. From birth, the curiosity of children is astounding. Children observe everything around them. They pick up language at an astonishing rate. And as soon as they begin to speak, they ask the question “what is it?” of everything that catches their attention. Children

demonstrate what is true of all people: we are natural learners. Therefore, any plan of education should take advantage of young people's natural curiosity. Schemes that stall children in their learning because "they are not ready for it," or that use various gimmicks that sugar-coat learning as though children take to their books as they do their medicine, are not only unnecessary but counterproductive and insulting to humanity.

As children grow, their questions become more complex and their abilities to assimilate their observations more advanced. At every child's disposal is a veritable arsenal of mental capacities: memory, reason, imagination, a sense of beauty, a facility for language. Yet classical education does not simply leave children to their own inclinations. Rather, it feeds and directs and strengthens children's mental abilities in the same way that sports exercise their physical abilities. The mind, like the body, atrophies when not well-trained. The emphasis on rigorous mental training is an important difference between classical and modern, progressive education. By stressing childhood "creativity" and "spontaneity," without making children do much work or work on anything important, the modern school turns bright young children into bored adults who do not know very much. It is the old story of the tortoise and the hare; falling in love with our talents, without making any substantial effort to improve them, leads nowhere.

So, classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. To this end, TCA has adopted the Core Knowledge Sequence for the K-8 curriculum. Core Knowledge is based upon E. D. Hirsch's idea of "cultural literacy." For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas. Like other Americans on the frontier, he had little formal education. Yet he read intensively the works of Shakespeare, the King James' Bible, the fables of Æsop, Euclid's geometry, and the documents of the American Founding. Few men in our history have been able to express so forcefully and with such economy the principles of freedom and human dignity:

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Lincoln's audience at Gettysburg instantly knew that he referred to the "proposition" of the Declaration of Independence. For this reason, the Gettysburg Address is not only one of the greatest speeches in our history; it is the shortest. Lincoln did not have to retell the history of the Revolution. His fellow Americans already knew it.

The danger we presently face as a nation is that, in the words of Hirsch, "many young people today strikingly lack the information that writers of American books and newspapers have traditionally taken for granted among their readers from all generations." The same observation applies to the realm of politics, the financial and industrial world, and all other facets of American life. Employers are constantly amazed at what their employees do not know and therefore cannot do. In politics, the pregnant allusions of a Lincoln would fall upon deaf ears.

Make no mistake. Cultural literacy is not merely ornamental trivia. Our purpose is not to make Jeopardy champions. Rather, cultural literacy is essential to a nation and its citizens. A culturally illiterate America cannot live up to the demands placed upon us by history and the present condition of the world. A culturally illiterate individual cannot comprehend vast areas of human knowledge necessary for his political, economic, social, and moral well-being.

By teaching the Core Knowledge Sequence and an advanced liberal arts high school curriculum, TCA have resolved to break out of the cycle of ignorance that modern society and modern educational theories perpetuate. The students of TCA study the traditional liberal arts—language and literature, math, history and government, the sciences, music and art—in a coherent and orderly program. The curriculum runs from the rudiments of basic literacy and math skills to the higher orders of thought and expression. All students are required to complete this classical curriculum. Admittedly, different children have different talents. Some students “catch on” more quickly than others. We will always seek to challenge every student all the time. Yet TCA regards any system of tracking that relegates certain students to an inferior curriculum as nefarious. Not all students will learn at the same speed, but all will complete the course.

Upholding Standards

In addition to requiring students to know certain things, a classical education also teaches young people judgment according to certain standards. To be “classical” means to uphold a standard of excellence. The classical works of Greece and Rome are not great simply because they are old. They are great because they employ harmonious language to depict remarkable human events and to explain the transcendent ideals of human existence. Each of the liberal arts has its own standard of correctness, logic, beauty, or importance. The study of a language offers the best example, especially since human beings live by communicating. Everyone can talk, and most everyone can read and write on a functional level. A classical education requires more than functional literacy, however. It teaches students high standards of grammar, precision in word choice, and eloquence. Throughout his education, the student will be exposed to the highest examples of eloquence attained by the greatest writers in the language.

“. . . I come to bury Caesar, not to praise him.” Shakespeare “These are the times that try men’s souls.” Paine

These sentences are entirely grammatical. They could just as easily be used to teach grammar as “I come to help Jane, not to hurt her.” By preferring Shakespeare to an anonymous “See Jane” sentence we teach three things rather than one. We teach grammar. We teach cultural literacy. We also teach beauty. Our purpose is to introduce students to the masters of the language so they will begin to emulate them.

Young people today are particularly in need of standards of thought and of real beauty. Their speech ranges from the sloppy to the vulgar. The person whose only expressions of approval and disapproval are “that’s cool” and “that sucks” lacks not only a copious vocabulary but also the ability to judge events according to their nature and gravity. At TCA teachers do not shy from presenting students with standards that lift them out of the formless dross of the culture. Music is another area in which students are in dire need of high standards. The logical thinking that comes

from mathematics and the sciences is no less important. Upholding standards is a principle of exclusion as much as of inclusion. TCA does not pretend that all writing is equally good, that all human endeavors are equally important or beneficial to society, or that all scientific theories are equally true. In choosing works of art, pieces of music, works of literature, and the like, our motto is that of Churchill: “I will be satisfied with the very best.”

Moral Virtue

Education is a moral enterprise. Young people are put into moral situations constantly. “Should I tell my mother that I broke her favorite vase or pretend like nothing happened?” “Should I copy the answers of the person sitting next to me?” “Should I smoke the cigarette and drink the beer my friend just gave me?” “Should my boyfriend and I have sex since we love each other?” These are the timeless moral questions youth face today and have always faced. Anyone who thinks they are new should read the *Confessions* of St. Augustine. This patriarch of the church stole apples as a child and as a teenager impregnated a woman to whom he was not married. His knowledge of sin came from his own inner struggle. Schools can approach the moral lives of children and youth in three ways. They can try to ignore moral issues altogether. They can open up moral questions for students to explore in a non-judgmental and noncommittal environment. Or they can teach classical views of self-command using traditional teaching methods.

The first approach is simply impossible. All schools must maintain an atmosphere of order and decorum for learning to take place. Schools that try to ignore the character of their students either end up with major discipline problems or teach some forms of character without claiming to do so. As soon as you say “this is right” and “this is wrong” you are teaching virtue. The second approach might seem the most worthy of reasonable people. “Let us talk about morality in a non-judgmental way and let students come up with their own answers,” say the advocates of moral reasoning and values clarification. They even make moral discussion a part of the curriculum. What happens in these discussions is that teachers open up pre-marital sex, drug use, and other illicit activities as plausible life choices so long as students can explain those choices in terms of “their own values.” Predictably, research has indicated that students who are exposed to open-ended discussions of moral issues are far more likely to engage in vice. (See William Kilpatrick, *Why Johnny Can’t Tell Right from Wrong*, Ch. 4).

In contrast to the first two approaches, TCA teaches the classical virtues using traditional methods. We do leave religious questions entirely up to the students and their parents. But we agree with Aristotle’s dictum that one becomes virtuous by practicing the virtues. We believe that every young person has a conscience. It may be a conscience embattled against the individual’s own passions and the allurements of the culture, but it is a conscience nonetheless. Like the capacities of the mind, the conscience must be educated or it will lapse into lethargy. We insist that students always be attentive and polite. We teach them how to uphold the school’s pillars of character. When students become capable of discussing virtue, we do not present them with moral conundrums that seemingly have no right or wrong answers. Instead, we confront them with the great stories of self-command and self-sacrifice found in literature and history. These narratives show that actions have consequences, and that there is a clear difference between right and wrong. Just as we encourage students to emulate the intellectual virtues of writers and scientists, so we lead them to emulate the moral virtues of heroes and heroines. The

history of classical education is quite simply a history of the conjunction of learning and morality. The Roman teacher Quintilian made the connection explicit:

My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.

TCA expects no less of their students.

Civics and Citizenship

Classical education has always been concerned with the political order. Aristotle defined man as “by nature an animal intended to live in a polis.” Accordingly, for the Greeks education was essentially political. All free citizens bore the responsibility and the privilege of voting in the assembly and defending the polis from invasion. Young boys were taught from an early age how to speak and how to fight. The American Founders similarly hoped that schools would teach young people how to preserve the constitutional republic they had created. They realized that a free government depends not on the decisions of a few politicians but on the wisdom and virtue of a people. Political wisdom and virtue do not come easily. More than two centuries of American history have confirmed that this nation can be sustained only by citizens who understand, serve, and defend her founding principles. As much as they embraced free, constitutional government, the Founders feared the unchecked passions of an uninstructed multitude. In this light, TCA regards the decline in political knowledge in our day as dangerous as the waning of intellect and virtue.

The Classical Academy will provide a political education worthy of this nation’s founding principles. We will exalt the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. We will ensure that our students enter the world as citizens fully cognizant of their rights and responsibilities. Such knowledge can only be gained by a thorough study of American history and government. If at times our political instruction verges on the patriotic, we must remember that James Madison, the father of the Constitution, considered a “reverence for the laws” a prejudice, which even the most enlightened nations cannot afford to be without.

The Home

Parental support is essential to the success of classical education. We realize that parents send their children to TCA because they want the best for them. Over the course of the coming year our faculty will do everything possible to give children a classical education for modern times. But we cannot do it alone. Teachers and parents must work together to make education effectual. To ensure that students’ learning takes place in both the school and the home, we hope that parents would:

- demonstrate good character
- help their children develop effective study skills and work habits;
- oversee their progress in reading, writing, and mathematics in the early grades;
- encourage students of all ages by asking questions and discussing what they have learned

- on a regular basis;
- hold high expectations of student performance;
- support the school by getting children to school on time and ensuring they have the necessary supplies and books;
- understand the mission and philosophy of The Classical Academy of Sarasota.

A classical education requires students to engage in serious work at home. The exercises, reading assignments, and test preparation that TCA requires of its students are not busy work. This private study guarantees that they will be prepared for the learning that takes place in class. Unfortunately, the modern world presents all sorts of distractions to youth: television, music, video games. We believe that these rivals for students' attention compromise real learning. It is therefore essential that students have at home a place to work for a couple of hours of the day free from the distractions of other people or the clamor of the various media. TCA cannot police students' behavior outside of school. We do, however, offer these suggestions to parents to aid them in ensuring their children's success and to foster in their children habits and pursuits that ennoble them.

- Television is a distraction. The notion that one can study while watching television is a complete illusion. The TV should be turned off while the student is studying. Moreover, watching too much television compromises the child's imagination. Reading, drawing, and observing natural phenomena, on the other hand, are activities that feed the child's imagination and invite him to pursue further studies. Therefore the amount of time spent in front of the television should be restricted. We recommend no more than one show a day. Movies are rather different than television. Classic films both of the past and the present can be both entertaining and of educational value. Watching movie after movie, however, can be as destructive to the imagination as television. We recommend no more than one or two movies a week during the school year. We would also urge parents to recommend movies not found in the "new releases" section of the video store. It astounds us that today's youth have not seen "Rocky" or "Jaws," much less "High Noon" or "Citizen Kane." For a good discussion of television, we recommend Neil Postman's *Amusing Ourselves to Death*.
- Music speaks directly to the passions. It can inspire us to fall in love, fight a battle, or act with dignity. Music can also invite us to hate other people, engage in sex and drugs, or commit suicide. We must therefore be careful what sorts of music children listen to. The prospect of twelve-year-old girls in tight pants gyrating to a song called "I Like Big Butts" would appear outrageous to any other age in history, but has become entirely normal today. We strongly urge parents to monitor not only the amount of time children spend listening to music but the quality of that music. We recommend that while studying, students turn music off unless it is entirely unobtrusive. Admittedly, children might fight hard on this one. Parents might wish to read the appropriate sections of Allan Bloom's *The Closing of the American Mind* and William Kilpatrick's *Why Johnny Can't Tell Right from Wrong* to see what is at stake in this cultural battle.
- Video games are entirely useless. The time they consume in the student's day should be restricted. It should also be obvious that children should not be allowed to move from one

mind-numbing activity to another, each with its own limit: one television show, followed by a CD, followed by a half hour of video games, followed by an hour on the phone with friends. Computers certainly have their advantages. But unrestricted use of the internet and e-mail is highly questionable.

We do not make these suggestions to spoil young people's fun or to deny them rest from a busy day. Rather, we have a higher conception of leisure than do most children and teenagers. Young people should, of course, be given a degree of freedom, including free time. At the same time, they ought to be guided towards activities that develop their minds, bodies, and character. Most mature adults regret the time they spent as children watching television. This time could have been used to learn an instrument, write poetry, paint, conduct experiments, read, play chess, or practice a sport. We hope that our students will not have similar regrets.

What Kind of School Is TCA?

T. O. Moore

What kind of school is TCA? Here is the beginning of an answer.

TCA is a back-to-basics school. Students learn to read, to write, to do arithmetic. They memorize poems and multiplication tables and elements on the periodic chart. The students have homework: every student, every day. The backpacks are not just for show. The students learn to diagram sentences. They punctuate. Spelling counts. “A” is for mastery, not for effort. The student soon learns there is no mastery without effort and no genuine effort without real reward.

TCA is a Core Knowledge school. We teach cultural literacy. There are many, many things anyone living in this country and in the larger world needs to know. Absent this knowledge, the individual is culturally illiterate and intellectually deprived. Armed with this knowledge, the young man or woman easily enters into worlds of meaning lost on the uninformed spectator possessed of the bare skill. At TCA, skills act as the servants; content is king.

TCA is a character-building school. We hold to the self-evident truth known to the ancients and to the Founding Fathers that virtue is the well-charted but too-little-travelled road to true happiness. And we do mean virtue, not post-modern “values,” a term that implies “whatever I do, whatever my unruly passions and appetites urge on me, is okay; so don’t judge me!” There are right and wrong answers in human living no less clear than the simplest addition problem. We abandon or try to cheat these moral answers at our own peril and to the despair of those around us, especially those we care about. The right answers in every human life are to be attained through the practice of the virtues. Those virtues, sources of our moral excellence, consist in the bold ancient virtues— temperance, courage, justice, prudence—as well as the softer virtues, both ancient and modern— honesty, politeness, gratitude—that weave the noble tapestry of the “unbought grace of life.”

Students at TCA acquire the virtues through the “pillars of character”: the spirit behind the few simple but essential rules students learn and practice. They further study the virtues in the great stories, real and imaginary, that comprise the human pageant. In time, they read the philosophic truth of Socrates:

“For I go around doing nothing but persuading both young and old among you not to care for your body or your wealth in preference to or as strongly as for the best possible state of your soul, as I say to you: “Wealth does not bring about virtue, but virtue makes wealth and everything else good for men . . .”

Character pervades the curriculum. Character—not magic—is the source of Cinderella’s reward. Character—in the form of industry—leads Franklin to discover and to invent. Character—as we are told through the story of the Ring of Gyges—points to “the actions of a man if he knew he would never be found out” (Macaulay). Character is the hard currency—as Washington showed—with which heroism (or simply goodness) is gained and nations are made.

At TCA it is not our design to make students behave grudgingly and only when a teacher is in the room. Our sole concern is not just to keep them from cheating on tests. True, we insist upon *discussion in the classroom, decorum in the halls*. Yet our greater hope is that young people will do the good for the best reason of all: because they love it.

TCA is a classical school. The ancients created a blueprint of a political, cultural, and moral order—aiming at justice—from which Western civilization has been built. In their own education the Founding Fathers of this nation mastered that classical blueprint and from it, with important additions of their own, built the American nation. We shall never truly understand the monument unless we examine the blueprint and the subsequent building of the structure. To understand the West and America, we, too, must go back to the sources. *Ad fontes!* as the men of the Renaissance said. *Back to the sources* of the good, and the beautiful, and the true.

Accordingly, students at TCA spend a lot of time with the past, particularly the classical past, the histories and literature of Greece and Rome, in order better to know our own heritage, in order to know not only what “mistakes to avoid” but what excellences to pursue, cherish, and reward.

TCA is a school in English and in other languages. Classical education demands the critical study of language: one’s own and others. Aristotle said that man is the being that possesses the power of language. Human beings come together in society in order to share their thoughts, through language, on the just and the unjust. The eighth-grade girl who expresses pleasure or displeasure at another girl’s dress and make-up, the teenage boy who argues with other boys about who was the greatest quarterback or rock-guitarist of all time: both of these young people are doing what their nature impels them to do. However immaturely or un-philosophically, they are appealing to a standard of the good or the beautiful and trying, in accordance with that standard, to give each person his or her due. They are natural *orderers* of the world around them. In order to make proper and just determinations and allocations of the standards of the good and the beautiful, we must thoroughly know language through which such decisions are made. Human beings think and act and love and judge and hope and plan through language. They must be very wise, accurate, and just, therefore, in the way they use their language.

We get to know a person better by meeting his parents and his siblings. It is simply uncanny how children resemble their parents and how different children in a family may “take after” one parent more than another, in looks and in behavior, yet all have common qualities. Just so, we come to know our native English better by introducing ourselves to the family of European languages. The words we use in our everyday speech have long histories, and knowing those histories, often involving multiple languages, equips us with a greater command over those words. Intensive study of the grammar of our languages instructs us in how to order those words into clear sentences, the basic units of thought. The more complex the sentence we learn to handle, the more complex the thought we can express. For no small reason did the Greek word *logos* (as in logic, dialogue) mean both speech and reason. The one is useless without the other.

The *patriarch* (from the Latin *pater* for father and the Greek *arkhos* for ruler) of the European languages is Latin, the *matriarch* Greek. The child of his classical parents, English has many *brothers* and *sisters* (resembling the German *Brüder* and *Schwester*), not to mention *cousins* (from the French *cousin*) and other relations. Accordingly, we have students study Latin

intensively, many Greek roots, and encourage them in modern languages. From kindergarten through twelfth grade TCA teaches the English language intensively, analytically, daily. We agree with Churchill in that, “the essential structure of the ordinary [English] sentence . . . is a noble thing.” We view with distress that many children and adults these days, in their halting literacy, seem strangers, indeed orphans, in their own native tongue. TCA students are taught to be caretakers of the English language, and therefore of reason, by deploying it with greater precision and wisdom, with greater clarity and depth.

TCA is a great books school. Using the power of language, the best thinkers and writers of the Western tradition have unveiled their visions of the world and of man by rendering them into this curious invention called a book. A first glance at a book on the shelf or a coffee table would have us consider it a small, harmless, or unimportant thing. And yet behind the great revolutions, the great reforms, the great beliefs and wars and aspirations of our civilization there is almost always a book, goading men and women on to be the best (and sometimes the worst) that they can be, or sometimes just to understand themselves. Because human beings think, because they think through language, because great thinkers have permanent lessons to teach humanity, because humanity—even in its darkest moments—wants *to know*, books have become the common reservoir for saving, passing on, and replenishing our collective wisdom about the human condition. Young people, despite whatever popular culture tells us about the state of their souls, ardently want to know who they are and what their purposes are in life. Their souls are ripe for the reading of books.

The books TCA teaches in its classes might be called “the great books” of the Western tradition, or as Matthew Arnold put it, “the best that has been thought and said.” These are the books that have been etched into the permanent memory of man. Even in a “post-literate age,” as some people are branding the present, we retain a faint glimmer in our minds of a man named Crusoe who spent years alone on an island; of a couple called Adam and Eve who fell from grace in a Garden; of a hero with the strange name Achilles whose presence or absence in battle determined the fates of armies and peoples; of a boy known as “Huck” who floated down the Mississippi and in so doing found his own, and another’s, humanity.

At TCA we do not read these books in a rush or in snippets, as some schools do: in one week *The Iliad*, the next week *The Odyssey*, then on to *The Canterbury Tales*. In our way of thinking, such a superficial “covering” of the material does no justice to the books, to the characters and themes within the books, to the human condition those books attempt to illuminate, and consequently to the students’ own capacity for thought. Of course, there is never enough time to read and discuss thoroughly everything we want to; some compromises must occasionally be made; but on the whole our approach in reading the great books is to immerse ourselves fully in the lives of the characters as though they were living beings, *as though we were living with them and having to make their choices and take their stands*. To this end, the typical means of reading books employed in most schools, whether plot summaries (rising action, climax, falling action) or historicized and biographical reductionism (Poe was a drunk; no wonder his writing was so weird) are not the means we employ. Our overarching question is, “What does it mean to be human?”

TCA is a school of civilization. The great books of the Western canon are not the only books, or only kind of material, we read. Not everything human beings have done noteworthy and good has made it into a book, at least not one having the literary merit of a *Paradise Lost* or a *Henry V*. To support, defend, and make possible the great ideas of the Western experience, men and women—a few extraordinary, others quite ordinary— have had to sweat, fight, invent, and struggle. They have had to learn to live together in a way worthy of human beings: human beings who we are told in the Bible are made “in the image of God,” and who, according to Aristotle, are born to live in a political order. They—we—have had to create law (or discover it) and to defend that law against threats of hostile invasion and internal chaos. They—we—have not always prevailed, over our external threats or the enemy within. But we can never do so unless we try.

The great task of challenge of living in a way worthy of human beings, of pursuing not just mere life, but the good life, we call *civilization*. The study of civilization is arguably the most important young people can embark upon. It is so because each new generation inherits the patrimony of their parents and grandparents: their own personal legacy, such as it may be, but in a larger sense the ideas, manners, laws, arts, institutions, habits, aims and aspirations, and basic common sense or prudence that make life good. As with any inheritance, the inheritors can substantially increase it, just save it, or squander it entirely. Their shepherding of the patrimony depends upon their knowledge and their virtues.

TCA instructs students in the knowledge needed to preserve human civilization and to make it flourish. To the extent it can, the school also trains students in the virtues, as we have said. The arts of civilization are at once high and complex arts, and yet at the same time often simple, common-sense observances such as living by the Golden Rule or gentlemen opening doors for ladies. TCA teaches these arts of civilization through classes in economics, moral philosophy, and, above all, Western Civilization. TCA eschews the tepid term *social studies* as being non-committal, directionless, and lacking in all spirit and life. Students come to understand and grapple with their own inheritance by carefully reading and vigorously discussing the words and deeds of men and women in the past. Original sources are almost always preferred to secondary textbooks. Our emphasis on civilization causes us to expand Arnold’s maxim to read, “the best that has been thought and said and done and discovered.”

TCA is a school for the sciences. Our students spend a lot of time reading one tremendously great and beautiful and mysterious book that does not fit neatly between two cardboard covers. We mean the “book of nature.” The purpose of education is for human beings to discover and understand the world. That means the human world and also the physical world around them. Although the rhetoric surrounding a classical or liberal- arts school such as TCA often emphasizes the humanities (partly because that is what makes the school unique and partly because those who are in charge of it have been better humanists than scientists), the sciences are no less important than the humanistic disciplines and do not take a “back seat” in any way. Indeed, TCA’s pursuit of knowledge requires serious attention to be given to the sciences and to math. The first and perhaps most obvious is that the traditions of both the ancients and the Founding Fathers held that human reason compels thinking people to explore and to explain the order of the universe. Aristotle was a scientist as much as an ethicist or political philosopher. Greek civilization gave us Euclid as well as Euripides. The awe-inspiring art of Michelangelo

drew upon a re-discovery of Galen and of the human form and coincided with the birth of modern medical faculties. A compelling case could be made that the greatest American achievement—our Constitution— would not have been written had the eighteenth century not been immersed in the physics and astronomy of Newton.

A more-than-historical and more-than-pedagogical reason, though, impels us to teach our students the sciences and mathematics with energy and rigor. Even as we Americans live in a great age of science and discovery, our people become increasingly scientifically and mathematically illiterate, the number of native-born citizens doing graduate work in the sciences continues to diminish, and the complex moral problems arising from novel technologies (such as cloning) challenge us to think about the very nature of the human being even as we strive to make man's physical existence healthier and more pleasant.

TCA eschews the common textbook, recipe-following method of teaching math and science found in most public schools today. Instead, we teach the real “math” behind the mathematics and the real “science” behind physics, biology, and chemistry. In other words, our students—who must absolutely master their math and science *facts*—cultivate mathematical and scientific minds by learning the *why* behind the what. Newton's and Boyle's laws did not drop from the heavens, nor did Pythagoras's theorem pop out of a textbook. Rather, the means of understanding an ordered universe resulted from these thinkers' painstaking observation and reasoning about the world before their very eyes. Science is not a thing that sits lifeless in a bulky textbook but a habit of mind often called the “scientific method.” This method of reasoning, not individual bits of technology themselves, has ushered in over the last four centuries what we generally call “progress.” If the habit of mind is lost, so will be progress. The intense interest our students cultivate in the human condition through the study of history, literature, and allied subjects, then, is no less manifest in our inquiry into the beauties of nature and of numerical relations.

TCA is a school for the arts. Students at TCA pursue not only the good and the true. They strive for the beautiful. Every human being is endowed with an aesthetic sense no less than a moral one. This sense intuitively understands order, harmony, and proportion. The most tone-deaf person will wince at a sour note. The least imaginative and artistic will be struck by a beautiful sunset over a rolling landscape or a wide ocean. Like the moral sense, the sense of beauty must be trained to act in its fullest capacity. If it is not trained, it remains mere untutored potential, longing for something good but little able to love or effect it.

The primary means by which human beings cultivate the beautiful is through the arts. At TCA, the arts are taught through music and “art”: painting and drawing, but also the appreciation of sculpture and, to a lesser extent, architecture. In keeping with the way of liberal education, the school teaches music and art largely through the works of the best masters: Bach, Mozart, Beethoven, Raphael, Michelangelo, Monet. At the same time, the arts require an intensive study of technique, both to appreciate the great works and to try to make or perform art on one's own.

The great advantage the arts have over other disciplines is their exacting demands of *performance*, indeed public performance. It is not true that other disciplines do not have their performances: the student of rhetoric must speak, science students must experiment, everyone in

math class must “do math.” Indeed, the whole purpose of classical education is to produce *actors*, as both men and citizens. Yet such “performances” are few, private, or remote from our present tasks. The singer, player, or painter performs chiefly for the discriminating view of others. He or she must get it right: every note, every pitch, every brushstroke. No one says of a concert as he would of a written test: that’s great job, they got every note but one! Public performance demands perfection. Practice, rehearsal, the difficult measure gone over again and again until it is right is the necessary effort to attain that perfection. Thus the arts—in striving for the beautiful—employ the trained senses, the power of habit, and the best use of human pride to overcome one of the worst barriers to human excellence: complacency, the handmaiden of sloth.

It is no accident that Plato required his young guardian to study music as well as math. A rigorous training in the beautiful is, or should be, a refinement of taste and an opening of the heart to the wonders of a more-than-material world.

TCA is a Socratic school. The public-school establishment has for more than half a century abandoned what it refers to offhand as “content,” that is, the very marrow and life of what the schools used to impart to young people, in pursuit of their chimera of *method*. The mythology of the educrats holds that the naturally creative, abundantly fecund, and unfailingly thought-seeking minds of children were stifled under the regimented regime of the cudgel-wielding, order-obsessed, drill-or-die grammar Gestapo. Their little minds had to be freed from the chains of memorization, right and wrong answers, knowing basic facts, the mastery of certain events, concepts, and books, all of which was dismissed with great contempt as “mere rote learning.” Leaving the Inferno of desks fixed in rows faced towards chalkboard, map, and a teacher who insisted on correct spelling, pronunciation, and enunciation, the children ascended into the Paradiso of the open classroom in which children flitted about from station to station, rapturously taking to whatever *project* their untrammelled minds felt like embarking on that day, whether writing their own poetry or adopting their own Constitution or building their own Eiffel Tower. There was only one problem with the great and ingenious scheme of the “Progressive” educators. A couple of decades after its full adoption the students were virtually illiterate.

Nonetheless, in the upside-down world of public education, the authors of children’s illiteracy claim that they do in fact have content but charge that the rote memorizers have no method, at least not one that keeps from destroying the child’s fragile psyche and will to interact with the all-important society of peers. All this, of course, is claptrap.

Classical education, liberal education, has a method of teaching developed and honed for over two thousand years in the West. In the first instance it holds that before a person can think, he must have something to think about. That something is a fact: Adam named the animals first, not thought “critically” about them. Without knowing the things around us, the things that brought us here, the words and structure of language through which we express these things—animals, plants, elements, rivers, cities, Presidents, poems, nouns, verbs, adjectives—we cannot *think* at all. The greatest genius of the age, in learning a foreign tongue, would still have to begin with the rudiments of the language. For a young mind to become ready for thought it must pursue a massive importation and organization of basic facts: the bricks for building the edifice. To this end, learning in the early grades, what some call the “grammar stage,” consists largely in

mastering facts and strengthening the power of the mighty memory to recall these facts on demand.

There is a second truth about the human mind that traditional teachers bring to bear on the subjects at hand. This truth is that the mind is inquisitive. Human beings are the only creatures that want to know things. The so-called progressives took this feature of man to mean that teachers were hardly necessary, that children would drift into learning without much effort on anyone's part. They did not understand the other limitations of our nature: sloth, complacency, anarchy of appetite and passion. Our inquisitiveness means that our reasoning faculties can be led (when first prepared with the rudiments) by the appropriate questions well-stated. While the rudimentary bricks build up the structure, the questions of how, when, and why usher us into the cathedral of understanding. Liberal education is thus both fact-based and question-based. These two are not antithetical but inseparable.

We call this method of questioning *Socratic* after the founder of Western philosophy. He was by no means the only important teacher in our history to use questions to pursue a truth or bring home a point. ("What does it profit a man to gain the whole world and lose his own soul?" "For if you love those who love you, what reward have you? Do not even the publicans do the same?") The Socratic method should not be thought of as a random, rambling chatter between teacher and kids without direction or insight, nor as a means of taking responsibility from teachers for teaching, nor yet as a fumbling way to get students to participate in class. Rather it is a carefully constructed pattern of questions developed by a knowledgeable and hard-working teacher to bring students' reason to the very heart of the matter. To the uninstructed or uninitiated observer, a Socratic discussion appears easy or looks as though the teacher is not doing much of the work. To the better versed in the ways of learning it appears as true dialogue, in the highest sense of that term.

Now insofar as every discipline is both fact-based and question-based, insofar as each discipline may require more or less of one or the other, in keeping with the idea that the individual styles and personalities of teachers must play into the mix, and because there are different grade levels and degrees of understanding even from class to class, there is no exact recipe for how much time should be spent in going over facts and how much in teachers asking questions and students giving answers (or vice versa). Nonetheless, the class should almost always have a clear question on the table, so to speak. The young mind without an important question before it soon becomes a wandering or a sleepy or a *bored* mind. And these are not the kinds of minds we want at TCA.

The young mind well trained in the Socratic Method applied to the best that has been thought and said and done and discovered becomes a formidable inquirer into the world, both physical and human. The comment we have heard again and again from parents of students of every age is that their family conversations have improved, that their children have amazed them on trips to museums and historical sites, that they find their kids even over the summer always *reading*. This phenomenon is more than the claptrap about *life-long learning* we hear from the educrats. The human mind rigorously trained in the arts and sciences that demands to be engaged with the world is a force to be admired. When combined with a steady character, it is a force for good.

TCA is an American school. The Founding Fathers of this nation held that schools should prepare young people for civic life and their civic responsibilities. Likewise, the ancients designed education for participation in the civic life of the polis or the republic. Indeed, the word republic itself comes from two Latin words, *res publica*, meaning “the public thing.” When at the close of the Constitutional Convention Benjamin Franklin was asked what kind of government the men now known as the Framers had given the country, he famously replied, “A republic, if you can keep it.” The Founding Fathers knew that a republican frame of government requires an informed citizenry educated in the public things. To this end, public schools used to teach “civics,” a series of courses throughout the primary and secondary grades whose purpose was to teach young people the history and theory of their constitutional order, an achievement that, however much influenced by ancient experience and thought, was unique at the time of the Founding and remains a model of self-government today.

We regret two related trends in modern education: the shocking ignorance among our young people today regarding the American tradition of self-government on the one hand and the hostility towards civics education as being somehow a form of “indoctrination” reminiscent of Nazism and thereby undermining a greater world harmony on the other. The two trends have to be related because only someone wholly ignorant of the sacrifices made by the men who stormed the beaches at Normandy, who raised the flag at Iwo Jima, who later formed and executed the Marshall Plan, and who for almost half a century, in a war that was not entirely ‘cold,’ checked the oppressive grip of communist totalitarianism, could say something so utterly foolish as that a proper American civics education is either fascistic or narrowly Anglo-centric.

TCA unapologetically embraces a thorough immersion in American government, history, literature, and arts, as well as the related discipline of economics, which vindicates the Founding Fathers’ understanding of human nature, of civil society, and of the capacity of the individual following his own conscience under the rule of law. So important is the civic-minded mission of TCA that another way of thinking about our enterprise is as “an education worthy of the Founding Fathers,” both the education they had in their youth and the education they recommended for “generations yet unborn.” In other words, we are in the business of keeping our Republic, not forgetting it or bashing it. Such is the proper and necessary role of public education in a nation with a government of the people, by the people, for the people.

Such a purpose does not deny the integrity and importance of other nations. As stated succinctly by E. D. Hirsch, an educational pioneer who describes himself as a man of the “Old Left”: “We don’t live in France or China. It is a duty of American schools to educate competent *American* citizens.” Nor does it claim that this nation has always done right in every moment of its history. Rather, any true study of civics begins with the clear aims of the American regime, stated time and again by the Founders, but most memorably as,

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,— That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to

institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness.

The Founding Fathers created a clear standard by which the “American experiment” is to be judged. When Americans have lived up to this high aim, they have flourished. When they have departed from it, they have done so to their own detriment. Through the clear lens of the Declaration we both study American history and learn to govern ourselves.

TCA is a school that works. There are many ways of proving the school’s success. The most common way, the only one the broader public has much interest or ability in undertaking, is by looking at our test scores. Yet the public may not realize that TCA is a school that emphatically *does not teach to the test*. In earlier grades, other schools’ attempt to game the system (preparing for weeks the silly or canned questions that regularly appear on these exams) may pay off—in the short run. Obviously this strategy fails to prevail as the older students get, the more their scores fall in relation to any real measures of academic ability.

We should remember that standardized testing is only one, and not the most important, measure of the school’s flourishing. The place to come to grips with TCA’s unique aims and methods is in the classroom. Far from having something to hide, we open our doors and our classrooms to prospective students, their parents, reporters, and any school that might find profit from observing our education. What these observers will say is usually a good indication of what we labor to achieve. As the message of TCA spreads the most common thing parents say is; “this is the kind of education I wish I would have had in school.”

Real learning takes place in the TCA classrooms because the entire school is built on the principle that education is simply the basic interaction among teacher, text, and student. To this end, the school adheres to Churchill’s basic tenet. When visiting the White House during the war and asked what sort of Scotch he would like, the witty Prime Minister of Britain replied, “I shall be satisfied with the very best.” Thus is TCA satisfied: by having the very best teachers, the very best books, and the very best efforts of its students. In no other way can it be satisfied.

TCA is a classical education for modern times. What TCA does is counter-intuitive. Rooting ourselves firmly in the learning of the past we prepare ourselves for the future. In a world that constantly chatters about the speed of information, we slow down to read long books carefully, to open our minds to stories that take a good while to tell, to labor over problems that a modern calculator could solve in a microsecond, to love things of permanent and transcendent beauty, and, when necessary, to reinvent the wheel. We make no apologies. We are not antiquaries and do not consider ourselves quaint. We are in the business of forming minds, not programming machines. We are committed to strengthening souls, not gaming a system. In the founding years of the school, many caring and well-meaning people wished to give advice “since TCA is a new school.” Such advice soon went away. TCA is not a new school. It draws on a 2500-year history of the Western experience and would love to have dedicated parents join us.

Hirsch and Classical Education

Mr. Florian Hild

The Common Purpose of Core Knowledge and Classical Education

The parent-principal discussions of E. D. Hirsch's *The Making of Americans* showed us that the founder of Core Knowledge now posits a purpose for a Core Knowledge education. *The Making of Americans*, more so than his previous books, reveals an intellectual kinship between Hirsch and classical education. In my reading, Hirsch has done more than adding logic and rhetoric to the grammar of Core Knowledge: He has joined the academic *trivium* to its moral, civic purpose. Aiming for intelligence *and* character is what sets classical education apart from a well-executed Core Knowledge education. *The Making of Americans* presents the good citizen as the goal of American K-12 education. Citizenship is our public virtue; character our private. Together they create a life worth living for the individual and her society. Together they provide the *trivium's* academic excellence with a civic purpose.

The Grammar Stage

The Core Knowledge sequence functions as the grammar stage of classical education's *trivium* (the "three ways" of grammar, logic, and rhetoric). In the grammar stage, learners acquire the vocabulary of a discipline. This grammatical learning is not restricted to certain age-groups; whenever we learn something new, we have to understand its grammar. In biology, we need to know what a cell is before we can learn what cells do. In history, we need to know the words of the Gettysburg Address before we can debate its merits. Education has a grammar: Here, I'm trying to explain the ideals of classical education by drawing on your understanding of Core Knowledge.

Even baseball has a grammar: Just try explaining to a foreigner what "walking" a star player means. Every discipline, every form of life, has a grammar. Without it, we are excluded from that discipline or form of life just as a stranger from an inside joke. TCA students—as well as Core Knowledge students elsewhere—slowly ("glacially slow," according to Hirsch) learn the grammar of their academic subjects and are thus given entrance to many ways of knowing the world. It is in the grammar stage that our academic houses are built on rock or sand depending on the quality of our teachers and our curriculum.

The Logic Stage

Classical education then builds on the grammar of Hirsch's sequence. (TCA does so in his spirit: The Core Knowledge website has a link to TCAclassical.com in an article about where to go after CK.) When students know the grammar of a subject, they can engage it with logical questions. Why do some cells' mutations cause diseases, others benefits? What is "government of the people, by the people, and for the people"? What is wrong about saying that "there were grammatical differences between Dr. Hirsch and I"? The Socratic "What is?" challenges us to explain the knowledge we think we have. The logical testing of grammar lets us know what to think of it. The logic stage thus follows quite naturally on the grammar stage, because we are curious and ask questions about what we learn. The *trivium* accounts for this human

inquisitiveness. Every class at TCA takes students from grammar to logic. Already kindergartners ask questions about the things they learn and few TCA teenagers just accept information without testing it.

The Rhetoric Stage

In their senior theses, TCA seniors articulate their view of a good life. Their judgments are based on the grammar they learned at TCA, the many questions they have asked, and the many arguments they've had. This articulation of a thesis is the rhetoric stage: It is an argument about the grammar one has learned and logically tested. Our senior thesis is the final goal of a TCA education, but many prior classes include rhetorical elements in the form of papers, exams, and presentations. While mastery of grammar and conversing about and testing this grammar is the bedrock of a classical education, the final goal is to arrive at reasoned judgment. And while many classes in a K-12 school can hardly claim to produce students who have prudential judgment, each class knows it is trying to move students towards this end.

The Continual Cycle through the Trivium

Each stage, therefore, needs the others. Grammar without logic and rhetoric is information without judgment. Computers possess a vast amount of grammar, but we wouldn't call a computer prudent. To ask "What is?" without grammatical knowledge is a meaningless, though popular, exercise. Rhetoric without tested knowledge works for stand-up comedy but not for the more serious parts of our lives. One of the misunderstandings regarding classical education is to assign grammar to elementary, logic to middle, and rhetoric to high school. As parents well know, very young students ask lots of logical questions and grown-ups are in desperate need of grammatical knowledge about many things. The *trivium* is a process that goes on in all learning, all the time. I might be in the rhetoric stage regarding classical education, but I'm in the grammar stage regarding late antiquity or modern baseball. Students here and learners everywhere continually cycle through the *trivium*. Classical education understands that every effort in the classroom is a step on the *trivium's* long road towards rhetorical mastery of a subject. Kindergarten teachers need to know what kind human being they want to graduate and high school teachers need to know where their students come from. No class takes place in isolation and without the vision of the whole. Classical education is teleological.

From Trivium to Character and Citizenship

The *trivium* is one of the paradigms of classical education, but without a moral purpose it only aims at intelligence. While Core Knowledge without a civic purpose is still much better than anti-curriculum, anti-intellectual, anti-traditional education, it is like a powerful engine without a steering wheel, a great athlete without a competition: It lacks a destination. Hirsch's *The Making of Americans* knows where it is taking Core Knowledge. Intelligence, gained by studying the Core Knowledge sequence, needs to be coupled with character, gained by learning what it means to be a good citizen.

TCA's founders drew extensively on Hirsch's first two books to realize their dream of a classical school. Now we can proudly see him return the compliment as he writes that our "success stands

as a sharp rebuke to the dominant anti-intellectual pedagogy of most American schools.” Dr. Hirsch and TCA have become educational soul mates, united by the shared purpose of making Americans.

TCA Classical Schools' Framework

The underlying philosophy of the TCA Classical Schools is inspired by the following three books: *Cultural Literacy* by E.D. Hirsch, Jr., *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick and *The Schools We Need and Why We Don't Have Them* by E.D. Hirsch, Jr. Additionally, *The Making of Americans* by E.D. Hirsch Jr. has been adopted as a foundational text.

A coherent and unified philosophy is one of the key areas of a stable school, and will drive everything from assessment to hiring to discipline to textbook selection.

MISSION STATEMENT

The mission of The Classical Academy of Sarasota is to provide an excellent K-12 education which develops the academic potential of each student through a rigorous, content-rich, classical liberal arts education while building in them a virtuous character.

PHILOSOPHY STATEMENT

It is the philosophy of The Classical Academy of Sarasota that all students benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. The school will provide an environment that fosters academic excellence through the habit of thoroughness, the willingness to work, and the perseverance to complete difficult tasks. Through a defined traditional, classical-liberal curriculum students will be prepared to become active, responsible members of their community.

ACADEMIC STANDARDS

The Classical Academy of Sarasota will uphold high academic standards for all students regardless of background, socio-economic status, and ability. The curriculum will be content-rich, following the classical-liberal, traditional education model, with provisions to challenge all students to fulfill their individual academic potential.

- Objective standards will be monitored and maintained as defined by the Charter School Law.
- Promotion and graduation requirements will meet or exceed state requirements.
- Students shall take the defined curriculum and must earn promotion and graduation.
- The student schedule will be predominantly occupied by the defined curriculum.
- Students will be assessed through class work, regular assignments, and periodic tests, the levels of which will be calibrated against District, State and National norms.

CHARACTER EDUCATION

The Classical Academy of Sarasota's environment and curriculum are designed to promote and build strength of character in students.

- The values of a democratic society will be identified and clearly taught.
- Administrators and faculty will encourage and model habits of honesty, respect, social responsibility, and self-discipline. Students will be given opportunities to practice and develop these traits.
- Outstanding people will be used as role models throughout the curriculum to teach character.

LEARNING ENVIRONMENT

The Classical Academy of Sarasota will promote a safe environment that fosters learning and character development.

- There will be a defined standard of appearance and a regulated campus.
- Positive student/parent/teacher relationships will be fostered.
- Extra-curricular activities will be encouraged.
- Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments.
- The faculty will be a unified group of professionals focused on student achievement.

STUDY SKILLS

The Classical Academy of Sarasota will provide the opportunity for all students to acquire the mastery of study skills, which make learning possible and encourage self-motivation.

- Study skills (time management, research skills, note-taking) will be integrated throughout the curriculum.
- Teachers will evaluate the mastery of study skills.

GRADUATION REQUIREMENTS

The graduation requirements will meet or exceed those mandated by the District and State.

CORE PRINCIPLES HELD TO BE NON-NEGOTIABLE BY THE TCA BOARD OF DIRECTORS

1. Role of Principal
 - a. The Principal is the intellectual academic leader of the school with a philosophical understanding of classical/liberal education.
 - b. The Principal implements curriculum as defined by the classical-liberal tradition. The school's practices are defined by Dr. T.O. Moore's essay in the school handbook.
 - c. The Principal makes final decisions on curriculum, accountable to the Board of Directors.
 - d. The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, and financial priorities of the school.

3. School Culture
 - a) TCA is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
 - b) TCA's practices require a small K-12 atmosphere with a closed campus. This conscious choice ensures that all students are known and educated by caring adults.
 - c) The Principal is accountable for the well-being of every student. Faculty members personally know each of their students as well as others.
 - d) The TCA character pillars are taught, enforced, and modeled by all faculty and staff. Students are to emulate these virtues.
 - e) TCA upholds the established dress code and is open to adding a specific uniform option.
 - f) Discipline policies are designed to prevent interruption of teaching and learning as well as reinforce the character pillars.
 - g) TCA classrooms are open for observation at any time.

4. Education
 - a. Our educational philosophy is expressed in the article "What Kind of School Is TCA", as well as by the writings of E.D. Hirsch Jr., T.O. Moore, and James Kilpatrick (*Why Johnny Can't Tell Right From Wrong*).
 - b. Student services and special education provide services for all students with academic and behavioral needs. Interventions utilized to achieve TCA's expectations are targeted and specific to each individual.
 - c. TCA resists grade inflation and social promotion. Mastery of core subjects-always takes priority.
 - d. Latin is taught. Successful completion of a senior thesis is a requirement for graduation.
 - e. Students will be academically prepared to pursue multiple post-secondary options. Students who do not intend to attend college will always be welcome at TCA.
 - f. Literacy is taught through an explicit phonics program. Math is taught conceptually using the Socratic Method.
 - g. Standardized tests do not drive our curriculum.

5. Teachers

- a. The Principal employs teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom. Certification is a condition of employment.
- b. TCA teachers are treated as professionals. Their professional development includes a multi-week training prior to the start of the school year, to be coordinated by the Principal.

6. Parents and Students

- a. Parents' support of the school's academic and moral mission is essential.
- b. The students have to be polite and attentive.

7. Board of Directors

- a. Our budgeting philosophy is conservative. We do not expend funds until we know they are in our possession. When budgeting, first priority is given to instructional materials, then faculty salaries, then other areas as deemed important by the Board.
- b. TCA plays an active role in state and national educational reform.

TCA Classical Schools is a Charter School

Charter Schools are:

➤ **Publicly funded schools of choice.**

The Classical Academy of Sarasota is one of the charter schools authorized by Sarasota County. TCA is funded on a per pupil basis. The “official count” occurs in October, so it is very important that students are accounted for during this period of time, as specified by the state. If students are absent during this time forms must be submitted to the state to account for those students in order for funding to be received.

➤ **Usually established by a group of founders.**

The Classical Academy of Sarasota Founding Committee was comprised of parents of students who were interested in their students receiving a classical education. The lack of availability for other students in the community to access this education became the driving force in the decision to have TCA become a K-12 school.

➤ **Authorized in the state of Florida by the local school district.**

Sarasota County School District is The Classical Academy of Sarasota’s authorizing agent. Sarasota County’s Administrative Staff have been supportive of the efforts and establishment of TCA.

➤ **Site-based managed.**

The governance can vary from charter school to charter school. However, a board of directors that is comprised of parents and local representatives governs most charter schools in our state. TCA’s Board is currently comprised of 5 members.

➤ **Highly accountable to their students, parents, and communities.**

Our School Advisory Committee reviews our Charter Document and contract to ensure our compliance, advises the Board of Directors on said compliance, and reviews student test data, administers required parent and teacher surveys, and acts as a check- and-balance system to the school to aid in the maintenance of accountability. The Accountability committee must be in agreement with the mission and philosophy of TCA.

➤ **Focused on one specific philosophy.**

Every charter school has its own mission and philosophy. The Classical Academy of Sarasota is described previously in the “What Kind of School Is TCA” article by T.O. Moore.

➤ **Created for a very defined purpose.**

TCA desires to educate all students who enter our school, expecting nothing less than the best from each one.

➤ **For parents and students who wish to make a definite educational choice.**

Those students who thrive at TCA are the ones who understand and whose parents understand the effort necessary to attain a classical education. Parents and students not in agreement with the mission, philosophy, and policies of the school may not be able to adhere to the stated policies of the school. In such cases, a different educational opportunity may be more appropriate for parents and their child.

“If you treat an individual as he is, he will remain as he is. But if you treat him as what he ought to be and could be, he will become what he ought to be and could be.”

-Goethe

SECTION III: THE CLASSICAL ACADEMY'S COMMUNITY

BOARD OF DIRECTORS (BOD)

The primary responsibility of the initial BOD is to ensure that The Classical Academy of Sarasota's doors open and establish the foundation for future success. The original BOD holds the vision for the school. They are highly committed individuals of various backgrounds that are willing to do what it takes to establish TCA. The BOD will do what it takes to maintain the successful operational practices established for TCA. The BOD will oversee the educational and operational policies of the school to ensure continued adherence to the mission and philosophy.

The implementation of policies and procedures and daily operations are the responsibility of TCA's administrative personnel. The Board of Directors meets regularly to discuss school operations. It is during these meetings that they examine operations, establish new policies, and review and change existing policies as needed. Requests, concerns, and information may be offered by parents, students, and teachers during the scheduled community comments times at the Board meetings. All spoken comments must also be presented in writing to the BOD secretary in order for them to be accurately reflected in the BOD minutes.

Board meetings are generally held at TCA on the first Thursday of the month, starting at 4:00 p.m., unless posted otherwise. All meetings are open to the public, and your attendance is not only welcome but encouraged. Meeting agendas are posted 24 hours in advance on the front office door. For issues involving personnel, contracts, or other sensitive matters, the Board holds Executive Sessions following regularly scheduled Board Meetings according to state law.

The lengthy documents regarding the curriculum and operation of the school are on our web site and are available in the office for perusal or purchase by parents. The governance documents (Articles of Incorporation, Bylaws, and board policies regarding governance) can be found in the governance section of this handbook.

The requirements that need to be met to be eligible for the BOD are as follows:

Candidates for the Board must meet the following criteria:

- An applicant must be a parent or grandparent of a student currently enrolled in TCA.
- An applicant must attend 50+% of board meetings within the current academic year, 3 of them consecutive (partial attendance does not count) and show a working knowledge of board procedure, board policies, bylaws, articles of incorporation and Florida State Law relevant to charter schools and education.
- Have read and support wholeheartedly the views presented in the following two books:
 - i. *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick
 - ii. *The Schools We Need and Why We Don't Have Them* by E.D. Hirsch Jr.
- Visit at least one class in each of the three schools (Elementary, Middle, and High School).
- Have a demonstrated history and continued commitment to the school by volunteering and serving on a regular basis for at least 12 months prior to their application to run for

the Board.

- A commitment to the mission and philosophy of TCA as outlined in the charter
- Individuals with varying and diverse educational and career backgrounds who will add experience and expertise in their field. Fields including but not limited to:
 - Business
 - Finance
 - Law
 - Education
 - Medical
 - Entrepreneurs
 - Government
- Have a demonstrated history and continued commitment to personal growth and learning
- Embrace the ideals of classical education

Teacher – Parent Responsibilities for TCA Classical Schools

TEACHERS

Teachers are heart of the school. Without dedicated competent teachers, the best educational practices will never come to fruition in the classroom. TCA’s teachers are expected to implement TCA’s academic mission. In the classroom, the teacher is in charge. Outside of the classroom, teachers receive professional guidance with respect to specific goals and objectives from the Board of Directors through the Principal.

Teachers are professionals. Professionalism refers to conducting oneself with the dignity and *gravitas* that befit the activity of learning. Professionalism among teachers also entails continued studies both in one’s area of expertise and in the liberal arts and sciences generally. Every teacher should be the master of his own academic discipline and of the art of teaching. As such, an experienced teacher should be able to convey the best methods of teaching his subject to junior members of the profession.

Teachers have different styles of teaching. Socrates asked questions. Aristotle delivered lectures. The teacher’s style sets the intellectual tone for the class. Teachers may enlist parental support. Indeed, teachers are encouraged to incorporate volunteer efforts in the classroom. Nonetheless, teachers have the ultimate responsibility over the direction and scope of the class. All teachers accept the responsibility for teaching the entire curriculum, both content and skills, in a way congenial to the school’s philosophy.

Because all of us have had educational experiences and most have attended school, we have been immersed in various philosophies whether we have been aware of them or not. A recent book, *The Academic Achievement Challenge: What Really Works in the Classroom*, by Jeanne S. Chall, (Professor Emeritus at Harvard University, Graduate School of Education), notes the importance of understanding philosophical approaches in education, for philosophy dictates choices from textbook selection to approaches to student discipline. Educators and parents since the end of the 19th century have aligned themselves with one or the other of two fundamental positions. The historian R. Hofstadter, terms the first “Intellectualist” which defines the primary goal of

education as the mastery of core academic subjects by everyone. The other position may be termed “Anti-Intellectualist” and defines the primary goal of education as “meeting the needs of individual students, which may or may not include a primary emphasis on academic learning.” (Stevenson & Stigler, 1992) These positions have also been termed “Teacher-Centered” and “Student-Centered.” Both positions are illustrated in the following approaches to learning, moral development, curriculum, work habits, promotion and teacher’s background (summarized from Chall’s book):

Learning:

Teacher-centered/intellectualist

acquiring knowledge from the past, present and recognizing patterns that may occur in future; skills important for the individual and society; a core curriculum

Student-centered/anti-intellectualist

learning based on the learner’s interests; no required core curriculum; emphasis on integration

Moral Development:

Teacher-centered/intellectualist

students learn right from wrong from their studies, from adult guidance, and from extra-curricular activities

Student-centered/anti-intellectualist

morality develops from the individual’s experience; it is best learned when not taught directly

Curriculum:

Teacher-centered/intellectualist

core subjects are taught separately; history and geography are defined; explicit phonics used to teach reading

Student-centered/anti-intellectualist

any subject can serve to develop problem-solving abilities and creativity; social studies combines history, sociology, geography, and anthropology

Work Habits:

Teacher-centered/intellectualist

students are expected to learn what is taught; students come to school with good and questionable habits and attitudes and must be helped to become good citizens and learners

Student-centered/anti-intellectualist

the best learning comes when students are interested in what they learn; therefore teachers are to encourage students to follow their own interests in learning; students are assumed to have good habits

Promotion:

Teacher-centered/intellectualist

promotion is largely by achievement; student may be retained if achievement is too low

Student-centered/anti-intellectualist

social promotion is preferred; student is promoted with age group even if achievement is too low

Teacher’s Background:

Teacher-centered/intellectualist

education in subject matter being taught is preferred; of course, excellent teaching

Student-centered/anti-intellectualist

teacher’s mastery of subject matter is considered less important than an

methods are also required to help students learn the content

understanding of child and adolescent development

At The Classical Academy of Sarasota, education is derived from the philosophies found in the left-hand column. By enrolling your child at TCA, you will witness firsthand the quality and benefits of a Classical Education utilizing Core Knowledge and a specific Character curriculum.

PARENTS

At TCA Classical Schools, parents are an important part of the educational effort. Parents are expected to:

- Model good character
- Help their children develop effective study skills
- Oversee regular reading and writing and mathematics skill development
- Stimulate discussion and exploration of ideas and events with students, and
- Support the school goals through familiarity with the Handbook and Charter, through homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success

Student self-esteem and belonging develop from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.

STUDENT ACCOUNTABILITY

The aim of TCA is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, are by definition diligent in, attached to, zealous for, their studies. We simply expect students to live up to their name. The teachers of TCA will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education TCA offers them.

COMMUNITY INVOLVEMENT

We have received much support from individuals and businesses within our local community. Community relations will continue to be important to us, and we are all good-will ambassadors for TCA. We hope to continue creating partnerships with local businesses and pursue grant opportunities. Any information or expertise you can offer in this area is greatly appreciated. TCA may recruit individuals from the community to provide supplementary educational experiences for the students.

SECTION IV: ACADEMIC PROGRAM AND SCHOOL ENVIRONMENT

Graduation Requirements

TCA will work with each of its high school students in the creation and monitoring of an electronic personal education plan. An annual review of the plan will be completed in keeping with Senate Bill 1908. The following diploma options will be offered by TCA in accordance with the District's Student Progression Plan:

Standard Diploma

The standard diploma is the type of high school diploma earned by most students who graduate from Florida high schools. All students, including students with disabilities, may work to earn a standard diploma. Students must meet state and district requirements to earn this diploma.

Three-Year Accelerated College/Career Preparatory Program

This accelerated graduation option will be available to students who desire an accelerated graduation. Students who desire this option must meet the eligibility requirements found in the District's Student Progression Plan.

Standard Diploma with FCAT /PARCC Waiver for Students with Disabilities

The IEP team may waive the FCAT requirement for graduation with a standard diploma if there is sufficient evidence that the student 1) has demonstrated mastery of the Grade 10 Sunshine State Standards or CCSS, 2) has taken the Grade 10 FCAT (or future PARCC assessment if warranted) with appropriate allowable accommodations at least twice, 3) has participated in intensive remediation for FCAT Reading and/or FCAT Mathematics (or PARCC as transition occurs), if passing scores were not earned, and 4) the IEP team determines that the FCAT/PARCC assessment is not an accurate measure of the student's ability, the FCAT/PARCC requirement may be waived for either the reading portion, the mathematics portion, or both portions of the test, and the student may graduate with a standard diploma.

Certificates of Completion

A certificate of completion is available to any student who completes the State-required courses but fails to meet the other diploma requirements.

- A regular *Certificate of Completion* shall be awarded to a student who has passed the courses required by the State of Florida but failed to pass the Grade 10 FCAT/PARCC assessment, to pass courses required by the District, and/or achieve the required grade point average.
- A *College Placement Test Eligible Certificate of Completion* shall be awarded to a student who has met all graduation requirements except passing one or both parts of the Grade 10 FCAT/PARCC assessment.

The Principal, or a designee, will review the transcripts of students transferring to TCA's high school to determine which requirements have been met and what further courses are needed to graduate.

The academic year at TCA's high school will consist of two semesters. Completion of one semester of a course with a passing grade will earn ½ credits. A full load of courses in an academic year is 7 credits.

All coursework completed with a passing grade in 9th through 12th grades will appear on the student's high school transcript and will be used to calculate the student's grade point average. A passing grade in a course signifies completion of the content standards delineated for that course. In order to participate in the graduation ceremony, the required credits must be satisfactorily completed before the date of graduation. The diploma will be that of The Classical Academy of Sarasota and the District.

At TCA the majority of student coursework will be in required subjects that will develop a core knowledge of the liberal arts and sciences. TCA will, however, offer a variety of electives so that students can direct their learning into areas of individual interest and personal development.

See Policy AP - 7.15 Graduation Requirements.

THE CURRICULUM

ACADEMIC PROGRAM POLICIES-AP

Policy AP-1.0 Educational Priorities

The BOD desires that all students receive a classical, liberal education. To this end the BOD has determined the following educational priorities.

1. Basic cognitive skills: reading / writing / mathematics.
2. Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics.
3. Other classical subjects: music; art; Latin.
4. Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences.
5. Extracurricular activities of any type as defined by the Principal.

K-8: The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the School will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The BOD and Principal will determine these instances. The Principal will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

9-12: The High School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial “covering.” The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subjects textbooks will be used as a*

resource, not as the basis of the curriculum. The curriculum will exceed the State and District Model Content Standards. Teachers must develop a curriculum under the direction of the Principal and the DOC who are accountable to the BOD

ACADEMIC PROGRAM POLICIES - AP

Policy AP – 1.1 Special Events – Parties

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

Any special event or party must be approved by the principal or director of curriculum a minimum of 2 weeks **prior** to its planning. Approval for one year does not carry over to the next.

Policy AP – 1.2 Special Events – Guest Speakers

Guest speakers utilized during the school day must speak on topics covered in the course or grade. If possible the students should be in process of studying the topic to be presented.

Guest Speakers must be approved by the principal or director of curriculum **prior** to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

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

Policy AP – 1.3 Special Events – Field Trips

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

Policy AP - 1.4 Extended Field Trips

All extended field trips require individual Administrative approval a minimum of 90 days (180 days outside US) prior to the trip. All students attending the extended field trip must have unanimous approval of the administrators of TCA. For upper school students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip.

All extended field trips must have liability insurance protecting all the trip attendees, the school, and Sarasota County. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with the field trip coordinator to insure that all procedures are followed.

Policy AP – 1.5 Academic Textbooks and Supplies

The Classical Academy of Sarasota desires the best in learning materials for its students. Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. If materials given to a student are lost the student must pay for any needed replacement. If loaned materials are lost or damaged the student must also pay for its replacement.

In the case that reimbursement has not been made to TCA for lost or damaged materials No further materials will be purchased or issued to that student until the past due fees are paid.

Policy AP - 2.0 Human Sexuality

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

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

We refer parents to chapters 1 and 3 of *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick as a supporting reference for our philosophy on teaching human sexuality.

Teaching Human Sexuality

We may teach the Core Knowledge Sequence in the fifth grade, which includes a discussion on the reproductive organs and reproduction. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will adhere to the school philosophy as best seen in the relevant chapters of Kilpatrick's *Why Johnny Can't Tell Right from Wrong*. Teachers will engage the material in a serious way. The purpose will not be to claim that "Hester Prynne could be just as happy as a single mother," or that "Greek culture proves that homosexuality is an appropriate sexual preference," or any other such highly contestable claims that violate our policies. When in doubt over the teaching of an issue, the teacher should always consult the Principal.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Principal or a faculty member who has the full confidence of the Board of Directors in these matters. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out. In addition as mandated by the state, sex education must be taught in the high school in the context of human health. Just as in the elementary school, sex education will be taught in a gender-separated environment or offered as a virtual course option. Sexuality will be taught as an aspect of a monogamous marriage, and the moral and physical consequences of promiscuous sex will be made plain.

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

Principals to be Communicated:

- Sexuality in practice is best accompanied by marital commitment and fidelity.
- Premarital abstinence is a positive, practical, achievable lifestyle that promotes self-control, self-respect, respect for others, responsibility, maturity, and good health.
- Abstinence prior to marriage is the only 100% safe approach to sex physically, emotionally, morally, and spiritually.
- The sex education program in the high school will include discussion on sexually transmitted diseases (including AIDS), condoms (only with respect to their limited effectiveness in prevention of sexually transmitted diseases), and fetal development.

Policy AP - 2.1 Teaching Evolution

Much of modern biology rests on the theory of evolution. The Core Knowledge Sequence introduces the theory of evolution in the seventh grade. TCA will adhere to the Core Knowledge Sequence. The theory of evolution in relation to human origins will not be taught at this time. In the high school biology class the evolutionary theories of human development will be canvassed. The teaching of evolution is not intended to exclude other theories of human origins and development, such as Creation. Nevertheless, we will not teach these theories but refer students back to their parents.

Policy AP - 2.2 Teaching Controversial Issues

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are differences of opinion and passions run high. Controversial issues will only be explored when emanating from some part of the curriculum (9-12). When these subjects come up, teachers will present an impartial view of both sides without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the CK sequence, without principal approval.

Policy AP – 2.3 Student Publications Policy

Student publications must uphold The Classical Academy of Sarasota’s mission, philosophy, character pillars, and board policies. The purpose of such publications is to inform the TCA’s community of school- related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted in the student newspaper subject to prior review of the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

Policy AP - 3.0 Video Viewing Policy

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate. A Video Viewing Permission Slip is to be distributed to parents by each teacher who intends show a video, and teachers are to abide by the choice of the parents.

POLICY AP-3.5 Network Use Student Network Acceptable Use Policy

The Classical Academy of Sarasota recognizes the importance of the network and Internet access as a valuable resource in the educating of today's youth. We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. It is understood that this access is a privilege, not a right, and all students and staff are expected to practice proper and ethical use of these systems. The use of these systems is monitored and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education. TCA do not assume responsibility for system failures that could result in the loss of data.

User Accounts

Access to the network requires the granting of a user account. The following criteria will govern the granting of an account:

- No user accounts will be granted to K – 4th grade students.
- User accounts for the Internet for grade 5 - 12 students may be granted for classroom or research purposes only.

Electronic Mail

Students are not allowed unsupervised access to or use of personal electronic mail resources.

Netiquette

During supervised classroom activities on the network, such as "*Pen Pals Abroad*," students are expected to observe the same standards of behavior as they do in the classroom.

- Be polite and courteous.
- Never reveal any personal information about yourself. This includes addresses, phone numbers, and credit card numbers.
- Do not reveal addresses or phone numbers of any other student or member of the staff.

Network Security

Periodically you may be allowed to access other networks and/or computer systems. These are to be used for research purposes only. Do not make copies of copyrighted materials.

Penalties for Inappropriate Actions: (See discipline policy)

Personal Electronic Devices

All electronic devices (CD players, radios, pagers, cell phones, I-pods, laptops, games, etc.) will be confiscated immediately and taken to the office. A student may retrieve the device from Principal according to the following policy guidelines:

- 1st offense – Parent may retrieve device at end of school day
- 2nd and subsequent offenses – Parent may retrieve device at end of academic week

Policy AP-4.0 Grading Policy

Grading is not the be-all and end-all of education. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular skill or course. Therefore grades will be assigned in all subjects. TCA will assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged. In this scheme the following letter grades have these meanings:

| | |
|------------------------------|-------------------|
| A – Mastery | D – Insufficiency |
| B – Proficiency | F – Failing |
| C – Sufficiency (Competence) | |

In addition to these general parameters, we will be using a 4.0 grading scale. The letter and numerical grades for this system are listed below:

| | | | | | |
|----|---------|-----|----|-------|-----|
| A | 94-100% | 4.0 | C | 74-76 | 2.0 |
| A- | 90-93 | 3.7 | C- | 70-73 | 1.7 |
| B+ | 87-89 | 3.3 | D+ | 67-69 | 1.3 |
| B | 84-86 | 3.0 | D | 64-66 | 1.0 |
| B- | 80-83 | 2.7 | D- | 60-63 | 0.7 |
| C+ | 77-79 | 2.3 | F | 0-59 | 0.0 |

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A, B, C, and Needs Improvement. Incompletes will only be given under special circumstances as determined by the Principal. Parents and students should always be informed of the student's progress. To be in good academic standing, the student must obtain a 2.0 GPA and be eligible

Philosophy of Grading

Adopted with permission from Ridgeview Classical Schools

We hope your children have been enjoying and learning a great deal from the education provided at TCA. We are quite pleased on the whole with the quality of the instruction and the way students are responding to a very demanding curriculum and classical methods of teaching. As this is the first period for reporting grades, we should like to be clear about our grading philosophy, the transition of students from their previous school experience to our expectations, and where your child stands now with these particular grades.

Grades are certainly important. In one sense they are a necessary evil. Most students probably would not do all the work assigned to them if there were not some system of rewards in place to urge them to work hard. At the same time, grades are essential as the chief means of evaluating where a student stands at any particular moment of his learning. A student who understood and mastered virtually all the material presented in the class would not necessarily know she was accomplishing so much without receiving an “A” at some point. A student who had a fair grasp of things but was still struggling in important areas would not know how much improvement was needed without a “C.” Consequently, we believe that grades should reflect how well a student is doing and how much better he might do to achieve mastery. Students, being unique individuals, demonstrate a range of abilities and work ethics. Some are naturally good writers but need to work on presenting their arguments orally. Some students are naturally very bright but do not work as hard as they could. Other students have more modest abilities but work extra hard to do well. These combinations could be multiplied endlessly. Since each class is filled with students who have a range of abilities and desires, one would expect to have a range of grades in the classes. That is not to say that there is any forced curve. But experience has shown that in any given class, there will be A’s and B’s and C’s and D’s and even F’s. We hear very often of how easy it is to make an A at other schools. This might be the case. But just as we insist that our teachers know their subject matter, and that the curriculum be based on the classics, so we insist that an A be awarded for excellence. A’s will be awarded at TCA, and are being awarded, but there will never be any such thing as “an easy A.”

While we always intend to uphold a standard of grading at TCA, we also understand that some students are being challenged academically more than they ever have been. This transition is particularly critical in high school, where transcripts do become important for the purposes of college admissions. This last subject would require a long discussion in itself, which we shall entertain at a later time. Rest assured that it is not our policy to punish students with bad grades in their first six weeks of our school so that they will never get into college. We understand that the move to a new charter school has been a big one indeed for your student. We also know that setting fair demands for your student in grading and homework load has required adjustment on our part and is an ongoing study.

With these considerations in mind, the upper school faculty has discussed how much to weigh the grades for this quarter. The first thing we decided is that the semester grade is the only one that gets figured into the overall GPA. We further agreed that a student who shows significant progress in the second half of a semester should have that second half count more than the first. As one teacher said, “If I have a student who really starts to understand the book and comes alive

in the second half of the term, that progress should be seen in the grade.” Another teacher put it more exactly: “I want to tell a student who now has a B minus that he can still make an A.” We thought about whether an exact formula should be adopted. For example, should the first quarter count 35%, the second 45% and the semester exam 20%? We all agreed that such an equation would allow teachers less freedom to reward students for significant improvement over the semester. Thus the grades before you are not simply on-half of the semester average. We hope that our methods of instruction have become clearer and more manageable for your child, and that students will respond accordingly to a very demanding and rewarding education.

T.O. Moore

Policy AP – 4.1 Adjusted GPA

TCA will adhere to adjusted GPA guidelines as outlined in Sarasota County’s District Student Progression Plan.

AP - 4.2 Class Rank, Valedictorian, Salutatorian

In determining class rank for graduating seniors, there is obviously a difficulty. Some students will have attended TCA full time all four years of high school, whereas others will have attended only for one year. The question is which manner of ranking students is the most just if, as we believe; standards at TCA are much higher than in other schools. It would seem that a system by which students are ranked “head to head” is the most appropriate. To this end, final class rank for seniors will be based solely on the classes taken at TCA by full- time students. Only students who have attended TCA for at least the complete junior and senior years will be given a class rank. Students who come just for the senior year may graduate but will not be ranked. The system of ranking students who have attended for different numbers of years will be as follows.

- The students who attend full time for four years will all have their cumulative grade-point averages compared.
- The students who attend full time for three years will have their cumulative grade-point averages compared to the three-year averages (sophomore-senior) of the above students.
- The students who attend full time for two years will have their cumulative grade-point averages compared to the two-year averages (junior-senior) of the above students.
- The students who attend full time for only one year will not be ranked. Nonetheless, in writing letters of recommendation to colleges, the college counselor or principal will inform admissions officers of what the student would be ranked in his or her graduating class.

The purpose of this policy is to keep TCA’s four-year students from being penalized for what sometimes is a relatively difficult freshman year. At the same time, students who come to TCA in their last two or three years of high school will be ranked according to how they do at this school.

The selection of valedictorian and salutatorian will be based upon final grade point averages and upon good standing in terms of character. Students found guilty of academic dishonesty or similar offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian. In line with the process detailed above, both the valedictorian and the salutatorian must have attended TCA full time for two complete years upon graduation.

The final class rank will be determined after the first semester of the senior year. It is important to make the cutoff at that point since colleges will wish to know the final rankings as soon as possible and since the valedictorian and salutatorian should be afforded the opportunity of including their honors on their graduation invitations. All students must nonetheless complete all graduation requirements in the last semester in order to graduate.

In the unlikely event of a tie for a certain place, two or more people may hold the same class rank. The subsequent place in rank will not be skipped. For example, if two students tie for third place, the next student in rank will be fourth.

Students who attain a 3.0 grade-point average or above while at TCA will graduate with honors. Students who attain a 3.5 grade-point average or above will graduate with high honors.

HOMEWORK AND CLASSWORK

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and personal organizational skills. Homework's immediate educational purpose is:

- to reinforce skills and concepts learned in class;
- to develop study skills and habits;
- to practice skills and knowledge in ways that are not readily accomplished in the classroom;
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, **we** would like each young child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a life-long learner should be if one hopes to remain competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. By reading to your child you encourage your child's growth and strengthen family ties. By making sure your child is reading at home you are directly contributing to his education. By reading in front of your children, you model good habits and reinforce your expectations.

The expected homework time allotment for each grade is as follows:

| | |
|--|---|
| Kindergarten- family reading time | Grade 5 - 40 minutes plus reading time |
| Grade 1 - family reading time | Grade 6 - 50 minutes plus reading time |
| Grade 2 – family reading time | Grade 7 - 60 minutes plus reading time |
| Grade 3 - 20 minutes plus reading time | Grade 8 - 70 minutes plus reading time |
| Grade 4 - 30 minutes plus reading time | Grades 9 -12: 2 hours plus reading time |

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

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher.

Policy AP-5.0 Homework

Homework is an essential part of education. As such, students at all grade levels will have assignments to work on and complete on a daily basis. Parents should be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.

Homework should be an opportunity for practice or for acquisition of background material. Parents are not expected to “teach” material to students.

In order to take an AP class, all students must first get parental approval on the required AP Class Request form as well as the teacher's recommendation for that class which is at the bottom of the AP Class Request form.

AP classes will require anywhere from 30 to 60 extra minutes of homework per night beyond the usual amount required for high school. Therefore the school recommends that students take no more than two AP classes per semester. Any more classes than two will require special approval by the principal.

9th-12th grade students may elect to be scheduled in an additional study hall in lieu of an elective. No credit will be awarded for study hall. Students who do not use this time wisely will be required to enroll in an elective.

In order to give 9th - 12th grade students adequate time to write papers and prepare for tests, the last week of each quarter, starting the preceding Friday, will be a “Quiet Week.” No major performance will be scheduled during this time without prior approval by the principal. These weeks will be scheduled each year when the annual school calendar is created.

All assignments must be turned in on time. Half credit will be given for assignments that are one day late. No credit will be given for work turned in more than one day late. Medical conditions are the only routinely excused absences. Students have one school day for each day missed to turn in assignments and make up missed work. Absences for any other reasons must be excused by the principal.

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

Policy AP - 5.5 Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. Students’ progress academically only by receiving comments and corrections on work they turn in and by taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others’ ideas and labor. Plagiarism is defined as the appropriation of another’s ideas or

words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment. Whenever a student has been caught plagiarizing, the following process will be followed.

1. The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work. The teacher will also write a brief description of the instance of the plagiarism. These materials will be placed in the student's permanent record.
2. The teacher will inform the Principal of the plagiarism.
3. Either the teacher or the Principal will inform the student's parent of the plagiarism.
4. The student will receive an F on the assignment if it is the first offense.
5. For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.

A disciplinary referral will be issued if plagiarism has occurred.

High School students found guilty of academic dishonesty or similar serious offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian.

Policy AP - 5.6 Cheating

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

A disciplinary referral will be issued if cheating has occurred. High School students found guilty of academic dishonesty or similar serious offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian.

Policy AP-6.0 Reporting

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

After the 3rd full week of school, teachers will send home progress reports:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Quarterly and semester report cards will be mailed or sent home.

- Once a semester, parent-teacher conferences will occur to discuss the student's academic progress.
- Parents have the ability to review student progress via internet access to TCA teachers' grade books.
- Parents who request notification in writing for their student's grade of C- or lower or for two consecutively missed assignments must complete the "Parent Notification Request Form" and submit it to the front office.

Grades will be posted within 7 business days after the due date unless otherwise notified by teacher on the syllabus. Missing assignments can be monitored by parents. There will be a computer available for parents to use in the lobby. Access will be from 8:00-4:00 on school days. Parents are encouraged to notify the teacher and the principal if there is no assignment/grade information for a particular academic subject or course.

Report Cards: Student report cards are completed at the end of each quarter. Final report cards will be ready at the end of the year or mailed out when ready.

Mid-term Reports and Report Cards: Mid-term Reports are sent home half-way through each quarter to students with a "C-" grade or lower in any subject. Student Report Cards are completed at the end of each quarter. They will be sent home with students or mailed. Final Report Cards will be mailed approximately two weeks after school is out in June.

Policy AP-7.0 Promotion

TCA will adhere to Elementary, Middle and High School promotion standards as outlined by Sarasota County. For a detailed description of these standards please see the Student Progression Plans found at: <http://sarasotacountyschools.net/departments/curriculum/default.aspx?id=10092>

Policy AP 7.01 Grade Level Placement of Newly Enrolled Students

The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than 1 grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the teacher and principal. If the parent chooses that the student is placed at the grade level in which the student originally enrolled against the advice of the teacher and principal, a signed document of this choice will become part of the student's permanent file.

AP-7.02 Re-Admittance

Students who have left TCA due to retention in a grade and later choose to re-enroll will be re-admitted based on the retention.

Once placed in the lesser grade, if the TCA teacher may observe mastery of the skills and materials by that student, the student may then be placed in the next grade.

If approved by the Principal a formal evaluation may occur to determine appropriate placement in lieu of the placement in the lesser grade.

Policy AP – 7.1 Admissions During the Current School Year Full-time Students

Space permitting:

- Students will be admitted through the end of the 3rd quarter when transferring from another local school. (Local is defined as attending a school within Sarasota County or congruent district.)
- Intermediate and High School students will not be admitted after the fall enrollment period when transferring from another local school.
- K-12 students transferring from non-local schools will be admitted through the middle of the 4th quarter.

The administrator and BOD may consider special circumstances of a family and admit a student at any time if it is in the best interest of the student/school.

See policies AP – 7.0 and SE – 10.0

Policy AP - 7.15

Graduation Requirements

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Required to Graduate | |
|----------------------------|---------|----------|----------|----------|----------------------|--|
| English | 1 | 1 | 1 | 1 | 4 | Senior Thesis in 12 th Grade |
| Math | 1 | 1 | 1 | 1 | 4 | Algebra 1 required, Geometry, Algebra 2 |
| Science | 1 | 1 | 1 | | 3 | 2 must have labs, Biology, Chemistry or Physics |
| History | 1 | 1 | 1 | 1 | 4 | World History, US History, Civics, ½ credit in American Govt., and Economics |
| Fine Arts | 1 | | | | 1 | May be taken at any grade level |
| HOPE | 1 | | | | 1 | May be taken at any grade level |
| Semantics and Logic Honors | | | ½ | | ½ | May be taken junior or senior year |
| Ethics | | | | ½ | ½ | Taken during senior year |
| Other Electives | 2 | 2 | 2 | 2 | 8 | 2 or more may be taken in any grade level |
| Total | | | | | 26 | |

Students must also pass the Grade 10 FCAT Reading and Algebra 1 EOC to Graduate.

Geometry and Biology EOC's will count as 30 % of a student's final grade. Students must complete one virtual course to fulfill graduation requirements.

Policy AP - 7.2 Early Graduation

Students who desire early graduation may receive a Diploma from TCA if they have fulfilled the graduation requirements the 18 credit three (3) year college/career preparatory program.

The Principal or Guidance Counselor will evaluate a student's transcripts and inform the student of the viability of early graduation upon receipt of a written request signed by the student and parent.

Policy AP - 7.3 Volunteer/Work for Credit

Only seniors who have completed all graduation requirements (courses and credits) with the exception of a total of 4 credits (1 history, 1 literature, 2 additional) may receive up to 1 credit per semester for volunteering and/or work. Volunteer and/or work activities will receive a credit equivalent to course seat-time and will be graded on a pass/fail basis. If the required Volunteer/Work Evaluation(s) are not submitted, no credit will be awarded and student will fail the course.

The Volunteer/Work Application must be completed and submitted two weeks prior to the start of the semester and will be approved or denied within the following five business days by the Principal or designee.

Note: The Volunteer/Work Application Form and Volunteer/Work Evaluation(s) Form to be maintained and updated by the administration.

Policy AP - 7.4 Eligibility (K-12)

Students are ineligible for extracurricular activities if they have two D's or one F in any subject(s). Academic eligibility will be determined with quarter ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of that quarter. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. A principal may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct.

Policy AP - 7.5 Participation in Extra-Curricular Activities by Part-time and Non-Enrolled Students

Part-time and non-enrolled students may participate in TCA extra-curricular activities. Part-time and non-enrolled students may not participate if a full-time student of TCA will be "cut" from the activity due to limited space, talent, etc.

Space Permitting:

Part-time and non-enrolled students:

- must follow the TCA eligibility policy
- must submit grades to the coach or sponsor of an activity to ensure eligibility
- must pay fees associated with the activity prior to participation
- will be billed, above the activity fee, the per student amount allocated for the program

Policy AP - 7.6 Off-site Extra-curricular Activities

Any and all TCA off-site extra-curricular activities must be “registered” with the Assistant Principal. All adults present at these activities must be registered TCA volunteers.

A list of all sanctioned TCA off-site extra-curricular activities will be maintained and updated by the Assistant Principal and copies will be made available for TCA parents.

Policy AP - 8.0 Schedule Changes

There will be no schedule changes during the semester unless it is deemed in the best interest of the student by the school. Approval signatures must be obtained from the student’s present teacher, the new teacher, the Principal, and a parent.

Policy AP – 9.0 Student Fees and Supplies

Student fees and supplies are used to:

- Provide additional educational opportunities for specific courses. In some courses, students will be required to purchase books and/or supplies. Actual fees and the courses, which require such fees, will be communicated in the Newsletter and course description. All students taking band courses or orchestra will be required to purchase music books. Certain elective classes may also require an additional fee and/or supplies.
- Provide additional resources for specific student-related use. These include, but are not limited to, postage and mailing supplies, paper, and printing supplies.

These fees above are voluntary and are non-refundable.

Other Fees

Fees for field trips, classroom activities, supplies, elective fees, extracurricular fees for participation in competitions as deemed appropriate by the event sponsor/teacher and school sponsored sports will be waived for qualifying students. The qualifying students’ (who desire and are eligible for district teams) participation fees will be paid to the appropriate public school by TCA. If partial payments are able to be made the balance of the fees will be covered by the school.

“Alternate Program Funding” is the determining factor. Qualification is determined solely by Federal guidelines. In the event a family does not qualify, but cannot allow participation of a student due to a financial hardship, an administrator may authorize a waiver for that specific situation.

SCHOOL ENVIRONMENT POLICIES - SE

Policy SE - 1.0 Student Leadership

Any student leader must demonstrate high moral character and be in good academic standing.

Policy SE - 1.5 Guidelines for Creating the School Calendar

The BOD and administration will make every attempt to adhere to the following in the adoption of the school calendar:

- The calculated hours of student instruction will meet or exceed the number required by F.S. Section 1011.61(1)(a)1.
- Graduation will be on Saturday following the last day of school.
- The Christmas break will be a minimum of two full work weeks (M-F). School will resume on the Tuesday after New Year's Day. If at all possible, the majority of the Christmas break will mirror that of the district.
- If possible Spring Break will coincide with that of the school district.
- The 1st semester will end on the last Friday before Christmas Break.

The school calendar will be presented to parents, students, and employees of TCA prior to its adoption, enabling comments and suggestions to be heard by the BOD. Adjustments, if deemed appropriate, may be made by the BOD.

Policy SE - 2.0 Attendance

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

School starts promptly at:

High School: TBD

Middle School: TBD

Elementary: TBD

Florida State Attendance law states, in part, that "Every elementary child who has attained the age of 6 and under the age of 16 years ... will attend public school for at least 720 instructional hours during the school year, and every secondary school child will attend public school for at least 900 instructional hours during the school year." TCA's instructional hours exceed the State's requirement for minimal instructional hours.

EXCUSED ABSENCE/TARDY

The following will be considered excused absences:

- Absences for medical reasons
- Absences for mental or emotional disabilities

- Pre-arranged absences of an educational nature must be approved by the Principal (e.g., visits to colleges for high school students; scheduled, performance-related activities)
- Attendance at any school-sponsored activity
- Bereavement (notify school if absence will extend beyond three days)

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

TO REPORT AN ABSENCE

If your child is absent because of illness or an appointment for which we have not been notified previously, please call to make us aware of the situation before 8:00 a.m. It is critical to student safety that we know where all students are on school days. You may call early and leave a message. Please notify the school every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

UNEXCUSED ABSENCE

If a student has more than fifteen (15) or more unexcused absences within ninety (90) calendar days, the student may be classified as habitually truant according to Florida School Law. When the parent does not explain sufficiently the reason for unexcused absences, the department of social services will be notified, a parent conference will be required, and credit will be withheld. An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence except as defined in "Explanation of Excused/Unexcused Absences."

Late Arrival /Tardiness

Tardiness is a form of absence and interferes with student learning. Disruption and loss of instruction time result when students are not in their classrooms ready to begin learning on time. Classes begin promptly at TBD for High School and Middle School, and TBD for Elementary School. Parents are expected to have their students at school a minimum of 5 minutes prior to the start of classes. Tardy students must be checked in at the office by their parent or guardian before going to class.

Middle and High School

Promptly at start time, doors to classrooms are closed and the academic day begins. For Middle and High School classes, tardy students will not be admitted to class and incur an unexcused absence. Fifteen or more unexcused absences within a ninety calendar days will cause credit to be withheld

Elementary

After two tardies, a letter will be sent home to inform the parent(s). Any tardies thereafter will have a consequence that may include an after school detention. Habitual tardiness will result in further disciplinary action. Three tardies equal one unexcused absence.

EXTENDED EXCUSED ABSENCES

Due to the individual nature of extended excused absences including, but not limited to, acute or chronic illnesses/injuries, a terminally ill family member, or family death the parent/guardian can expect to be informed by the principal or his designee in the general expectation of the faculty related to the completion of assignments and status for moving to the next grade, if applicable.

Upon returning from extended absences the attendance clerk will notify the faculty when the 1st day assignments are due for the student. A copy of the information given to the faculty will be given to the student.

Student Check-out

Students may NOT be taken from the school or playground unless parents have signed them out in the office. School-sponsored activities require a teacher or sponsor to be responsible for the students. Therefore, if a parent desires to take her student at the completion of an activity, written notification must be given to the teacher or sponsor. Students may only leave the activity or event with their own parent unless prior written authorization is given to the teacher or sponsor.

NOTE: After School Programs

There are many after-school activities for TCA students. If students are not participating in a scheduled event or activity, they are not to be in the building.

Elementary students who have not been picked up by 4:00 and are not waiting with a secondary student will wait in the office with administration and office personnel after a call has been placed to the parent or guardian. Students whose parents call notifying the office that they will be later than 4:00 will also wait in the office. Parents who are repeatedly late will be required to meet with administration to discuss alternatives.

Secondary students who have not been picked up by 4:15 will be allowed to use the phone to call a parent but must wait outside.

Policy SE – 2.2 Prom Attendance

Since TCA is small, it is important that the Prom be an event that is best enjoyed by our attending TCA students, and an event that is remembered by the exiting senior class. However, every year we have non-TCA prom attendees and the following prom guidelines are set forth to protect the school and its students.

- Non-High School Guests: Only seniors may ask a guest who is not a high school student. This guest must be under 21, and the TCA student inviting this guest must get a parent permission form signed, as well as a waiver that the parent(s) accepts full financial

liability in the event of damage or an accident related to the attendance of the guest of their graduating senior.

- Such guests must abide by all rules, guidelines, policies, procedures, and requests of TCA, of the venue of the prom, and of the chaperone of this event.
- Any TCA senior asking such a guest must have a parent pay for a chaperone ticket and chaperone at the Prom, or that student's guest may not attend.
- TCA alumni are considered TCA guests and therefore exempted from #3 above.
- Non-TCA Guests: Depending on the venue, TCA students must understand that seating is limited. Therefore, seniors and then juniors get precedence regarding bringing non-TCA guests. Sophomores and freshmen may not bring a non-TCA guest to Prom.
- Students Under Disciplinary Referral: No student who has been suspended from school during the school year will be allowed to attend prom, seniors included.
- Adult Chaperones: Adult chaperones are required to arrive early, dress appropriately, and stay in the student/prom area in order to be available to effectively monitor student behavior. Chaperones may not drink any alcoholic beverages during the designated hours of the event. Student Council will cover the cost of the price of the dinner ticket of chaperones asked to attend prom by the adult coordinator/sponsor of prom as approved by a principal.
- Parents attending prom as chaperones of their students with non-high school guests are required to pay the full price of their ticket(s), and are expected to actively chaperone as they are attending the event not as a guest but as a positive influence over their student and guest.
- After prom: If there is a school-sponsored after-prom party, all policies stated above regarding students under disciplinary referrals apply to after-prom. No student who has lost the privilege of attending prom may attend a school sponsored after-prom event. No student who has been asked to leave prom for any reason will be allowed to attend an after-prom event, either alone or with their guest. Any students who attempt to gain admittance for students excluded from these events will be sent home immediately and given a disciplinary referral on the next school day.
- Prom and after prom dress codes will be announced prior to the events. Other aspects of the standard of appearance will be followed for both events.

All other TCA policies related to student behavior and attendance at events are considered a part of this policy.

Policy SE – 2.3 Attendance of TCA Events by Alumni and Former Students

TCA Alumni

- Are welcome at any “public” (Plays, Concerts, TCA graduation, Student-Faculty Games) or “all-school” (Family Picnics, TCA Annual Meeting) events.
- May attend specific clubs, events, etc. if a minimum of 1 week prior to the event he is invited by the event sponsor and approved by the Principal and Assistant Principal.
- May not attend TCA dances (Prom is an exception see policy SE 2.2), game nights, or other social events unless a specific need/duty (chaperoning if over age 21) is determined. There also must be prior approval following the guidelines outlined above.

TCA Former Students (non-alumni)

- Are welcome at any “public” (Plays, Concerts, TCA graduation, Student-Faculty Games) events.
- May not attend “all-school” (Family Picnics, TCA Annual Meeting) events unless they are a family member of an enrolled student and accompanied by parent or guardian until the age of 18, at which time he is not allowed unless the parent or guardian requests his attendance a minimum of 1 week prior to the event and his attendance is approved by the Principal and Assistant Principal.
- May not attend specific clubs, events, etc.
- May not attend TCA dances (Prom is an exception see policy SE 2.2), game nights, or other social events.

Policy SE - 3.0 Classroom Placement

The classroom placement policy is designed to promote educational excellence and fairness by optimizing the learning environment at each grade level while meeting special needs of individual students.

Prior and future teachers at each grade level will determine classroom assignments for each subsequent year. Factors which will be considered in placement will include: classroom dynamics, special needs, balance of boys and girls, friendships, availability of volunteers, diversity of student achievement, etc., in order to provide a fair and common education for all students. Classroom assignments must be approved by the principal.

TCA CLASSICAL SCHOOLS' PHILOSOPHY OF DISCIPLINE

TCA will utilize the District's Code of Conduct for discipline, suspension, dismissal, and recommendation for expulsion. TCA will work collaboratively with the District on severe disciplinary matters in order to ensure that the correct discipline process has been followed as well as any referrals to alternative learning environments. Copies of the District's Student Code of Conduct will be distributed to each student and parent at the beginning of the school year and can be found at the front desk. Additional school specific procedures are published in the student handbook.

The Classical Academy of Sarasota is committed to optimizing learning for all students. TCA students are expected to be well-behaved at all times, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-government. In *The Schools We Need and Why We Don't Have Them* E.D. Hirsch, Jr. says, "Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn."

The goals of discipline at TCA are:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and lessons.
3. To reinforce TCA's commitment to treating all students with fairness, respect, and equality.

The Classical Academy of Sarasota's Student Guidelines for Behavior

Students will:

1. Be polite and attentive.
2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
3. Follow directions when they are given.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school.
5. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
6. Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
7. Adhere to the dress code.

8. Not use threats or intimidation against any other person.
9. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
10. Be dismissed by the teacher, not the bell or the clock.
11. Not leave school or the playground without signing out in the main office.
12. Not bring electronic devices (CD players, radios, pagers, cell phones, games, etc.).
Such items will be confiscated and returned under policy guidelines.
13. Students will not bring anything to school that could be used to harm another or that is illegal.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

TCA is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

TCA will maintain a safe learning environment at all times. The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. Pursuant to this statute, the Florida Department of Education adopted a model policy to prohibit bullying and/or harassment and directed all school districts to adopt a similar policy. School districts are required to report all instances of bullying and/or harassment and to notify the parents of the bully and the parents of the victim. This required communication among parents, students and teachers concerning incidents of bullying will mitigate risk in this area. Schools should be a safe place for teachers and children to teach and learn. TCA will follow the district policy in order to meet these required standards.

Teachers

Teachers will have the authority to implement discipline in their classrooms that is consistent with the TCA discipline goals. Teachers will utilize the Principal/AP to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated TCA staff besides those mentioned.

Principal or Assistant Principal's Role in Discipline - Meeting with the Principal or Assistant Principal

The goal of any meeting between a student and the Principal or Assistant Principal is that of a learning opportunity for the student in order to implement a positive change in behavior. The

process will involve a discussion of the Pillars of Character. In most instances parents will be notified of the student's visit to the Principal/AP's office. The primary goal of the choice of consequences by the Principal/AP is to require the student to take responsibility for the infraction.

The included goals of a parent conference with the Principal/AP are:

1. To exchange accurate information about the student.
2. To determine how the parent-school partnership can best work together to lead the student to reform his behavior.

The Principal/AP will preserve the integrity of the disciplinary process at TCA. By modeling the VIII Pillars of Character Development and consistently treating students and their families with respect and professionalism, the Principal/AP is an extremely valuable and accessible part of a student's character development and education at TCA. The Classical Academy of Sarasota's goal is to create a safe, respectful, and responsible environment where learning takes place.

Policy SE - 4.0 Discipline

Students' misbehavior will not 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 attempt to discern truth.

TCA desires to educate all students who enter our school, expecting nothing less than the best from each one.

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Code of Conduct and Character Pillars as they have agreed to. If a student does misbehave, the consequences for the infraction will be immediate, relevant and effectual. In evaluating consequences, teachers and Principals will determine if the act is a "first time," a "repeated," or a "habitual" offense.

In accordance with this policy The Classical Academy of Sarasota has adopted the following procedure for disruptive behavior that requires an office referral. Disruptive behavior may include some Level One incidents (cheating, failure to comply with class/school rules, bullying/harassment) and all Level Two incidents as described in the District Code of Conduct. The teacher issues the student a *Discipline Referral* form, and the student is required to visit the Principal or Assistant Principal. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year:

- 1st - Student removed from class, sees administrator.
- 2nd - Student removed from class, sees administrator, calls home.
- 3rd - Student removed from class, sees administrator, calls home, leaves that day, and may return with parent attending school with the student for the entire day.

4th and subsequent - Student removed from class, sees administrator, calls home, must attend 10 hrs. of detention – 5 consecutive days, 2 hrs. each day.

Additional discipline may include:

- d. Suspension
- e. Automatic suspension from attending field trips (7-12). Elementary students may attend if accompanied by a parent.
- f. Student is ineligible for any TCA awards for the current school year.

Policy SE - 4.1 Suspension

A Principal or designee has the authority to suspend students as appropriate. The Principal will follow the due process guidelines found in the District's Code of Conduct including whether a student is receiving ESE, 504, or ELL services.

Suspensions last from one to ten days depending on the severity of the infraction. All suspensions will require a parent-principal conference. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. The Principal or Assistant Principal may require the parent to attend a full day of class with the student upon return. Parents will be notified in writing within 24 hrs. of suspension of a student by United States mail (F.S. Section 1006.09 (1)(b)).

Policy SE - 4.2 Expulsion

Student expulsions will be coordinated with the District to ensure proper handling with the School District's Code of Conduct. To ensure the safety and security of students and staff, each student will receive a copy of the District's Code of Conduct along with TCA's Student Handbook which clearly outlines the behavior expectations of the School. Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, the School staff will immediately remove the other students from the area and relocate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken.

Sarasota County School District is the sole arbiter of expulsions. TCA may only recommend expulsion of a student to Sarasota County. The expulsion process and proceedings will follow all Sarasota County policies that apply. When students are expelled, they are expelled from the Sarasota School district, which includes TCA.

According to Florida statute, a student may be recommended for expulsion when they have committed a serious breach of conduct including, but not limited to

- willful disobedience
- open defiance of authority of a member of his or her staff
- violence against persons or property
- or any other act which substantially disrupts the orderly conduct of the school.

A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board code of student conduct. Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion.
FS Section 1006.09(1)(c)

Expulsion from The Classical Academy of Sarasota, will also be recommended for the following violations according to the Zero Tolerance Policy (F.S. Section 1006.13):

- Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.
- Making a threat or false report, as defined by ss. [790.162](#) and [790.163](#), respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.

Policy SE - 4.2 Dress Code

Students not in “code” may not attend class. Teachers are expected to enforce the dress code. Following the second offense of the dress code, the violator will be required to wear a black and white uniform for a certain amount of time as defined by the Assistant Principal. The black and white uniforms are the property of TCA Classical Schools.

Policy SE – 4.25 Personal Hygiene

All students of TCA Classical Schools must be independent in toileting. On occasion students may have “accidents”. When an “accident” occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated “accidents”, a meeting with the parents, assistant principal, and school nurse will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

WHY DOES TCA CLASSICAL SCHOOLS HAVE A DRESS CODE?

When the parents first formed the school, it was decided that a dress code would help establish a desirable learning environment. Research indicates that a uniform dress code minimizes peer pressure, improves the appearance of the student body, and reinforces an academic atmosphere (*“Manual on School Uniforms,” U.S. Department of Education*).

EXCEPTIONS to the dress code:

- Special event days, which have been pre-scheduled and approved by the Principal.
- Students participating in Scouting programs who wish to wear the Scouting uniforms on meeting days.
- Other uniforms for other groups will be allowed at the discretion of the Board of Directors and Principal.

The Board of Directors FULLY SUPPORTS the discretion of the faculty and administration as they enforce the dress code. Please check with the Assistant Principal if you have any questions. This code is for the benefit of ALL our students. Parents, please help your older students set a good example and keep your school clothes shopping within our dress code parameters. The school is not responsible for school clothing purchases that do not comply strictly with our code.

Intent of Dress Code

The Board of Directors desire a dress code that is conducive to learning as well as manageable to enforce by the faculty and staff. All members of the faculty and staff are to dress as outlined in the high school dress code and to enforce each dress code in its entirety. This document is to promote further understanding of the dress code.

The dress code has two main purposes. First, it is designed to eliminate the distraction from learning. Second it is meant to level the playing field so all students are recognized for who they are, not what they wear or can afford to wear.

Why no denim?

We appreciate that denim can be very durable; however, there are so many states of denim, from new to faded. Even new denim can be purchased with tears. Denim is casual dress and we do not want to promote an environment that is “casual.”

Why the regulation of the number of pockets on the pants?

This requirement involves safety. Many pockets allow for many places to hide items. These types of pants are also casual.

Why do you specify the styles, fit, length of clothing, and no décolletage?

Boys with pants falling off and girls with tight clothing are both distracting and casual. The *specific* lengths are not as important as the *intent* of the lengths. The lengths are defined to eliminate baggy, saggy, and revealing items. Clothing should fit comfortably and cover the body at all times. Shirts that do not stay tucked in when students raise their hands or bend over are too short. Skirts, jumpers or shorts that do not reach mid-thigh when the student is sitting are too

short as well. No décolletage eliminates the many shirts, tops, and dresses that are revealing of a young woman’s chest. Again the intent to be appropriately covered is paramount.

Why are the colors limited?

We have specified colors that are not distracting. Students with attention problems are significantly affected by their surroundings. In order to provide an optimal learning environment, distractions in the classroom are kept to a minimum.

Why no facial hair for boys?

Some male students may have the ability to grow some facial hair. Most of the male student population cannot grow a neat full beard or mustache. To avoid distractions to classes and to hold steadfast on the statement neat and clean, facial hair is not allowed for male students.

The dress code is clearly defined. It was established prior to the opening of TCA. Parents as well as students are required to sign an agreement to support and adhere to the dress code. The Board of Directors is committed to the mission and philosophy of the school and believes that defining the dress code and requiring the signing of the agreement by parents and students should eliminate any objections to the school’s enforcing the dress code.

| Dress Code – K-12 | |
|---|--|
| Basic Standard of Appearance Guidelines for All Students | <ul style="list-style-type: none"> • School uniform must be worn at all times • Shirts must have a collar (polo or oxford) and the color must be Light Blue, Navy or White • Shirts must be tucked in at all times • A belt must be worn at all times • Shorts must be khaki (tan) or navy in color and be just above the knee. No cargo shorts. • Pants must be khaki (tan) or navy in color. No cargo pants. • Socks must be White or Navy. |
| Hair | Hair must be clean, neat, and styled traditionally. Only natural colors are allowed. No unusual or radical hairstyles. No facial hair. |
| Jewelry | Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. animal chains or collars). No more than one necklace may be worn at one time. Earrings will be limited to two per ear and must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible. |
| Tattoos and Body Piercing | Tattoos <u>must</u> be covered at all times. Jewelry may not be worn in a piercing other than the ear. No body art: drawing on the skin made by the student with a writing |
| Makeup and Nail Polish | Makeup must look natural. Black nail polish and lipstick are not acceptable. |
| Under – garments | No undergarments may show at any time. Nor should they be worn as outer garments. Undershirts are only acceptable if they are white. |

| | |
|---|--|
| Pants | No denim. No holes or tears. Pants must fit the waistline and not sag in the crotch. The cuff of the pants may not touch the ground, but must touch the top of shoe. Pants may not be so large that the shoelaces cannot be seen. Pants may not be excessively tight nor show any descriptive lines of the body. Sweatpants, warm-ups, and cargo pants are not allowed. No logos on any pants. |
| Shorts, Skorts | No denim. No holes or tears. Shorts must fit the waistline and not sag in the crotch. The cuff of the shorts must be at maximum three inches from the top of your kneecap when sitting, and may go to the kneecap when standing. Spandex or tightly fitting shorts are not allowed. No logos on any shorts. |
| Pants, Shorts Style | All pants may have a maximum of only five pockets—two back pockets, two front pockets, and one coin pocket. |
| Skirts and Jumpers | No denim. No holes or tears. Skirts and jumpers may not be excessively tight—may not show any descriptive lines of the body. Skirts and jumpers must come to the top of the kneecap at minimum and may not touch the ground. Jumpers must have a shirt underneath. No logos on any skirts or jumpers. |
| Color of Pants, Shorts, Skirts, Skorts | The only colors allowed are khaki (tan) and navy blue. |
| Dresses | None |
| Sweatshirts and Jackets | All sweatshirts and jackets must be TCA apparel. Sweatshirts and jackets may be purchased in the school store and students are allowed to wear them during school hours. They must be removed during PE. |
| Hats and Sunglasses | May only be worn or seen before or after school hours. No hats or sunglasses in class. Hats include visors and bandannas. |
| Shoes | Required at all times. No slippers. No beach shoes. No excessively high heels (for example over 2”). |
| Cross-dressing | Clothing and jewelry must be gender appropriate. The principal or designee will monitor this. |
| Physical Education | Tennis shoes required. Girls must wear pants, shorts or skorts. |
| <i>Anyone who cannot follow the dress code for medical or religious reasons will need to talk with the Assistant Principal.</i> | |
| <i>Students not adhering to dress code will not be allowed to attend class.</i> | |

Policy SE - 5.0 Mass Communication Policy

A Principal or designee must approve all letters and bulletins, including e-mail (excluding class assignments by teachers) from teachers or parents or other interested parties. Each communication must be submitted to the office in an electronic format, print-ready, three days prior to the date it needs to be communicated.

Policy SE – 5.01 Dissemination of Information

Any person responsible for coordinating any special classroom event must give appropriate information to the front office.

Policy SE – 5.02 Parent Communications to Administration, Faculty, and Staff

Parents may use any of the following ways to contact/communicate with Administration, Faculty, and Staff of TCA.

- Email
- note placed in mailbox in TCA Office (a secretary will deliver to the appropriate box)
- voice mail
- face-to-face meeting (this must be scheduled in advance using one of the means above)

Useful Guidelines

**For guidelines regarding best person to contact please follow chain of command. (See Policy SE 8.5)*

Principal, Assistant Principal, Director of Curriculum and Guidance Counselor: Due to the amount of day-to-day responsibilities facing them they will have to requests; you can expect to be contacted in no more than 3 business days.

Registrar and Administrative Assistant: Will make every effort to respond within 1 business day, and no more than 2 business days.

Faculty: Will make every effort to respond within 1 business day, and no more than 2 business days.

Staff/Front Office: You will receive a response from someone in the office within 1 business day.

Paraprofessionals: Questions and concerns regarding students should be directed to the Assistant Principal; if the paraprofessional's input is needed the Assistant Principal will contact the paraprofessional.

Recess/Lunch Monitor, Substitute Teacher, Custodian: Please contact the direct supervisor, Assistant Principal.

The TCA spam filter sometimes “junks” new addresses, so if you are not getting a response via email please try one of the other means of communication.

Policy SE - 5.03 Use of Internet & Email, Personal Technology Hardware and Software

Board Members, Chairs of BOD Committees, other committee chairs, CVC's, club and activity sponsors, athletic coaches and anyone acting in a position of authority on behalf of The Classical Academy of Sarasota may only access and utilize the internet and email for business pertaining to TCA.

All electronic communications pertaining to TCA should be received and sent through the TCA email account (simultaneous use of TCA email account and personal account is not preferred but acceptable for non-employees). Email should be responded to in a timely fashion.

All documents or information used for TCA related events should be copied to the TCA desktop. If this is a hardship TCA will provide you with a USB flash drive so information can be placed on the appropriate hard drive.

Faculty and staff of The Classical Academy of Sarasota may not communicate with students on any social networking site including but not limited to, Facebook, MySpace, Twitter, texting, personal email, and chat rooms.

Policy SE - 5.1 Student Information Release

Certain “directory information,” including the student’s full name, address, and telephone number, will not be released without parental consent except in the school directory. Authorization for inclusion in the directory is on the enrollment form.

Students’ names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or video-taped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your student(s) photographed or video-taped for these purposes, you must notify the office in writing.

Student names will not be listed with their pictures on the school website or in TCA advertising publications. The newspaper may list your student's name with a photo only with parent signed consent.

No identifying information regarding a student will be given via any avenue of communication without parent permission, unless required by law.

Policy SE - 6.0 Student Agendas Policy

Organizational skills are so important to lifelong success that we have made them part of our curriculum. To help students manage their assignments, we shall issue them a “day timer,” “agenda,” or “planner.” This book will include an Assignment Log and a Communication Log for parent and teacher comments. The agendas should go home every night and provide parents with a convenient method to monitor their student’s work and study skills. In grades 7-12, the assignment notebook serves double duty as a hall pass. All students must have an agenda. If lost, the replacement cost is \$5.00.

Policy SE - 7.0 Lockers (if applicable)

TCA provides lockers (as available) for intermediate and high school students. The lockers are school property and not the individual's. TCA has the authority to search lockers when deemed necessary, even if it requires removal of the lock. TCA is not responsible for lost or stolen items. Valuables such as radios, walkmans, compact discs, cassettes, pagers, cell phones, and video games are NOT to be brought to school. Problems with lockers should be reported to the office.

Students must observe the following rules:

1. Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the TCA faculty.
2. Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
3. Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor, may be removed or disposed of.

Policy SE – 8.0 Parental Involvement and Volunteering Policy

TCA is a school of choice. When parents have the opportunity to choose the kind of education they prefer for their children, they find the necessary energy, time, and resources to devote themselves to this education. TCA anticipates that parents will be directly engaged in tutoring, coaching, preparing resource materials, and providing other necessary and invaluable assistance, including sponsoring, chaperoning, and leading TCA's sanctioned off-site events.

On-site parental assistance is encouraged in order to assist TCA in meeting its goal of volunteer involvement equal to 50% of the budgeted teaching hours for grades K-6 and 10% of the budgeted teaching hours for grades 7-12.

To achieve TCA's goal, each family is encouraged, although not required, to volunteer *4 hours per month* for each K-6 student enrolled, and *1 hour per month* for each student enrolled in grades 7-12. Volunteers must complete a volunteer application and information form and comply with all guidelines and rules for volunteering outlined in the charter contract. This pertains to volunteers who participate in TCA's sanctioned off-site events.

- Volunteers are an integral part of The Classical Academy of Sarasota. Volunteers are not only welcome, but also crucial if we are to have high quality teaching of the entire curriculum each year. Elementary volunteer activities are coordinated by TCA's Classroom Volunteer Coordinators. All volunteers must have a signed and current volunteer form on file with the school.
- The teacher's individual teaching style sets the tone for the classroom. Volunteers who wish to volunteer in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with a volunteering style, the volunteer will need either to adjust his style or find a more compatible setting within TCA to volunteer. The teacher has primary responsibility for student learning in the classroom.
- Any grievance or concern a volunteer has with a classroom or a teacher will be handled

by the procedures defined in this handbook. Under **NO CIRCUMSTANCE** is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

- Volunteers who will tutor in a specific subject or skill may be required to receive prior training.
- Off-site volunteers must be registered to ensure the safety of all TCA students. NOTE: Parents if your student participates in off-site school related activities, you are responsible to make sure that the event has been sanctioned by the school, ensuring volunteer registration. A list of all TCA sanctioned off-site events and activities is available in the front office.
- TCA encourages every adult—parents, stepparents, grandparents, aunts, uncles, and community members—to take a special interest in the lives of TCA's students, to act as mentors and tutors, and to instill in every student a love of learning. Volunteers work in conjunction with the faculty to ensure the most effective education possible for their children. To this end, volunteers are responsible for knowing and understanding the contents of TCA's Charter and are encouraged, but not required, to participate on school committees and provide other volunteer services.

As indicated on The Classical Academy of Sarasota's volunteer form, volunteers may be removed for conflicts of interest or violation of confidentiality. Volunteering is a privilege. The privilege of volunteering may be removed by the administrator or BOD if either believes it is in the best interest of the school. *See policy AP 7.7*

Policy SE – 8.01 Recommended Parental Participation Policy

TCA Classical Schools relies heavily on parental support and volunteering. The recommended times are suggested (4 hrs/month per elementary student, 1 hr/month per intermediate or high school student).

Policy SE – 8.02 Volunteer Confidentiality Policy

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

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty member, Principal, or a member of the BOD. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

SE – 8.03 Chaperone Policy

The number of chaperones for an event will be established prior to the occurrence of the event. This number will be strictly adhered to.

No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the student's fee for the

event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy.

Chaperones must attend to assigned duties and must model the TCA Pillars of Character.

Violators of this policy will not be allowed to chaperone any future events. Chaperones are also bound to the Volunteer Confidentiality Policy.

Policy SE – 8.04 Student Social Activities

All TCA social functions will have a faculty or staff sponsor and adult chaperones, minimum of one faculty member. There will be no TCA event outside the preceding guidelines.

Policy SE – 8.1 Fundraising

Fundraising activities must not undermine the mission and philosophy of the school. All fundraising must be coordinated through the chair of the fundraising committee. Students of TCA will not engage in door-to-door sales of any kind. All requests of monetary donations for the parent body must be approved by the board.

Policy SE – 8.2 Advertisements of Opportunities Outside Opportunities

Opportunities that arise for students through the school district, parents, employees, etc. may be posted on an information board at the school and on the website after approval by an administrator or BOD. These opportunities will not be part of the weekly communications.

School-Sponsored Opportunities

School-sponsored opportunities that arise for students through the school district, parents, employees, etc. may be advertised in the weekly communications.

Policy SE – 8.3 Parent Grievances

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

1. The teacher. Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his own.

2a. The Assistant Principal. If the grievance cannot be resolved with the teacher, and the matter regards discipline, the parent should schedule a meeting with the Assistant Principal.

2b. The Principal. If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the Principal.

3. The Accountability Committee. If the grievance cannot be resolved after talking with the teacher or the appropriate party, then a parent must submit his grievance in writing to the Accountability Committee.

If resolution is not achieved by the foregoing process two other options are available:

- The grievance can be submitted to the BOD in writing: The BOD will review the summary and will make one of the following determinations: 1. The BOD may decide to support the previous decision; 2. The BOD may appoint up to two Board members to address the issue; 3. The BOD may address the issue in an open Board format; 4. The BOD may address the issue in an executive session, in accordance with the Florida Open Meetings Law.
- Board of Directors Meeting: Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a Board Member. Grievances regarding an administrator should be directed to the individual first, then in writing to the BOD at a meeting.

In accordance with our Charter all grievances must be resolved at the school. Though we are chartered through Sarasota County, the district does not have general oversight of TCA operations. Only violations of the amended charter should be reported to Sarasota County.

General Concerns/Questions/Suggestions

Please use the locked suggestion box in the office. The Accountability Committee will review the issue at their next regularly scheduled meeting.

In the unfortunate event that resolution is not achieved through the process outlined above, it is unlikely that The Classical Academy of Sarasota the best educational option for you and your child.

The Board of Directors and Accountability Committee will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school.

Chain of Command:

This procedure is a companion of SE—8.5 Parent Grievances, although it encompasses far more than grievances. This procedure refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. TCA understands that

parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

- Our preference is that such communication be expressed initially to the teacher or teachers of the child.
- If further communication is warranted, the parent should consult the appropriate principal, according to whether the matter concerns discipline or academics.
- If further communication is warranted after seeing a principal, then the parent should go to the board or the accountability committee as needed.
- The BOD is not the first point of contact and therefore will refer communications that seek response or action to the appropriate individual(s).

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can do more to remedy or meliorate a situation than can a principal or board member. We understand that some parents are "conflict averse." Nonetheless, the teachers are eager to help each child in whatever way possible. Teachers do not "take it out on a child" whenever a parent has expressed a concern.

Some situations, admittedly, seem by their very nature to warrant a discussion with a principal initially. For example, it has been said that homework in the high school is not the result of simply one teacher's assignments. As a result, it is easier and more expedient to speak to the principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the principal can act on that information. General comments such as "TCA is really hard" may be true but cannot be acted on as effectively as specific comments such as, "My son takes a long time to write papers and still does not make very good grades on them," or "Should Mrs. X's homework be taking my daughter Y amount of time?" The Board of Directors will refer communications that seek response or action to the appropriate personnel.

Policy SE –10.0 Enrollment Policy

Per the Admissions Process defined in our charter application and contract with Sarasota County School District, The Classical Academy of Sarasota will not make any distinction on account of the disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Enrollment is open to anyone who chooses to attend. We encourage parents to review carefully The Classical Academy of Sarasota's Charter, Handbook, and Curriculum and to enroll their children if they value the school's philosophy and educational offering.

Vacancies exist whenever the number of students enrolled in a class is below that class's capacity. As vacancies occur, those vacancies will be filled using a lottery system (subject to the exceptions listed in section c below). The following lottery enrollment procedure will be implemented:

- 1) Parents of potential new students must attend one of the regularly scheduled informational meetings which are held monthly and complete a *Letter of Intent*, at which time their child's name will be added to the appropriate grade-level lottery list. Potential students may be added to the lottery list at any time during the year.
- 2) To be included in the lottery list for the upcoming year, parents must complete the *Letter of Intent* before the enrollment period begins. The first lottery drawing will be held before

spring break. This lottery will determine the initial enrollment for the upcoming year.

- 3) Enrollment priority is given to the following students:
 - a) Students currently enrolled
 - b) Students of Board Members and Employees
 - c) Siblings of enrolled student

Enrollment for Kindergarten and 1st grades students is dependent upon the age criteria for placement as determined by Florida law and the funding of students.

Enrollment for 7th – 12th grade students requires a copy of the enrollee’s past two semester report cards. The student’s GPA calculated according to TCA’s standards must be at least 1.7 in the core subjects (English, math, science, history) for a student to have passed the previous grade. Courses taken in summer school will not be counted. If upon receipt of the official records, the initial information is found to be in error; the student will be moved back to the appropriate grade.

Completed paperwork must be received by the front office staff or a designated TCA employee by the date agreed upon or student may lose placement in the school. Any dishonest representation of grades or transcripts may also result in student losing placement. Completed Enrollment forms must be received prior to attendance. All new students in grades 7-12 must also submit either a final report card or a complete transcript prior to attendance.

Whether you are willing to enroll during the school year will be indicated on Letter of Intent. If “no” is checked on Letter of Intent, you will not be called if your name is drawn during the school year.

Upon request of records, accompanied by an enrollment form signed by the parent of record, by another school for a current TCA student, TCA will vacate the enrolled students’ seat. This seat will be filled through the process outlined above. If a record request is received without a signed enrollment form, the parent of record will be contacted by the registrar to determine the origin/intent for the request.

See policies AP – 7.0 and AP – 7.1

Policy SE – 10.1 Enrollment of Expelled Students

Students expelled for drugs or violence will not be admitted to TCA during the time of their expulsion. All other expelled students will be evaluated on a case-by-case basis. The Administrator and BOD will participate in the decision.

Policy SE – 11.5 Traffic Patterns

To be developed once location and facility have been determined.

Policy SE – 12.0 Utilization of Facility

- Must be for school sponsored event
- Must have an Employee or BOD sponsor present who is familiar with the school emergency plan and security procedures.

Policy SE – 12.1 Unauthorized Entry of TCA Building

Any person or persons found IN or ON the building without documented permission will be criminally prosecuted.

Policy SE – 12.2 Unauthorized Entry of TCA Locked Areas

Students may not enter locked areas of the school without direct adult supervision. Students who violate this policy may receive a pink slip and/or suspension.

Student employees of the school who are working in the locked area as directed by their supervisor are exempt.

Policy SE – 12.3 Security Checks

The School may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Policy SE - 12.4 Security of Site and Assets

Maintaining the security of TCA Classical Schools' buildings and vehicles is every employee's, renter's, and user's responsibility. We would urge you to develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured. If you are aware that cash is insecurely stored, immediately inform the person responsible.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them.
- When you leave the School's premises make sure that your windows are shut and your door is locked.

If you are the last person on the premises make sure all entrances are properly locked and secured.

Employees, Renters, Users exiting the building after normal hours or on the weekend and leaving a door unlocked or ajar will be fined and may have their keys taken away. Any damage to the interior of the building or loss of items due to theft caused by the door being left open will be the responsibility of the user leaving the door ajar.

- (1) First offense: \$100.00 fine. For Employees this will be deducted from the next paycheck. Renters and Users will be sent a bill. No further utilization of the facility

- until the bill is paid.
- (2) Second offense: \$250.00 fine. For Employees this will be deducted from the next paycheck. Renters and Users will be sent a bill. No further utilization of the facility until the bill is paid.
 - (3) Third offense: \$500.00 fine. For Employees this will be deducted from the next paycheck. Loss of keys to the building and no admittance to building after hours without Principal on site. Renters and Users will be sent a bill. No further utilization.

You are responsible for your keys. If lost, the cost of re-keying is your responsibility.

Policy SE – 12.5 School-wide Events

- Must be approved by BOD and Administration
- Must have Sponsor who will coordinate event in its entirety

Policy SE - 13.0 Philosophy of Sports

All students are given the opportunity to be on the appropriate teams if they are eligible.

Policy AP - 7.5 Eligibility (K-12).

There will be no cuts. However, the teams will play to win. Therefore, all players will not have equal playing time. The Athletic Director for TCA will be in charge of finding and appointing coaches. Coaches are volunteers. The coach should have experience and background in the sport and support the school.

It may be in the best interest of the athletes to not offer a sport if a qualified coach is not available.

All sports programs must be self-funding. TCA Classical Schools will not allocate funds to the sports programs until:

- Teacher salaries are competitive
- School programs are fully funded

TCA students are allowed to participate on district sports teams if the sport is not offered in the same season, or if the sport is not offered at all.

Please check with the Athletic Director if you have questions regarding participating on district sports teams. A higher fee is charged by the district to charter school students. This is allowed by law.

SECTION V - MISCELLANEOUS POLICIES – M

Policy M - 1.0 Expense Reimbursement

Any expense incurred must have a Principal's or designee's and business manager's written authorization (requisition/purchase order, etc.). To be reimbursed for all authorized expenses, you must submit an expense report/voucher accompanied by original receipts.

If TCA will be collecting revenue related to the expenses incurred, then the revenue must be received prior to reimbursement. Reimbursements (once completed) may take up to 10 business days to be issued.

Policy M - 1.4 Donation Policy

The Classical Academy of Sarasota gratefully accepts financial donations. Directed donations will only be used in accordance with the donor's request once the BOD ensures they fit within the vision, mission, philosophy, and priorities of the school. Undirected donations will be directed by the BOD to areas most benefitting the school, in accordance with TCA philosophies, priorities, and programs (details are outlined on the TCA Donation Form.) No donations will be comingled with the General Fund. A copy of the donation form will be issued as a receipt upon request.

Policy M - 1.5 Charity Donations Policy

TCA cannot make any contributions to individuals but only to established, known, organizations in which the activities contribute to tangible physical needs of people, regardless of religious affiliation.

Policy M – 2.0 Violation of Established Policies

Established policies exist in order to communicate clearly the philosophy and mission of The Classical Academy of Sarasota. Policies are established for the best interest of the school. Violation of established policies creates situations that compromise the educational, philosophical, and/or fundamental mission of the school. Prevention of policy violations is in the best interest of the school. Anyone who experiences a violation of a policy is encouraged to notify the school Administration, Accountability Committee, and/or Board of Directors.

Anyone found in violation of an established policy will receive a written notice immediately. The written notice will state the policy and clearly explain its violation.

A copy of the notification will be submitted to the Accountability Committee. The Accountability Committee will mediate any discrepancy regarding the violation, unless the violation is against the Accountability Committee, in which case the Board of Directors or its designee will mediate.

The following notifications will also be filed as follows:

- BOD- Written notice will be reviewed at the next Board of Directors meeting and included in the BOD minutes.
- School Administration – Written notice will be reviewed at the next Board of Directors meeting and included in the BOD minutes.
- Parents of TCA students - Written notice will be reviewed at the next Board of Directors meeting and included in the BOD minutes, without the name/names of violators made public.
- Teachers/Staff - Written notice will be reviewed at the next Board of Directors meeting and included in the BOD minutes, without the name/names of violators made public.
- Students of TCA – Review and inclusion in BOD minutes will only occur if the Administration finds it necessary, especially if revision of the policy is found to be required.

Policy M - 5.0 Policy Making

The BOD shall be solely responsible for adopting, repealing, or amending policies for The Classical Academy of Sarasota. Action by the BOD shall be accomplished as set forth in the bylaws.

Proposals for adopting, repealing, or amending policies for TCA may be made in writing by any member of the BOD or by any member of the *TCA Corporation. The proposal shall be submitted through an administrator or BOD member of the school.

Policies shall be read three times before adoption. A vote to move a policy forward to the next reading is interpreted as a vote in favor of the policy, amendment, change, etc. A director may at any time change his mind, however an explanation should be given to justify the decision in order that all directors can consider the information when making a decision. This affords all members of TCA an opportunity to participate in the decision making process and to understand the position of the directors related to the decision. Comments on policies may be written or may come from attendees during the BOD meeting following the guidelines set forth in the BOD meeting Procedure Policy.

Policy M - 5.5 BOD Meeting Procedure Policy

The Board invites and welcomes your attendance at its meetings. In order to maintain focus on business in a timely manner, *Robert's Rules of Order* is utilized and the following procedures must be adhered to:

- Community Comments: Opportunities are scheduled after the regular reports and prior to the close of the meeting. Community Comments are limited to 3 minutes for non-agenda items. To ensure the accurate representation of the comments in the minutes these comments must also be submitted in writing.
- Comments on Agenda Items: If a non-board member would like to make a comment, offer information, or has a question, he should raise his hand to indicate a desire to speak. Comments must be relevant and not reflect information about a specific student, faculty member, or a personally identifying situation. Such interjections will be recognized at the discretion of the President

SECTION VI - BUSINESS POLICIES – B

Policy B - 1.0 Cash Receipt

The adult sponsor of any activity in which funds will be received must designate at a minimum one party to be responsible for the cash.

The following must be done by the end of each day (4:00 pm) even if the collection is ongoing. If the activity takes place in the evening, the following should be completed that same evening. The cash should be double-counted (one counter must be the adult sponsor) then turned in to and verified by the office. If the office is closed the cash is to be placed in the designated, locked location. An email notification should be sent to the front office reporting the amount deposited and source of the revenue. The cash must be accompanied by the TCA cash receipt form. The process described on the form must be used.

Specific activities may be exempted from the policy by the treasurer of the BOD or designee.

Policy B - 1.5 Expense Reporting Policy – TCA Credit Cards

All expenses must be submitted, with accompanying receipts, within 7 days of the expense being incurred. Receipts must be submitted for **all** expenses. A notation on the receipt should be made identifying the business purpose for the expense. For any meal/travel/entertainment charges it is required to list the names of all individuals involved. If no receipt is submitted within 20 days of the expense being incurred, the expense will be considered a non-business, personal expense, and deducted from the employee's next paycheck. An employee will lose any and all credit card privileges after three incidents where no receipt was submitted, and it was necessary to deduct the expense from the employee's paycheck. If holder of credit card allows another employee to utilize the credit card, that employee is subject to the same terms as written above.

TCA credit cards are not to be used for any personal expenses. Failure to comply with this policy will result in an investigation and corrective action, ranging from request for reimbursement to termination.

Only the following employees are eligible to have a credit card: Employees approved by the principals and BOD treasurer.

It will be the responsibility of the BOD secretary to maintain an accurate list of card holders in the appropriate vendor file; all changes will be given to the BOD treasurer in writing.

These employees are required to be familiar with and adhere to TCA policies, budgets and spending plans. Their managers are responsible for reviewing and ensuring compliance with all policies and must ensure reasonable and appropriate use of TCA funds. Managers are required to take appropriate corrective action with employees who violate policies.

Policy B - 2.0 NSF Checks

When a check is returned for NSF (non-sufficient funds) the business manager will notify the issuer in writing. No other checks will be accepted from the issuer until the NSF check is made good. If a subsequent check is written prior to the correction of the NSF check the business manager will notify the issuer in writing of the need for cash, cashier's check, money order, or credit card.

In the event of a second NSF check, the issuer will not be permitted to utilize checks as a method of payment to TCA. The business manager will notify the issuer in writing. All future transactions must be made in cash, by cashier's check, money order, or credit card.

Any NSF banking fees will be added to the amount owed.

Other Vital Information

Health Services

Limited health services are available at school. Do not bring sick children to school. TCA's health office is staffed by one health technician. Please note that it is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school. Keep school records up to date, especially phone numbers and emergency contacts! Immunization records must be current for students to remain in school.

Sarasota County School District policy requires that no medication, whether prescription or over-the-counter medication (including aspirin, cough drops, vitamins, etc.), will be given to a student by any school personnel, including the nurse, except on written orders of the parents and physician. Students may not self-medicate at the school. When medication is to be given at school a physician or dentist's instructions are required by the school prior to the administration of the medication. All medications must be in a pharmacy-labeled container including the student's name, name of the drug, dosage, name of the physician, and current date. Medical Request Forms are available at TCA's front office.

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

In compliance with state law, all children in Florida schools must have a complete, up-to-date immunization record on file in the TCA office. ***Parents opposed to immunizations for personal, religious, or medical reasons must file an exemption form with the school office.*** This record

includes proper shots for measles, rubella, diphtheria-pertussis-tetanus (DPT) and polio. Students may not continue enrollment without up-to-date immunization records.

Health and Safety

TCA considers safety of vital importance. An Emergency Management Plan will be developed and will be undergoing BOD review.

Parental Responsibility

In order to ensure safe management of your child, please notify the office of any and all changes in our child's address, phone number, emergency numbers, and parent work numbers as soon as possible. It is vital that the office keep this information up to date in case of personal or school emergencies. It is the parent's responsibility to keep this information updated. You must give your information to the office on the Emergency Contact Form.

Communications

Communication Folders/Student Agenda

Communication between the school and students and their parents is crucial for the overall success of the school. Every week, students in grades K-6 may receive a large envelope or folder filled with all the written communication for that week. This may include, but not be limited to, student newspapers, newsletters, permission slips, conference information, report cards, special event fliers, homework, and teacher requests. Parents should look for the envelope each week, read the contents, sign any documents needing to be returned, initial, date and return the envelope with the necessary paperwork the next school day with your student.

Whether communication occurs through papers sent home or notes in the student's agenda, parents are expected to read them carefully.

Please be aware that any "School-to-Home Communications" are critical to the success of TCA and to the parents of TCA students. Volunteers, teachers, and parents who help distribute these communications are not to add foreign matter to the communications, nor permit others to do so, without prior written approval by the Principal or the TCA Board of Directors. In addition, classroom teachers have the authority to approve items going home with students after receiving approval by the Principal.

Phone Calls – Messages

Parents, please try to make arrangements with your students for activities, rides, etc. prior to dropping them off at school. We understand that sometimes changes to schedules occur and you need to communicate with your student during the day.

K-6: If these situations arise, messages will be taken to the classroom teacher for students in K-6.
7-12: There is a message board by the front office for the secondary students. Messages will be posted, classes will not be interrupted. It is your student's responsibility to check this board.

Official Posting Place for Communications

Committee Meeting times and agendas are posted on the bulletin board in the front office and on the web site. Board of Directors meeting agendas are also posted on the bulletin board in the front office and on the web site.

Teacher Conferences

Parent/Teacher conferences are scheduled in the Fall and Spring semesters, generally between 4-8 p.m. Arrangements for additional conferences may be made with your child's teacher before or after school hours.

Lost and Found Items

Lost clothing, notebooks, lunch boxes, and other items will be placed in the lost-and-found box located in the hall between the kindergarten and gym and kept for two weeks. Unclaimed lost-and-found items will be given to a local charity or thrown away. Books will be returned to the classrooms. Valuable items will be kept in the front office for safekeeping, and identification will be required for their return.

Other Information

All employee and employment policies can be found on the website or in the TCA Policy Book. New policies or revisions to existing policies will be communicated to parents and students through the *Weekly Notes* as they are developed.

Notification of Rights

Family Educational Rights Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives the request for access. Parents or eligible students should submit to the School principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the School to amend records that they believe is inaccurate or misleading. They should write the School principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will

notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Please contact a member of the Board of Directors if you have any questions or concerns regarding this handbook.

APPENDIX G
Contract with Hillsdale College

AGREEMENT

This is an Agreement (the “Agreement”) dated as of _____, between Hillsdale College, a Michigan nonprofit corporation (“Hillsdale College”), and [school legal name], a [State] nonprofit corporation (“XXX Corporation”).

RECITALS

A. Hillsdale College desires, through its Barney Charter School Initiative, to assist the launch of K-12 charter schools which are based on a classical liberal arts model and which have a strong civics component which will equip students to understand and defend the principles of the American founding. Through this initiative, Hillsdale College can express its philosophy of education in a K-12 school setting, a philosophy which defines good education as did America’s founders, and which rejects the Progressive educational philosophy. Charter Schools assisted by Hillsdale College will be charter schools that adhere to, and are consistent with, the following key characteristics and components:

- (1) The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
- (2) A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- (3) The use of explicit phonics instruction for the teaching of reading;
- (4) The teaching of Latin;
- (5) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- (6) A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- (7) A curriculum that is content-rich;
- (8) A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called “student-centered learning” methods;
- (9) A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
- (10) A school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

B. XXX Corporation has been recognized by the Internal Revenue Service as a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). XXX Corporation is not a private foundation but is a public charity under Section

509(a) of the Code. XXX Corporation has received an exemption letter from the Internal Revenue Service (“IRS”) indicating that it is a 501(c)(3) entity which is not a private foundation.

C. XXX Corporation has been granted a charter from [authorizer] (the “Authorizing Agency”) to operate a charter school. XXX Corporation has named this charter school “[school name]” (“Charter School”).

D. Hillsdale College has determined that the mission of XXX Corporation (the “Mission”) is consistent with the mission of the Barney Charter School Initiative and agreed to provide assistance to XXX Corporation without charging a fee to, or seeking reimbursement from, XXX Corporation, on the terms and conditions stated in this Agreement.

E. XXX Corporation accepts such assistance from Hillsdale College without charging a fee to, or seeking reimbursement of expenses from, Hillsdale College, and agrees to the terms and conditions stated in this Agreement.

F. Nothing in this Agreement creates or is intended to create a partnership, employer-employee relationship, agency relationship, or any relationship implying or ceding any control over XXX Corporation, Charter School, the governance of Charter School, or the operations of Charter School to Hillsdale College, or any of Hillsdale College’s employees, agents, or representatives.

AGREEMENT

1. Statement of Purposes.

The purpose of this Agreement is to set forth the terms and conditions by which Hillsdale College will provide assistance to XXX Corporation to enable XXX Corporation to launch Charter School.

2. XXX Corporation Agrees To:

(a) Operation of Charter School.

Charter School shall be operated in accordance with (i) all terms and conditions of this Agreement, (ii) the Mission, and (iii) all requirements of the Authorizing Agency for operating Charter School (including, without limitation, the Authorizing Agency’s minimum educational standards and the student performance standards identified in XXX Corporation’s charter application). (Collectively, all terms and conditions of this Agreement, the Mission, and all requirements of the Authorizing Agency for operating Charter School are referred to as the “Requirements.”) XXX Corporation shall operate Charter School in the best classical and civic traditions. Should any of the terms and conditions of this Agreement with respect to Charter School be inconsistent with the Authorizing Agency’s minimum educational standards and/or student performance standards identified in XXX Corporation’s charter application, the Authorizing Agency’s minimum educational standards and/or student performance standards identified in XXX Corporation’s charter application shall control.

(b) Consultation with Hillsdale College.

XXX Corporation shall look to Hillsdale College as the first and primary source of models, resources, and guidance on the development and operation of Charter School’s academic program, including, without limitation, the academic mission, academic policies, curriculum, and

teaching practices, consistent with the terms and conditions of Charter School's approved charter application. In all instances, the terms and conditions of Charter School's approved charter application shall control. Hillsdale College may, in Hillsdale College's discretion provide advice to XXX Corporation with respect to strategies for the operation of Charter School (including, without limitation, with respect to improving the performance or progress of students attending Charter School); provided, however, the decision whether to implement any particular strategy (whether suggested by Hillsdale College or not) shall be made solely by XXX Corporation, and XXX Corporation shall not be required to implement any strategy suggested by Hillsdale College.

(c) Provide Reports.

XXX Corporation agrees to provide to Hillsdale College the following information:

(i) Initial Documents.

Within fifteen (15) days after this Agreement has been fully executed, XXX Corporation shall furnish to Hillsdale College the following (to the extent not previously furnished to Hillsdale College):

- (1) Articles of Incorporation of XXX Corporation.
- (2) By-laws of XXX Corporation.
- (3) Mission Statement for Charter School.
- (4) Tax Exemption Letter from IRS for XXX Corporation.
- (5) Charter School Application filed with the Authorizing Agency.
- (6) Any written response from the Authorizing Agency.

(ii) Additional Documents Prior to Opening of Charter School.

As soon as reasonably practicable after this Agreement has been fully executed, XXX Corporation shall furnish to Hillsdale College the following:

- (1) Curriculum description.
- (2) School policy handbook.
- (3) Parent satisfaction survey that XXX Corporation intends to use to measure the satisfaction of the parents of the students attending Charter School.

(iii) Additional Documents After the End of Charter School's First Year.

By the end of Charter School's first year, XXX Corporation shall furnish to Hillsdale College all documents furnished to the Authorizing Agency during Charter School's first year or upon the completion of Charter School's first year.

(iv) Documents Available During Visitations.

XXX Corporation agrees to have available for review by Hillsdale College during Hillsdale College's visitation to Charter School the following documents, subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g, and any other applicable privacy restrictions imposed as a matter of law:

- (1) Reports of the performance of the students in each grade of Charter School.

- (2) Attendance records for the students in each grade of Charter School, including, without limitation, in the aggregate for each grade, the following: enrollment, student absences, teacher absences, and tardiness.
- (3) Reports of the results of any parent, teacher, or student satisfaction survey conducted since the last visit by Hillsdale College.
- (4) Report of all complaints or issues (other than frivolous complaints or issues) raised by parents, teachers, or members of the community since the last visit by Hillsdale College; all steps taken or to be taken by Charter School in connection with such complaints or issues; and the resolution (if any) of such complaints or issues.
- (5) Report of each visitation by representatives of, or significant interaction with, the Authorizing Agency and all steps taken or to be taken by Charter School in connection with such visitation or interaction.
- (6) Any update to a previous report given to Hillsdale College which is not otherwise addressed in Sections 2(c)(iv)(1) through 2(c)(iv)(5).

(v) **Quarterly Documents.**

Within forty-five (45) days after the end of each calendar quarter through the calendar quarter ending December 31, 2018, XXX Corporation shall furnish to Hillsdale College all of the following with respect to such calendar quarter:

- (1) Income statement for XXX Corporation for such calendar quarter (and if a separate income statement is prepared for Charter School, the income statement for Charter School for such calendar quarter).
- (2) Balance sheet for XXX Corporation as of the end of such calendar quarter (and if a separate balance sheet is prepared for Charter School, the balance sheet for Charter School for such calendar quarter).
- (3) Student headcount for each grade of Charter School as of the last date of such calendar quarter.

(vi) **Annual Documents.**

By October 1 of each calendar year, starting October 1, 2014, through October 1, 2018, XXX Corporation shall furnish to Hillsdale College an annual report, which includes all of the following:

- (1) Any changes to XXX Corporation's tax-exempt status or a statement that no such changes were made.
- (2) Any amendments to the Articles of Incorporation or By-Laws of XXX Corporation or a statement that no such amendments were made.

- (3) All updates to the Mission statement, curriculum description, and school policy handbook or a statement that no such updates were made.
- (4) Any report which was submitted to the Authorizing Agency during the previous calendar year or an explanation why no such report was submitted to the Authorizing Agency.
- (5) Subject to FERPA and any other applicable privacy restrictions imposed as a matter of law, reports of the standardized test results of the students in each grade of Charter School during the prior year (including, without limitation, any tests required by the State of [state], SAT, ACT, other college entrance tests, and Advanced Placement tests) or a statement that no such tests were conducted and an explanation why no such tests were conducted.

(vii) **Periodic Reporting.**

Subject to FERPA and any other applicable privacy restrictions imposed as a matter of law, as soon as practicable after the relevant event, XXX Corporation shall notify Hillsdale College (in writing, by email or facsimile, or orally) of the following, with XXX Corporation evaluating what qualifies for each:

- (1) Significant interactions with the Authorizing Agency;
- (2) Significant interactions with any parent of a student attending Charter School;
- (3) Significant interactions with community leaders;
- (4) Any other event that can reasonably be described as newsworthy, extraordinary, or a significant event in the life of Charter School.

3. Hillsdale College Agrees To:

(a) **Candidate for Principal.**

Hillsdale College shall assist XXX Corporation with the selection of a principal for Charter School by soliciting for candidates for the position of principal of Charter School and if one or more potential candidates are identified, notifying XXX Corporation of the names and contact information for such potential candidate or candidates. XXX Corporation shall consult with Hillsdale College with respect to the selection of the principal; however, the choice of the principal shall be solely the decision of XXX Corporation and XXX Corporation shall not be required to hire any candidate proposed by Hillsdale College.

(b) **Development of Curriculum of Charter School.**

Hillsdale College shall provide to XXX Corporation a general model for a curriculum of a charter school. Hillsdale College shall provide assistance with the development of the curriculum of Charter School by supplying sample statements of principles, course outlines, suggesting resources, and reviewing and commenting on the proposed curriculum and teaching materials prepared by Charter School. All decisions with respect to the curriculum and teaching materials of Charter School shall be made solely by XXX Corporation and shall be consistent with applicable laws and regulations and with the approved charter application for Charter School.

(c) Teacher Education.

Hillsdale College shall provide teacher education seminars of a duration, scope, and location to be determined by Hillsdale College, without charging a fee to, or seeking reimbursement of expenses from, XXX Corporation or Charter School, but providing, at a minimum, a two-day seminar in each year of this Agreement, starting in the first academic year of Charter School (the “Teacher Education Seminar”). The location of each Teacher Education Seminar, the determination of the courses offered during each Teacher Education Seminar, the faculty chosen to teach such courses, the number of attendees invited to each course, and any prerequisites for attending each course shall be solely the decisions of Hillsdale College. XXX Corporation shall determine which teachers to invite as attendees.

(d) Visitation.

Upon reasonable notice and with prior permission, and subject to Charter School’s visitation policies and procedures, Hillsdale College shall be entitled to make periodic visits to Charter School in order to observe the operation of Charter School, including, without limitation, the climate or culture at Charter School, teacher performance, use of the curriculum, student performance, and meetings with members of the community. Hillsdale College, in its discretion, shall determine the number of visits, the length of each visit, the subject matter or matters being observed in each visit, and the individuals who will represent Hillsdale College during such visit. Hillsdale College may give advice with respect to the operation of Charter School which, in Hillsdale College’s judgment, would improve the operation of Charter School so that Charter School will be operated in accordance with all of the Requirements and will be operated in such a way as to educate students in the best classical and civic traditions. Hillsdale College shall not charge a fee to, or seek reimbursement from, XXX Corporation or Charter School with respect to such visits. Hillsdale College is not required to give any such advice. XXX Corporation shall cooperate with Hillsdale College to arrange such visits and to maximize the observation opportunities as requested by Hillsdale College (subject to Charter School’s visitation policies and procedures); provided, however, the decision whether to implement any advice (whether suggested by Hillsdale College or not) shall be made solely by XXX Corporation, and XXX Corporation shall not be required to follow any advice suggested by Hillsdale College. The visits by Hillsdale College to Charter School pursuant to this Section 3(d) shall be in addition to any visits by Hillsdale College to Charter School pursuant to Section 3(e)(v).

(e) Endorsement.

(i) Rigorous Standards.

The name “Hillsdale College” is well-known and highly regarded. Its name has become a “brand” and is associated with rigorous academic standards in liberal arts education; excellence in teaching; a deep understanding of civics; a commitment to the principles of the American founding; and institutional independence.

(ii) Statements Indicating Endorsement.

XXX Corporation acknowledges that Hillsdale College’s name, services marks, and logo, including as embodied in endorsement language (collectively, “Marks”), reflect a considerable investment by Hillsdale College in its educational services, and symbolizes its valuable goodwill. XXX Corporation desires to hold Charter School out as being endorsed by, associated with, or sponsored by Hillsdale College. Hillsdale College agrees to permit the use of its Marks, if desired by XXX Corporation, solely in accordance with the terms of this

Agreement. This license is limited to the physical premises of Charter School and the authorized activities of Charter School. This license is nonexclusive and nontransferable. XXX Corporation may not sublicense the use of the Marks. XXX Corporation may not take any legal actions to enforce rights relating to the Marks.

(iii) **Submission of Proposed Uses.**

XXX Corporation shall provide Hillsdale College with copies of where it desires to use the Marks, including the proposed endorsement language, the medium (web site, newsletters, merchandise, promotional spot on the radio/television, etc., signage, merchandise (such as Charter School jerseys or backpacks), and the like), and the proposed duration of use. Hillsdale College may, in its sole discretion approve or reject such proposed use, and may request additional information or place limitations on such use. Unless approval has been given in advance in writing, the proposed request shall be deemed rejected.

(iv) **Conditions.**

To use the Marks, XXX Corporation must be in compliance with all terms of this Agreement and all applicable laws. To use the Marks, Charter School must be a model of excellence in the community in terms of the following:

- (1) Graduation rates;
- (2) Physical environment (safe, clean, and free of illegal drugs, violence, and crime);
- (3) Emphasizing the centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
- (4) Providing a rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- (5) The use of explicit phonics instruction for the teaching of reading;
- (6) The teaching of Latin;
- (7) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- (8) Providing a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- (9) Providing a curriculum that is content-rich;
- (10) Maintaining a faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called “student-centered learning” methods;
- (11) Being a school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and
- (12) Being a school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.

The Marks may not be used in connection with the name, logo, or reference to any person or entity other than XXX Corporation in connection with Charter School without the express written permission of Hillsdale College. XXX Corporation shall not permit a third party to place a lien, mortgage, security instrument, or other legal claim of right or interest in the Marks or tangible material embodying the Marks.

(v) **Inspection.**

Yearly, or more often if requested by Hillsdale College, XXX Corporation shall provide Hillsdale College with copies of representative materials and signage evidencing use of the Marks. Upon reasonable notice and with prior permission, and subject to Charter School's visitation policies and procedures, Hillsdale College shall be entitled to make periodic visits to Charter School to confirm compliance with the applicable terms of this Agreement. If Hillsdale College discovers any nonconformities, it shall notify XXX Corporation in writing and XXX Corporation shall promptly correct such nonconformity in order to comply with the terms of this Agreement.

(vi) **Goodwill.**

XXX Corporation acknowledges that its use of the Marks is permissive and that it acquires no legal rights or goodwill in the Marks. All use of the Marks inures to the benefit of Hillsdale College. If requested, XXX Corporation shall execute any legal documents evidencing the foregoing.

(vii) **Termination of Use of Marks.**

Termination of this Agreement shall automatically terminate the permission to use the Marks. Hillsdale College may terminate the permission to use the Marks at any time for any reason. Hillsdale College shall give written notice of its intent to terminate such use (or of a particular use) and the effective date of termination.

(viii) **Injunctive Relief.**

Unauthorized use of the Marks, including use after termination or expiration of this Agreement and use outside the scope of the license, will cause damage to Hillsdale College that may not be adequately compensated through monetary damages. Hillsdale College shall be entitled to equitable relief, including temporary, preliminary, and/or permanent injunctive relief, to remedy an actual or threatened unauthorized use of the Marks. XXX Corporation agrees to the entry of an order for equitable remedies in the event that it violates any trademark right of Hillsdale College, including relief by way of mandatory or prohibitory injunctions, an accounting, and disgorgement of benefits.

4. Representations by XXX Corporation.

(a) **Public Charity Status of XXX Corporation.**

XXX Corporation represents and warrants to Hillsdale College that its determination letter from the IRS that XXX Corporation is a tax-exempt entity which is not a private foundation is still valid and has not been revoked.

XXX Corporation represents and warrants to Hillsdale College that XXX Corporation agrees to use its best efforts to ensure that XXX Corporation's actions, and the actions of Charter School, do not cause Charter School to lose its charter. XXX Corporation acknowledges that Hillsdale College is not responsible for Charter School maintaining its charter. XXX Corporation further acknowledges that Hillsdale College is making no representation that Hillsdale College's assistance to Charter School will not cause Charter School to lose its charter.

(b) Authority to Sign.

XXX Corporation represents and warrants to Hillsdale College that XXX Corporation has the authority to sign this Agreement and the undersigned officer of XXX Corporation has the authority to sign on behalf of XXX Corporation and bind XXX Corporation to this Agreement.

(c) Survival of Representations.

XXX Corporation's representations and warranties shall survive the termination of this Agreement.

5. Consultations with Hillsdale College; Hillsdale College's Discretion.

Except as provided in Section 3(e) and the next sentence, whenever XXX Corporation is required to consult with Hillsdale College under this Agreement, the recommendations of Hillsdale College shall be solely advisory and not binding upon XXX Corporation. All determinations, decisions, and exercises of judgment by Hillsdale College relating to the use of the Marks by XXX Corporation shall be made in Hillsdale College's sole and absolute discretion, and such determinations, decisions, and judgments shall be conclusive.

6. Limitation of Hillsdale College's Liability.

Hillsdale College shall not be liable to XXX Corporation, to any student at Charter School, to any applicant to Charter School, or to any other person for any claim with respect to (a) any Teacher Education Seminar for the faculty of Charter School provided by Hillsdale College; (b) the operation of Charter School; (c) Charter School's compliance with any requirements under federal, state, or local law; (d) XXX Corporation's compliance with any requirements under federal, state, or local law (including law applicable to retaining its tax-exempt character and retaining its charter to run a charter school); (e) any damage or injury to any person or entity at Charter School; or (f) any other claim that is in any way related to Charter School or XXX Corporation. Hillsdale College shall not control the operations of Charter School, the governance of Charter School, or the adherence of Charter School to the Mission. Hillsdale College is not guaranteeing to any person the success of the operations of Charter School. XXX Corporation shall indemnify, and hold Hillsdale College harmless, from all loss or damage (including attorney's fees) due to any claim made against Hillsdale College with respect to the Charter School.

7. Termination of this Agreement.

(a) Term of this Agreement.

If not terminated earlier, this Agreement shall terminate on January 1, 2019.

(b) Automatic Termination Prior to January 1, 2019.

This Agreement shall automatically terminate upon any of the following events: (i) the conclusion of the relationship between Charter School and XXX Corporation; (ii) filing of a petition in bankruptcy by Charter School or its creditors or by XXX Corporation or its creditors; (iii) assignment for the benefit of creditors or distribution of all or substantially all the assets of Charter School or XXX Corporation; (iv) dissolution of Charter School or XXX Corporation; (v) cessation of operations of Charter School; (vi) use by XXX Corporation of this Agreement as collateral for a loan; (vii) the revocation or termination of XXX Corporation's charter; or (viii) XXX Corporation loses its status as a tax-exempt entity. XXX Corporation shall provide written notice to Hillsdale College of any event which causes termination of this Agreement pursuant to this Section 7(b) within ten (10) days after such event.

(c) Permissive Termination.

Either party may terminate this Agreement at any time, upon sixty (60) days' written notice to the other for any reason, including, without limitation, that Charter School is no longer adhering to (as determined in the sole discretion of Hillsdale College) or no longer desires to adhere to (in the sole discretion of XXX Corporation), the key characteristics and components listed in Recital A.

(d) After Termination.

After the termination of this Agreement, neither XXX Corporation nor Charter School shall have any right to use any of the Marks and none of Hillsdale College, XXX Corporation, or Charter School shall have any rights or obligations under this Agreement.

8. Notice and Communications.

All notices, documents, or communications (oral or written) to or with a party to this Agreement which are required or permitted under this Agreement shall be delivered or given to the person designated below for such party at the address, facsimile number, electronic address, or phone number designated below for such person. All written notices, documents, or communications to or with a party to this Agreement which are required or permitted under this Agreement shall be deemed to have been adequately delivered if delivered personally; delivered by courier; sent by first class mail; sent by certified mail; sent by private delivery service; or sent by properly directed and identified facsimile or other electronic transmission. A written notice shall be deemed to have been received by the recipient two days after being delivered pursuant to this Section 8. A party to this Agreement may change the person designated as such party's recipient of notices, documents, or communications (or the address, facsimile number, electronic address, or phone number for such person) by a written notice to the other party pursuant to this Section 8.

9. Amendment.

This Agreement shall not be altered, modified, suspended, or abrogated except by a writing signed on behalf of each of Hillsdale College and XXX Corporation.

10. Assignment.

Neither party to this Agreement can assign any of its rights under this Agreement. Hillsdale College may delegate any of its obligations under this Agreement to one or more agents as Hillsdale College determines in its discretion.

11. Severability.

If any term, section, or condition of this Agreement, to any extent, is deemed invalid or unenforceable, the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

12. Waiver.

The failure of either party to insist in any instance upon the strict performance of any of the terms and conditions contained in this Agreement shall not be construed as a waiver of the breach of such term or condition or any other term or condition in this Agreement, and the same shall nevertheless continue in full force and effect.

13. Entire Understanding.

This Agreement contains the entire understanding of the parties and replaces any previous or contemporaneous written or oral communications, promises, or understandings.

14. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of Michigan, except that the operation of Charter School and the requirements for Charter School to be a charter school shall be governed by and construed in accordance with [state] law.

15. Counterparts.

This Agreement may be signed in duplicate counterparts, each of which shall constitute an original, and both of which shall comprise one and the same agreement.

16. Approval.

By signing this Agreement, all parties acknowledge their agreement to and their understanding and acceptance of the terms and conditions of this Agreement.

(Signature page follows.)

The parties have signed this Agreement as of the date written above.

HILLSDALE COLLEGE,
a Michigan nonprofit corporation

By: _____
Mr. Richard P. Péwé Jr.
Chief Administrative Officer

Person to receive notices, documents, and
communications on behalf of Hillsdale College:

Name: Phillip W. Kilgore
Director of Charter School
Development Programs
Address: Hillsdale College
33 E. College Street
Hillsdale, Michigan 49242
Email: pkilgore@hillsdale.edu
Phone: 517-607-2307
Fax: 517-607-2658

[CORPORATE NAME], INC.,
a [State] nonprofit corporation

By: _____
Its:

Person to receive notices, documents, and
communications on behalf of [Corporate name]:

Name: _____
Address: _____

Email: _____
Phone: _____
Fax: _____

ACKNOWLEDGMENT

Signature _____ Date _____

NOTES

- Contributions to *The Classical Academy* are tax deductible. *TCA* is a Florida charter school and deemed a nonprofit organization.
- Payments must be received before the end of the year to be eligible for a tax deduction in that year. Please consult your accountant for any clarifications.
- There is no minimum contributions amount.
- This form is **not a binding commitment** nor does it place your student(s) on a waiting list or lottery list for *The Classical Academy*. Its sole purpose is to help in planning and preparation for the opening of the school. Contributors will be contacted when Sarasota County has approved the charter.

**APPENDIX I
POSSIBLE FACILITIES AND LEASE PRICES**

PREPARED FOR:

The Classical Academy

New School Locations

7/24/2013

PREPARED BY:

Harry E. Robbins Associates, Inc.

3733 S Tuttle Ave
Sarasota, FL 34239

Kevin L. Robbins
Commercial Agent
(941) 924-8346
(phone)
(941) 922-3627 (fax)
kevin@robbinscommercial.co
m

1

4675 Clark Rd



Location: **Sarasota/Bradenton Ind Cluster**
Sarasota Ind Submarket
Sarasota County
Sarasota, FL 34233

Building Type: **Class C Manufacturing**

Status: **Built 1973**

Land Area: **10 AC**
 Stories: **1**
 RBA: **107,000 SF**

Management: -
 Recorded Owner: **Parker-Hannifin Corporation**

Total Avail: **107,000 SF**
 % Leased: **0%**

Ceiling Height: **20'0"-24'0"**
 Column Spacing: -
 Drive Ins: **11 - 2'0"w x 8'0"h**
 Loading Docks: **7 ext**
 Power: **480v 3p**

Crane: **2/1-3 tons**
 Rail Line: **None**
 Cross Docks: -
 Const Mat: **Masonry**
 Utilities: -

Expenses: **2008 Tax @ \$1.01/sf**
 Parcel Number: **0092-11-0001**
 Parking: **62 free Surface Spaces are available; Ratio of 0.41/1,000 SF**
 Amenities: **Fenced Lot**

| Floor | SF Avail | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Use/Type |
|-------------------|----------|-------------|------------------|-----------|------------|----------|
| E 1 st | 107,000 | 107,000 | Withheld | Vacant | Negotiable | Direct |

2

1523 Edgar PI



Location: **Sarasota/Bradenton Ind Cluster**
Sarasota Ind Submarket
Sarasota, FL 34240

Building Type: **Class B Warehouse**
 Status: **Built 1990**

Land Area: **2.77 AC**
 Stories: **1**
 RBA: **38,220 SF**

Management: -
 Recorded Owner: **Bher Family Limited Prtshp**

Total Avail: **38,220 SF**
 % Leased: **100%**

Ceiling Height: -
 Column Spacing: -
 Drive Ins: **2 - 8'0" w x 10'0" h**
 Loading Docks: -
 Power: -

Crane: **None**
 Rail Line: **None**
 Cross Docks: -
Const Mat: -
 Utilities: -

Expenses: **2009 Tax @ \$0.81/sf**
 Parcel Number: **0237-11-0003**
 Parking: **12 free Surface Spaces are available; Ratio of 0.33/1,000 SF**

| Floor | SF Avail | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Use/Type |
|-------|----------|-------------|------------------|-----------|------|----------|
| | 38,220 | 38,220 | Withheld | 30 Days | TBD | Direct |

3

6345 S Mcintosh Rd - Cox Lumber Co./ Truss Plant



Location: **Cox Lumber Co./ Truss Plant**
Sarasota/Bradenton Ind Cluster
Sarasota Ind Submarket
Sarasota County
Sarasota, FL 34238

Building Type: **Class C Manufacturing**
 Status: **Built 1978**

Land Area: **9.31 AC**
 Stories: **1**
 RBA: **87,228 SF**

Management: -
 Recorded Owner: **Pro-Build Real Estate Holdings LLC**

Total Avail: **85,740 SF**
 % Leased: **100%**

Ceiling Height: **31'0"**
 Column Spacing: -
 Drive Ins: **11 - 10'0"w x 12'0"h**
 Loading Docks: **None**
 Power: -

Crane: **None**
 Rail Line: **None**
 Cross Docks: -
 Const Mat: **Metal**
 Utilities: -

Expenses: **2011 Tax @ \$0.82/sf**
 Parcel Number: **0097-13-0001**
 Parking: **50 free Surface Spaces are available; Ratio of 4.00/1,000 SF**
 Amenities: **Fenced Lot**

| Floor | SF Avail | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Use/Type |
|-------|----------|-------------|------------------|-----------|------|----------|
| | 85,740 | 85,740 | Withheld | 30 Days | TBD | Direct |

4

5401-5451 Palmer Crossings Cir - Palmer Crossings



Location: **AKA 5401-5451 Palmer Crossing Cir
Sarasota/Bradenton Cluster
Sarasota Submarket
Sarasota County
Sarasota, FL 34233**

Building Type: **Retail/Storefront (Community Center)**
 Bldg Status: **Built Mar 2005**
 Building Size: **130,042 SF**
 Typical Floor Size: **130,042 SF**
 Stories: **1**
 Land Area: **10.63 AC**
 Total Avail: **48,510 SF**
 % Leased: **62.7%**
 Total Spaces Avail: **2**
 Smallest Space: **4,000 SF**
 Bldg Vacant:

Developer: -
 Management: -
 Recorded Owner: **Palmer Crossing 2 LLC**

Expenses: **2012 Est Tax @ \$1.10/sf; 2012 Est Ops @ \$2.67/sf**

Parcel Number: **0095-05-0006**

Anchor Tenant(s): **BEALLS, OfficeMax**
 Amenities: **Pylon Sign**

Street Frontage: **1,255 feet on Clark Rd(with 1 curb cut)**

Parking: **230 free Surface Spaces are available; Ratio of 3.24/1,000 SF**

| Floor | SF Avail | Floor Contig | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Type |
|-------------------|----------|--------------|-------------|------------------|-----------|------------|--------|
| P 1 st | 44,510 | 44,510 | 44,510 | Withheld | Vacant | Negotiable | Direct |

5

5330 Pinkney Ave



Location: **Sarasota/Bradenton Ind Cluster**
Sarasota Ind Submarket
Sarasota County
Sarasota, FL 34233

Building Type: **Class B Warehouse**
 Status: **Built 1987**

Land Area: **14.63 AC**
 Stories: **1**
 RBA: **187,670 SF**

Management: -
 Recorded Owner: **North Anson Reel Co**

Total Avail: **70,587 SF**
 % Leased: **100%**

Ceiling Height: -
 Column Spacing: -
 Drive Ins: **2 - 10'0" w x 15'0" h**
 Loading Docks: **2 ext**
 Power: -

Crane: **None**
 Rail Line: **None**
 Cross Docks: -
 Const Mat: **Masonry**
 Utilities: -

Expenses: **2009 Ops @ \$0.75/sf**
 Parcel Number: **0090-01-0010**
 Parking: **50 free Surface Spaces are available**
 Amenities: **Fenced Lot, Property Manager on Site**

| Floor | SF Avail | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Use/Type |
|-----------------|----------|-------------|------------------|-----------|---------------|----------|
| P 1st / Suite B | 40,587 | 40,587 | \$4.99/nnn | Vacant | Thru Jul 2026 | Sublet |

6

7060 Professional Pky E



Location: **Sarasota/Bradenton Ind Cluster**
Sarasota outlying Ind Submarket
Sarasota County
Sarasota, FL 34240

Building Type: **Class B Flex/Light Distribution**
 Status: **Built 2002**
 Tenancy: **Single Tenant**

Management: -
 Recorded Owner: **7040 Ilc**

Land Area: **4.35 AC**
 Stories: **1**
 RBA: **61,108 SF**
 Total Avail: **61,108 SF**
 % Leased: **100%**

Ceiling Height: **14'0"-20'0"**
 Column Spacing: -
 Drive Ins: **2 - 10'0"w x 16'0"h**
 Loading Docks: **None**
 Power: -

Crane: **None**
 Rail Line: **None**
 Cross Docks: -
 Const Mat: **Reinforced Concrete**
 Utilities: -

Expenses: **2008 Tax @ \$0.56/sf**
 Parcel Number: **0187-14-0002**
 Parking: **105 Surface Spaces are available; Ratio of 1.72/1,000 SF**

| Floor | SF Avail | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Use/Type |
|-----------------|----------------------|-------------|------------------|-----------|------------|----------|
| E 1st / Suite 1 | 61,108 div/5,000 ofc | 61,108 | \$5.50/nnn | 60 Days | Negotiable | Direct |

7

1687 South Bypass - Jacaranda Plaza; Kmart - Jacaranda Plaza



Location: **Jacaranda Plaza; Kmart
Sarasota/Bradenton Cluster
Sarasota Outlying Submarket
Sarasota County
Venice, FL 34293**

Building Type: **Retail/Freestanding (Community Center)**
 Bldg Status: **Built 1974**
 Building Size: **84,180 SF**
 Typical Floor Size: **84,180 SF**
 Stories: **1**
 Land Area: **8.77 AC**
 Total Avail: **84,180 SF**
 % Leased: **0%**
 Total Spaces Avail: **1**
 Smallest Space: **2,000 SF**
 Bldg Vacant:

Developer: -
 Management: -
 Recorded Owner: **Venice FI Retail Llc**
 Expenses: **2009 Tax @ \$0.91/sf**
 Parcel Number: **0433-10-0009**

Amenities: **Bus Line, Freeway Visibility, Signage**

Street Frontage: **397 feet on South Bypass**

Parking: **494 free Surface Spaces are available; Ratio of 5.87/1,000 SF**

| Floor | SF Avail | Floor Contig | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Type |
|-----------------|----------------|--------------|-------------|------------------|-----------|------------|--------|
| E 1st / Suite 1 | 2,000 - 84,180 | 84,180 | 84,180 | Withheld | Vacant | Negotiable | Direct |

8

1550 Tamiami Trl S



Location: **Parcel 4**
Sarasota/Bradenton Cluster
Sarasota Outlying Submarket
Sarasota County
Venice, FL 34293

Building Type: **Retail/Auto Dealership**
 Bldg Status: **Built 1963**
 Building Size: **42,535 SF**
 Typical Floor Size: **42,535 SF**
 Stories: **1**
 Land Area: **4.51 AC**
 Total Avail: **42,535 SF**
0% Leased:
 Total Spaces Avail: **1**
 Smallest Space: **42,535 SF**

Developer: -
 Management: -
 Recorded Owner: **CRM Florida Properties, LLC**
 Expenses:

Parcel Number: **0433-06-0005, 0433-06-0008**

Amenities: **Bus Line, Dedicated Turn Lane, Freeway Visibility, Pylon Sign, Signage, Signalized Intersection**
 Parking: **300 free Surface Spaces are available**

| Floor | SF Avail | Floor Contig | Bldg Contig | Rent/SF/Yr + Svs | Occupancy | Term | Type |
|-------|----------|--------------|-------------|------------------|-----------|------|--------|
| | 42,535 | 42,535 | 42,535 | Withheld | Vacant | TBD | Direct |

APPENDIX J
5 Year Budget
5 Year Staffing Plan
Revenue Estimate Worksheets

**THE CLASSICAL ACADEMY
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

| | <u>FY15</u> | <u>FY16</u> | <u>FY17</u> | <u>FY18</u> | <u>FY19</u> |
|---------------------------------------|------------------|------------------|------------------|------------------|------------------|
| ENROLLMENT | 428 | 499 | 573 | 620 | 667 |
| FUND BALANCE, BEGINNING | <u>9,047</u> | <u>63,948</u> | <u>215,527</u> | <u>465,193</u> | <u>664,183</u> |
| REVENUES | | | | | |
| FEFP | 2,754,443 | 3,198,456 | 3,660,960 | 3,981,182 | 4,307,402 |
| Referendum Millage | 415,949 | 483,804 | 554,675 | 604,345 | 654,952 |
| Start Up Funding | - | - | - | - | - |
| Capital Outlay | - | - | - | 155,000 | 166,750 |
| Food Service Revenue | 95,325 | 169,194 | 194,285 | 210,221 | 226,157 |
| Donated Services | 47,815 | - | - | - | - |
| TOTAL REVENUES | <u>3,313,533</u> | <u>3,851,454</u> | <u>4,409,920</u> | <u>4,950,747</u> | <u>5,355,261</u> |
| EXPENDITURES | | | | | |
| INSTRUCTION | | | | | |
| Classroom Teachers | 1,062,464 | 1,155,634 | 1,250,561 | 1,431,475 | 1,573,360 |
| Specialty Teachers | 183,888 | 288,908 | 375,168 | 463,124 | 467,756 |
| Paraprofessionals | 17,664 | 17,841 | 18,019 | 18,199 | 18,381 |
| Total Instruction Salaries | <u>1,264,016</u> | <u>1,462,383</u> | <u>1,643,748</u> | <u>1,912,799</u> | <u>2,059,497</u> |
| Retirement | 12,640 | 21,936 | 24,656 | 28,692 | 30,892 |
| Payroll Taxes | 105,368 | 121,812 | 136,822 | 159,103 | 171,192 |
| Health Insurance | 75,600 | 87,264 | 97,930 | 113,745 | 122,375 |
| Workers Compensation | 12,640 | 14,624 | 16,437 | 19,128 | 20,595 |
| Total Instruction Benefits | <u>206,248</u> | <u>245,635</u> | <u>275,845</u> | <u>320,668</u> | <u>345,055</u> |
| Contracted Services | 45,310 | 51,679 | 48,223 | 52,700 | 57,262 |
| Travel | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| Supplies | 21,670 | 25,109 | 28,736 | 31,682 | 34,501 |
| Textbooks | 117,700 | 31,608 | 34,757 | 29,552 | 31,192 |
| Furniture and Equipment | 61,000 | 15,251 | 15,302 | 20,400 | 15,609 |
| Computers | 57,000 | 5,454 | 16,403 | 20,029 | 17,982 |
| Software | 42,800 | 49,900 | 57,300 | 62,000 | 66,700 |
| Substitutes | 24,400 | 28,280 | 31,827 | 37,091 | 39,959 |
| Total Instruction Other | <u>372,880</u> | <u>210,281</u> | <u>235,548</u> | <u>256,453</u> | <u>266,205</u> |
| Total Instruction | <u>1,843,144</u> | <u>1,918,299</u> | <u>2,155,141</u> | <u>2,489,920</u> | <u>2,670,757</u> |
| PUPIL PERSONNEL SERVICES | | | | | |
| Guidance Counselor | 21,599 | 43,629 | 44,065 | 44,506 | 44,951 |
| Support | 60,584 | 92,080 | 93,000 | 93,930 | 94,870 |
| Total Pupil Personnel Salaries | <u>82,183</u> | <u>135,709</u> | <u>137,066</u> | <u>138,436</u> | <u>139,821</u> |
| Retirement | 822 | 2,036 | 2,056 | 2,077 | 2,097 |
| Payroll Taxes | 6,719 | 11,030 | 11,134 | 11,238 | 11,344 |
| Health Insurance | 4,800 | 7,272 | 7,345 | 7,418 | 7,492 |
| Workers Compensation | 822 | 1,357 | 1,371 | 1,384 | 1,398 |
| Total Pupil Personnel Benefits | <u>13,163</u> | <u>21,694</u> | <u>21,905</u> | <u>22,117</u> | <u>22,332</u> |
| Supplies | 4,280 | 5,040 | 5,845 | 6,388 | 6,941 |
| Total Pupil Personnel Other | <u>4,280</u> | <u>5,040</u> | <u>5,845</u> | <u>6,388</u> | <u>6,941</u> |
| Total Pupil Personnel Services | <u>99,625</u> | <u>162,443</u> | <u>164,816</u> | <u>166,942</u> | <u>169,094</u> |

**THE CLASSICAL ACADEMY
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

| | <u>FY15</u> | <u>FY16</u> | <u>FY17</u> | <u>FY18</u> | <u>FY19</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| INSTRUCTIONAL MEDIA SERVICES | | | | | |
| Media Specialist | 42,265 | 42,688 | 43,115 | 43,546 | 43,981 |
| IT Specialist | 28,000 | 28,280 | 28,563 | 28,848 | 29,137 |
| Total Instructional Media Salaries | 70,265 | 70,968 | 71,677 | 72,394 | 73,118 |
| Retirement | 703 | 1,065 | 1,075 | 1,086 | 1,097 |
| Payroll Taxes | 5,807 | 5,861 | 5,915 | 5,970 | 6,026 |
| Health Insurance | 4,800 | 4,848 | 4,896 | 4,945 | 4,995 |
| Workers Compensation | 703 | 710 | 717 | 724 | 731 |
| Total Instructional Media Benefits | 12,013 | 12,483 | 12,604 | 12,725 | 12,848 |
| Supplies | 4,280 | 5,040 | 5,845 | 6,388 | 6,941 |
| Periodicals | 1,284 | 1,512 | 1,754 | 1,916 | 2,082 |
| Library Books and Online Services | 4,280 | 5,040 | 5,845 | 6,388 | 6,941 |
| Total Instructional Media Other | 9,844 | 11,592 | 13,444 | 14,692 | 15,964 |
| Total Instructional Media Services | 92,122 | 95,043 | 97,725 | 99,812 | 101,930 |
| CURRICULUM DEVELOPMENT | | | | | |
| Contracted Services | 32,100 | 37,799 | 43,839 | 47,909 | 52,056 |
| STAFF TRAINING | | | | | |
| Contracted Services | 16,000 | 18,685 | 20,912 | 24,727 | 26,535 |
| BOARD | | | | | |
| Legal Fees | 5,000 | 100 | 100 | 100 | 100 |
| Contracted Services - Audit | - | 7,500 | 7,575 | 7,651 | 7,727 |
| Contracted Services - Training | 500 | - | - | - | - |
| Travel | 3,000 | 3,030 | 3,060 | 3,091 | 3,122 |
| Insurance | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 |
| Licenses & Fees | 2,500 | 2,525 | 2,550 | 2,576 | 2,602 |
| District Fee | 80,445 | 80,122 | 79,864 | 80,266 | 80,723 |
| Teacher Salary Allocation | 74,218 | 86,323 | 98,967 | 107,836 | 116,865 |
| Contingency | 26,740 | 62,367 | 107,433 | 156,037 | 211,334 |
| Total Board | 199,403 | 248,966 | 306,549 | 364,555 | 429,473 |
| SCHOOL ADMINISTRATION | | | | | |
| Principal | 80,000 | 90,800 | 101,708 | 102,725 | 103,752 |
| Asst Principal | 39,570 | 79,930 | 80,730 | 163,074 | 164,705 |
| Admin Support | 46,357 | 96,816 | 122,776 | 124,004 | 125,244 |
| Total Administration Salaries | 165,927 | 267,546 | 305,214 | 389,803 | 393,701 |
| Retirement | 1,659 | 4,013 | 4,578 | 5,847 | 5,906 |
| Payroll Taxes | 13,233 | 21,547 | 24,645 | 31,332 | 31,630 |
| Health Insurance | 6,000 | 12,120 | 14,689 | 17,309 | 17,482 |
| Workers Compensation | 1,659 | 2,675 | 3,052 | 3,898 | 3,937 |
| Total Administration Benefits | 22,552 | 40,356 | 46,965 | 58,386 | 58,955 |

**THE CLASSICAL ACADEMY
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

| | <u>FY15</u> | <u>FY16</u> | <u>FY17</u> | <u>FY18</u> | <u>FY19</u> |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Travel | 1,000 | 1,010 | 1,020 | 1,030 | 1,041 |
| Equipment Rental | 4,200 | 4,242 | 4,284 | 4,327 | 4,371 |
| Postage | 2,568 | 2,594 | 2,620 | 2,646 | 2,672 |
| Advertising | 10,000 | 5,000 | 5,050 | 5,101 | 5,152 |
| Supplies | 6,000 | 6,060 | 6,121 | 6,182 | 6,244 |
| Equipment | 11,825 | 6,522 | 4,193 | 5,461 | 3,210 |
| Software | 1,875 | 2,083 | 1,148 | 1,236 | 546 |
| Total Administration Other | <u>37,468</u> | <u>27,511</u> | <u>24,435</u> | <u>25,983</u> | <u>23,235</u> |
| Total School Administration | <u>225,946</u> | <u>335,413</u> | <u>376,613</u> | <u>474,172</u> | <u>475,891</u> |
| FACILITIES ACQUISITION | | | | | |
| Rents | <u>306,020</u> | <u>360,353</u> | <u>417,930</u> | <u>456,732</u> | <u>496,269</u> |
| FISCAL | | | | | |
| Contracted Services - Finance | 74,872 | 84,195 | 96,690 | 101,424 | 109,894 |
| Contracted Services - HR | 20,759 | 25,328 | 28,103 | 32,695 | 34,903 |
| Total Fiscal | <u>95,630</u> | <u>109,523</u> | <u>124,792</u> | <u>134,119</u> | <u>144,796</u> |
| FOOD SERVICE | | | | | |
| Food Service Workers | <u>31,293</u> | <u>42,141</u> | <u>42,563</u> | <u>53,735</u> | <u>54,273</u> |
| Total Food Service Salaries | <u>31,293</u> | <u>42,141</u> | <u>42,563</u> | <u>53,735</u> | <u>54,273</u> |
| Retirement | 313 | 632 | 638 | 806 | 814 |
| Payroll Taxes | 3,042 | 4,088 | 4,120 | 5,191 | 5,232 |
| Health Insurance | 7,200 | 9,696 | 9,793 | 12,364 | 12,487 |
| Workers Compensation | 313 | 421 | 426 | 537 | 543 |
| Total Food Service Benefits | <u>10,868</u> | <u>14,837</u> | <u>14,977</u> | <u>18,898</u> | <u>19,076</u> |
| Contracted Services | <u>168,718</u> | <u>198,673</u> | <u>230,417</u> | <u>251,810</u> | <u>273,607</u> |
| Total Food Service Other | <u>168,718</u> | <u>198,673</u> | <u>230,417</u> | <u>251,810</u> | <u>273,607</u> |
| Total Food Service | <u>210,878</u> | <u>255,651</u> | <u>287,956</u> | <u>324,443</u> | <u>346,956</u> |

**THE CLASSICAL ACADEMY
OPERATING BUDGET
FISCAL YEARS 2015 - 2019**

| | <u>FY15</u> | <u>FY16</u> | <u>FY17</u> | <u>FY18</u> | <u>FY19</u> |
|--|------------------|------------------|------------------|------------------|------------------|
| PLANT OPERATIONS | | | | | |
| Custodial | 47,000 | 47,470 | 47,945 | 48,424 | 71,802 |
| Total Plant Operations Salaries | 47,000 | 47,470 | 47,945 | 48,424 | 71,802 |
| Retirement | 470 | 712 | 719 | 726 | 1,077 |
| Payroll Taxes | 4,028 | 4,063 | 4,100 | 4,136 | 6,141 |
| Health Insurance | 4,800 | 4,848 | 4,896 | 4,945 | 7,492 |
| Workers Compensation | 470 | 475 | 479 | 484 | 718 |
| Total Plant Operations Benefits | 9,768 | 10,098 | 10,195 | 10,292 | 15,428 |
| Contracted Services | 6,000 | 6,563 | 7,120 | 7,486 | 7,847 |
| Insurance | 8,000 | 8,080 | 8,161 | 8,242 | 8,325 |
| Telephone | 4,800 | 4,848 | 4,896 | 4,945 | 4,995 |
| Utilities | 48,000 | 52,501 | 56,958 | 59,887 | 62,778 |
| Supplies | 2,568 | 3,024 | 3,507 | 3,871 | 4,164 |
| Equipment | 2,000 | 2,020 | 2,040 | 2,061 | 2,081 |
| Total Plant Operations Other | 71,368 | 77,036 | 82,682 | 86,492 | 90,191 |
| Total Plant Operations | 128,136 | 134,604 | 140,822 | 145,209 | 177,421 |
| | | | | | |
| PLANT MAINTENANCE | | | | | |
| Contracted Services | 6,000 | 6,060 | 6,121 | 6,182 | 6,244 |
| | | | | | |
| DEBT SERVICE | | | | | |
| Principal & Interest | 3,627 | 17,037 | 17,037 | 17,037 | 17,037 |
| | | | | | |
| TOTAL EXPENDITURES | 3,258,632 | 3,699,875 | 4,160,253 | 4,751,758 | 5,114,459 |
| | | | | | |
| EXCESS REVENUES OVER EXPENDITURES | 54,901 | 151,579 | 249,667 | 198,989 | 240,802 |
| | | | | | |
| FUND BALANCE, ENDING | 63,948 | 215,527 | 465,193 | 664,183 | 904,985 |

**THE CLASSICAL ACADEMY
STAFFING PLAN**

| Name | Position | Start-Up | | | FY15 | | |
|--------------------------|------------------------|-----------------|----------|---------------|-----------------|-------------|------------------|
| | | Expected Salary | Months | Salary | Expected Salary | FTE | Salary |
| TBA | Teachers | 40,864 | - | - | 40,864 | 21.0 | 858,144 |
| TBA | Additional Teachers | 40,864 | - | - | 40,864 | 5.0 | 204,320 |
| Instructional | | | - | - | | 26.0 | 1,062,464 |
| TBA | Art / Music | 40,864 | - | - | 40,864 | 1.0 | 40,864 |
| TBA | Phys. Ed. | 40,864 | - | - | 40,864 | 1.5 | 61,296 |
| TBA | ESE Specialist | 40,864 | - | - | 40,864 | 2.0 | 81,728 |
| TBA | ESOL | 40,864 | - | - | 40,864 | - | - |
| Specialty | | | - | - | | 4.5 | 183,888 |
| TBA | Teacher Assistant | 17,664 | - | - | 17,664 | 1.0 | 17,664 |
| Teacher Assistant | | | - | - | | 1.0 | 17,664 |
| TBA | Guidance | 43,197 | - | - | 43,197 | 0.5 | 21,599 |
| TBA | Registrar | 30,000 | - | - | 30,000 | 1.0 | 30,000 |
| TBA | Director of Curriculum | 61,168 | - | - | 61,168 | 0.5 | 30,584 |
| Pupil Personnel | | | - | - | | 2.0 | 82,183 |
| TBA | Media Specialist | 42,265 | - | - | 42,265 | 1.0 | 42,265 |
| TBA | IT Specialist | 28,000 | - | - | 28,000 | 1.0 | 28,000 |
| Media | | | - | - | | 2.0 | 70,265 |
| TBA | Principal | 80,000 | 4 | 26,667 | 80,000 | 1.0 | 80,000 |
| TBA | Asst Principal | 79,139 | - | - | 79,139 | 0.5 | 39,570 |
| Administrators | | | 4 | 26,667 | | 1.5 | 119,570 |
| TBA | Adm Asst | 46,357 | 4 | 15,452 | 46,357 | 1.0 | 46,357 |
| TBA | Receptionist | 25,000 | - | - | 25,000 | - | - |
| TBA | Clerk | 24,500 | - | - | 24,500 | - | - |
| Admin Support | | | 4 | 15,452 | | 1.0 | 46,357 |
| TBA | Food Svc Worker | 10,431 | - | - | 10,431 | 3.0 | 31,293 |
| Food Service | | | - | - | | 3.0 | 31,293 |
| TBA | Maint / Day Porter | 22,000 | - | - | 22,000 | 1.0 | 22,000 |
| TBA | Custodian | 25,000 | - | - | 25,000 | 1.0 | 25,000 |
| Custodial | | | - | - | | 2.0 | 47,000 |
| Total | | | 8 | 42,119 | | 43.0 | 1,660,683 |

**THE CLASSICAL ACADEMY
STAFFING PLAN**

| Name | Position | FY16 | | | FY17 | | |
|--------------------------|------------------------|-----------------|--------------------|-------------------------|-----------------|--------------------|-------------------------|
| | | Expected Salary | FTE | Salary | Expected Salary | FTE | Salary |
| TBA | Teachers | 41,273 | 25.0 | 1,031,816 | 41,685 | 28.0 | 1,167,190 |
| TBA | Additional Teachers | 41,273 | 3.0 | 123,818 | 41,685 | 2.0 | 83,371 |
| Instructional | | | 28.0 | 1,155,634 | | 30.0 | 1,250,561 |
| TBA | Art / Music | 41,273 | 2.0 | 82,545 | 41,685 | 2.0 | 83,371 |
| TBA | Phys. Ed. | 41,273 | 3.0 | 123,818 | 41,685 | 3.0 | 125,056 |
| TBA | ESE Specialist | 41,273 | 2.0 | 82,545 | 41,685 | 3.0 | 125,056 |
| TBA | ESOL | 41,273 | - | - | 41,685 | 1.0 | 41,685 |
| Specialty | | | 7.0 | 288,908 | | 9.0 | 375,168 |
| TBA | Teacher Assistant | 17,841 | 1.0 | 17,841 | 18,019 | 1.0 | 18,019 |
| Teacher Assistant | | | 1.0 | 17,841 | | 1.0 | 18,019 |
| TBA | Guidance | 43,629 | 1.0 | 43,629 | 44,065 | 1.0 | 44,065 |
| TBA | Registrar | 30,300 | 1.0 | 30,300 | 30,603 | 1.0 | 30,603 |
| TBA | Director of Curriculum | 61,780 | 1.0 | 61,780 | 62,397 | 1.0 | 62,397 |
| Pupil Personnel | | | 3.0 | 135,709 | | 3.0 | 137,066 |
| TBA | Media Specialist | 42,688 | 1.0 | 42,688 | 43,115 | 1.0 | 43,115 |
| TBA | IT Specialist | 28,280 | 1.0 | 28,280 | 28,563 | 1.0 | 28,563 |
| Media | | | 2.0 | 70,968 | | 2.0 | 71,677 |
| TBA | Principal | 90,800 | 1.0 | 90,800 | 101,708 | 1.0 | 101,708 |
| TBA | Asst Principal | 79,930 | 1.0 | 79,930 | 80,730 | 1.0 | 80,730 |
| Administrators | | | 2.0 | 170,730 | | 2.0 | 182,438 |
| TBA | Adm Asst | 46,821 | 1.0 | 46,821 | 47,289 | 1.0 | 47,289 |
| TBA | Receptionist | 25,250 | 1.0 | 25,250 | 25,503 | 1.0 | 25,503 |
| TBA | Clerk | 24,745 | 1.0 | 24,745 | 24,992 | 2.0 | 49,985 |
| Admin Support | | | 3.0 | 96,816 | | 4.0 | 122,776 |
| TBA | Food Svc Worker | 10,535 | 4.0 | 42,141 | 10,641 | 4.0 | 42,563 |
| Food Service | | | 4.0 | 42,141 | | 4.0 | 42,563 |
| TBA | Maint / Day Porter | 22,220 | 1.0 | 22,220 | 22,442 | 1.0 | 22,442 |
| TBA | Custodian | 25,250 | 1.0 | 25,250 | 25,503 | 1.0 | 25,503 |
| Custodial | | | 2.0 | 47,470 | | 2.0 | 47,945 |
| Total | | | <u>52.0</u> | <u>2,026,217</u> | | <u>57.0</u> | <u>2,248,213</u> |

**THE CLASSICAL ACADEMY
STAFFING PLAN**

| Name | Position | FY18 | | | FY19 | | |
|--------------------------|------------------------|-----------------|-------------|------------------|-----------------|------------------|------------------|
| | | Expected Salary | FTE | Salary | Expected Salary | FTE | Salary |
| TBA | Teachers | 42,102 | 31.0 | 1,305,169 | 42,523 | 33.0 | 1,403,267 |
| TBA | Additional Teachers | 42,102 | 3.0 | 126,307 | 42,523 | 4.0 | 170,093 |
| Instructional | | | 34.0 | 1,431,475 | | 37.0 | 1,573,360 |
| TBA | Art / Music | 42,102 | 3.0 | 126,307 | 42,523 | 3.0 | 127,570 |
| TBA | Phys. Ed. | 42,102 | 4.0 | 168,409 | 42,523 | 4.0 | 170,093 |
| TBA | ESE Specialist | 42,102 | 3.0 | 126,307 | 42,523 | 3.0 | 127,570 |
| TBA | ESOL | 42,102 | 1.0 | 42,102 | 42,523 | 1.0 | 42,523 |
| Specialty | | | 11.0 | 463,124 | | 11.0 | 467,756 |
| TBA | Teacher Assistant | 18,199 | 1.0 | 18,199 | 18,381 | 1.0 | 18,381 |
| Teacher Assistant | | | 1.0 | 18,199 | | 1.0 | 18,381 |
| TBA | Guidance | 44,506 | 1.0 | 44,506 | 44,951 | 1.0 | 44,951 |
| TBA | Registrar | 30,909 | 1.0 | 30,909 | 31,218 | 1.0 | 31,218 |
| TBA | Director of Curriculum | 63,021 | 1.0 | 63,021 | 63,652 | 1.0 | 63,652 |
| Pupil Personnel | | | 3.0 | 138,436 | | 3.0 | 139,821 |
| TBA | Media Specialist | 43,546 | 1.0 | 43,546 | 43,981 | 1.0 | 43,981 |
| TBA | IT Specialist | 28,848 | 1.0 | 28,848 | 29,137 | 1.0 | 29,137 |
| Media | | | 2.0 | 72,394 | | 2.0 | 73,118 |
| TBA | Principal | 102,725 | 1.0 | 102,725 | 103,752 | 1.0 | 103,752 |
| TBA | Asst Principal | 81,537 | 2.0 | 163,074 | 82,352 | 2.0 | 164,705 |
| Administrators | | | 3.0 | 265,799 | | 3.0 | 268,457 |
| TBA | Adm Asst | 47,762 | 1.0 | 47,762 | 48,239 | 1.0 | 48,239 |
| TBA | Receptionist | 25,758 | 1.0 | 25,758 | 26,015 | 1.0 | 26,015 |
| TBA | Clerk | 25,242 | 2.0 | 50,485 | 25,495 | 2.0 | 50,990 |
| Admin Support | | | 4.0 | 124,004 | | 4.0 | 125,244 |
| TBA | Food Svc Worker | 10,747 | 5.0 | 53,735 | 10,855 | 5.0 | 54,273 |
| Food Service | | | 5.0 | 53,735 | | 5.0 | 54,273 |
| TBA | Maint / Day Porter | 22,667 | 1.0 | 22,667 | 22,893 | 2.0 | 45,787 |
| TBA | Custodian | 25,758 | 1.0 | 25,758 | 26,015 | 1.0 | 26,015 |
| Custodial | | | 2.0 | 48,424 | | 3.0 | 71,802 |
| Total | | | 65.0 | 2,615,592 | 69.0 | 2,792,211 | |

Revenue Estimate Worksheet for The Classical Academy FY15

Based on the First Calculation of the FEFP 2013-14

School District: **Sarasota**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 153.00 | 1.125 | 172.1250 | \$ 646,511 |
| 111 Basic K-3 with ESE Services | 19.80 | 1.125 | 22.2750 | \$ 83,666 |
| 102 Basic 4-8 | 168.30 | 1.000 | 168.3000 | \$ 632,144 |
| 112 Basic 4-8 with ESE Services | 21.78 | 1.000 | 21.7800 | \$ 81,807 |
| 103 Basic 9-12 | 42.50 | 1.011 | 42.9675 | \$ 161,388 |
| 113 Basic 9-12 with ESE Services | 5.50 | 1.011 | 5.5605 | \$ 20,886 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 7.20 | 1.145 | 8.2440 | \$ 30,965 |
| 130 ESOL (Grade Level 4-8) | 7.92 | 1.145 | 9.0684 | \$ 34,061 |
| 130 ESOL (Grade Level 9-12) | 2.00 | 1.145 | 2.2900 | \$ 8,601 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 428.00 | | 452.6104 | \$ 1,700,029 |

2. ESE Guaranteed Allocation:

| FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|-------------|-----------------|--------------------------|---|
| 19.80 | PK-3 | 251 | \$ 1,028 | \$ 20,354 |
| | PK-3 | 252 | \$ 3,318 | \$ - |
| | PK-3 | 253 | \$ 6,771 | \$ - |
| 21.78 | 4-8 | 251 | \$ 1,152 | \$ 25,091 |
| | 4-8 | 252 | \$ 3,442 | \$ - |
| | 4-8 | 253 | \$ 6,895 | \$ - |
| 5.50 | 9-12 | 251 | \$ 820 | \$ 4,510 |
| | 9-12 | 252 | \$ 3,110 | \$ - |
| | 9-12 | 253 | \$ 6,563 | \$ - |
| Total FTE with ESE Services | | | | Total from ESE Guarantee \$ 49,955 |

3. Supplemental Academic Instruction:

| | | | |
|---------------------------------|--------------|-------------|-----------|
| District SAI Allocation | \$ 8,348,718 | Per Student | |
| <i>divided by district FTE</i> | 41,011.15 | \$ 204 | \$ 87,312 |
| <i>(with eligible services)</i> | | | |

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,837,296

5. Class size Reduction Funds:

| Weighted FTE (From Section 1) | X | DCD | X | Allocation factors | = | |
|-------------------------------|-----------------|--------|---------|--------------------|---------|--|
| PK - 3 | 202.6440 | 1.0010 | 1320.15 | = | 267,788 | |
| 4-8 | 199.1484 | 1.0010 | 900.48 | = | 179,508 | |
| 9-12 | 50.8180 | 1.0010 | 902.65 | = | 45,917 | |
| Total * | 452.6104 | | | | | Total Class Size Reduction Funds \$ 493,213 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-----------------------------------|---------------------------------|------------------|--------------|----------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>452.6104</u> | by district's WFTE: | <u>45,094.47</u> | | |
| to obtain school's WFTE share. | | | | 1.0037% | |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>428.00</u> | by district's UFTE: | <u>41,011.15</u> | | |
| to obtain school's UFTE share. | | | | 1.0436% | |
| | Letters Refer to Notes At Bottom: | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>1,129,308</u> | x | 1.0037% | \$ <u>11,335</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | | 0 | | | |
| Sparsity Supplement | | 0 | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | | 1,129,308 | | | |
| Lab School Discretionary | | 0 | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>30,368,223</u> | x | 1.0037% | \$ <u>304,806</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 1.0436% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 1.0037% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 1.0037% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>3,217,273</u> | x | 1.0436% | \$ <u>33,575</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| | | Enter All Riders | x | 355 | \$ <u>-</u> |
| | | Enter ESE Student Riders | x | 1,364 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>7,394,444</u> | x | 1.0037% | \$ <u>74,218</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | Total | \$ <u><u>2,754,443</u></u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | (h) | | | | \$ <u>-</u> |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | | \$ <u>-</u> |

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.
 - (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Revenue Estimate Worksheet for The Classical Academy FY16

Based on the First Calculation of the FEFP 2013-14

School District: **Sarasota**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 168.30 | 1.125 | 189.3375 | \$ 711,162 |
| 111 Basic K-3 with ESE Services | 21.78 | 1.125 | 24.5025 | \$ 92,033 |
| 102 Basic 4-8 | 192.10 | 1.000 | 192.1000 | \$ 721,538 |
| 112 Basic 4-8 with ESE Services | 24.86 | 1.000 | 24.8600 | \$ 93,375 |
| 103 Basic 9-12 | 63.75 | 1.011 | 64.4513 | \$ 242,082 |
| 113 Basic 9-12 with ESE Services | 8.25 | 1.011 | 8.3408 | \$ 31,328 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 7.92 | 1.145 | 9.0684 | \$ 34,061 |
| 130 ESOL (Grade Level 4-8) | 9.04 | 1.145 | 10.3508 | \$ 38,878 |
| 130 ESOL (Grade Level 9-12) | 3.00 | 1.145 | 3.4350 | \$ 12,902 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 499.00 | | 526.4463 | \$ 1,977,359 |

2. ESE Guaranteed Allocation:

| FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|-------------|-----------------|--------------------------|---|
| 21.78 | PK-3 | 251 | \$ 1,028 | \$ 22,390 |
| | PK-3 | 252 | \$ 3,318 | \$ - |
| | PK-3 | 253 | \$ 6,771 | \$ - |
| 24.86 | 4-8 | 251 | \$ 1,152 | \$ 28,639 |
| | 4-8 | 252 | \$ 3,442 | \$ - |
| | 4-8 | 253 | \$ 6,895 | \$ - |
| 8.25 | 9-12 | 251 | \$ 820 | \$ 6,765 |
| | 9-12 | 252 | \$ 3,110 | \$ - |
| | 9-12 | 253 | \$ 6,563 | \$ - |
| Total FTE with ESE Services | | | | Total from ESE Guarantee \$ 57,794 |

3. Supplemental Academic Instruction:

| | | |
|---------------------------------|--------------|-------------------|
| District SAI Allocation | \$ 8,348,718 | Per Student |
| <i>divided by district FTE</i> | 41,011.15 | \$ 204 |
| (with eligible services) | | \$ 101,796 |

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 2,136,949

5. Class size Reduction Funds:

| Weighted FTE (From Section 1) | X | DCD | X | Allocation factors | = | |
|-------------------------------|-----------------|--------|---------|--------------------|--|--|
| PK - 3 | 222.9084 | 1.0010 | 1320.15 | = | 294,567 | |
| 4-8 | 227.3108 | 1.0010 | 900.48 | = | 204,894 | |
| 9-12 | 76.2271 | 1.0010 | 902.65 | = | 68,875 | |
| Total * | 526.4463 | | | | Total Class Size Reduction Funds \$ 568,336 | |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-----------------------------------|---------------------|-------------------|---------|----------------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>526.4463</u> | by district's WFTE: | <u>45,094.47</u> | | |
| to obtain school's WFTE share. | | | | 1.1674% | |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>499.00</u> | by district's UFTE: | <u>41,011.15</u> | | |
| to obtain school's UFTE share. | | | | 1.2167% | |
| | Letters Refer to Notes At Bottom: | | | | |
| 7. Other FEFP (WFTE share) | | (a) | <u>1,129,308</u> | x | 1.1674% \$ <u>13,184</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | 0 | | | | |
| Sparsity Supplement | 0 | | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | 1,129,308 | | | | |
| Lab School Discretionary | 0 | | | | |
| 8. Discretionary Local Effort (WFTE share) | | (d) | <u>30,368,223</u> | x | 1.1674% \$ <u>354,519</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | | (b) | <u>0</u> | x | 1.2167% \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | | (a) | <u>0</u> | x | 1.1674% \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | | (a) | <u>0</u> | x | 1.1674% \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | | (b) | <u>3,217,273</u> | x | 1.2167% \$ <u>39,145</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | | (e) | | | |
| | Enter All Riders | | | x | 355 \$ <u>-</u> |
| | Enter ESE Student Riders | | | x | 1,364 \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | | (j) | <u>7,394,444</u> | x | 1.1674% \$ <u>86,323</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | | (g) | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | | Total \$ <u>3,198,456</u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | | (h) | | | |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | | \$ <u>-</u> |

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for The Classical Academy FY17

Based on the First Calculation of the FEFP 2013-14

School District: **Sarasota**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 183.60 | 1.125 | 206.5500 | \$ 775,813 |
| 111 Basic K-3 with ESE Services | 23.76 | 1.125 | 26.7300 | \$ 100,399 |
| 102 Basic 4-8 | 197.20 | 1.000 | 197.2000 | \$ 740,694 |
| 112 Basic 4-8 with ESE Services | 25.52 | 1.000 | 25.5200 | \$ 95,854 |
| 103 Basic 9-12 | 106.25 | 1.011 | 107.4188 | \$ 403,471 |
| 113 Basic 9-12 with ESE Services | 13.75 | 1.011 | 13.9013 | \$ 52,214 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 8.64 | 1.145 | 9.8928 | \$ 37,158 |
| 130 ESOL (Grade Level 4-8) | 9.28 | 1.145 | 10.6256 | \$ 39,910 |
| 130 ESOL (Grade Level 9-12) | 5.00 | 1.145 | 5.7250 | \$ 21,503 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 573.00 | | 603.5635 | \$ 2,267,016 |

2. ESE Guaranteed Allocation:

| | FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|--------------|-------------|-----------------|---------------------------------|------------------|
| | 23.76 | PK-3 | 251 | \$ 1,028 | \$ 24,425 |
| | | PK-3 | 252 | \$ 3,318 | \$ - |
| | | PK-3 | 253 | \$ 6,771 | \$ - |
| | 25.52 | 4-8 | 251 | \$ 1,152 | \$ 29,399 |
| | | 4-8 | 252 | \$ 3,442 | \$ - |
| | | 4-8 | 253 | \$ 6,895 | \$ - |
| | 13.75 | 9-12 | 251 | \$ 820 | \$ 11,275 |
| | | 9-12 | 252 | \$ 3,110 | \$ - |
| | | 9-12 | 253 | \$ 6,563 | \$ - |
| Total FTE with ESE Services | 63.03 | | | Total from ESE Guarantee | \$ 65,099 |

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

3. Supplemental Academic Instruction:

| | | | |
|---------------------------------|--------------|-------------|------------|
| District SAI Allocation | \$ 8,348,718 | Per Student | |
| <i>divided by district FTE</i> | 41,011.15 | \$ 204 | \$ 116,892 |
| (with eligible services) | | | |

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 2,449,007

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X | Allocation factors | = | |
|----------------|-------------------------------|---|--------|---|---|---|-------------------|
| PK - 3 | 243.1728 | | 1.0010 | | 1320.15 | | 321,346 |
| 4-8 | 233.3456 | | 1.0010 | | 900.48 | | 210,333 |
| 9-12 | 127.0451 | | 1.0010 | | 902.65 | | 114,792 |
| Total * | 603.5635 | | | | Total Class Size Reduction Funds | | \$ 646,471 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-----------------------------------|---------------------------------|------------------|--------------|----------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>603.5635</u> | by district's WFTE: | <u>45,094.47</u> | | |
| to obtain school's WFTE share. | | | | 1.3384% | |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>573.00</u> | by district's UFTE: | <u>41,011.15</u> | | |
| to obtain school's UFTE share. | | | | 1.3972% | |
| | Letters Refer to Notes At Bottom: | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>1,129,308</u> | x | 1.3384% | \$ <u>15,115</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | | 0 | | | |
| Sparsity Supplement | | 0 | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | | 1,129,308 | | | |
| Lab School Discretionary | | 0 | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>30,368,223</u> | x | 1.3384% | \$ <u>406,448</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 1.3972% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 1.3384% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 1.3384% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>3,217,273</u> | x | 1.3972% | \$ <u>44,952</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| | | Enter All Riders | x | 355 | \$ <u>-</u> |
| | | Enter ESE Student Riders | x | 1,364 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>7,394,444</u> | x | 1.3384% | \$ <u>98,967</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | Total | \$ <u><u>3,660,960</u></u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | (h) | | | | \$ <u>-</u> |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | | \$ <u>-</u> |

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.
 - (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Revenue Estimate Worksheet for The Classical Academy FY18

Based on the First Calculation of the FEFP 2013-14

School District: **Sarasota**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 183.60 | 1.125 | 206.5500 | \$ 775,813 |
| 111 Basic K-3 with ESE Services | 23.76 | 1.125 | 26.7300 | \$ 100,399 |
| 102 Basic 4-8 | 215.90 | 1.000 | 215.9000 | \$ 810,932 |
| 112 Basic 4-8 with ESE Services | 27.94 | 1.000 | 27.9400 | \$ 104,944 |
| 103 Basic 9-12 | 127.50 | 1.011 | 128.9025 | \$ 484,165 |
| 113 Basic 9-12 with ESE Services | 16.50 | 1.011 | 16.6815 | \$ 62,657 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 8.64 | 1.145 | 9.8928 | \$ 37,158 |
| 130 ESOL (Grade Level 4-8) | 10.16 | 1.145 | 11.6332 | \$ 43,695 |
| 130 ESOL (Grade Level 9-12) | 6.00 | 1.145 | 6.8700 | \$ 25,804 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 620.00 | | 651.1000 | \$ 2,445,567 |

2. ESE Guaranteed Allocation:

| | FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|------------------------------------|--------------|-------------|-----------------|---------------------------------|------------------|
| | 23.76 | PK-3 | 251 | \$ 1,028 | \$ 24,425 |
| | | PK-3 | 252 | \$ 3,318 | \$ - |
| | | PK-3 | 253 | \$ 6,771 | \$ - |
| | 27.94 | 4-8 | 251 | \$ 1,152 | \$ 32,187 |
| | | 4-8 | 252 | \$ 3,442 | \$ - |
| | | 4-8 | 253 | \$ 6,895 | \$ - |
| | 16.50 | 9-12 | 251 | \$ 820 | \$ 13,530 |
| | | 9-12 | 252 | \$ 3,110 | \$ - |
| | | 9-12 | 253 | \$ 6,563 | \$ - |
| Total FTE with ESE Services | 68.20 | | | Total from ESE Guarantee | \$ 70,142 |

3. Supplemental Academic Instruction:

| | | | |
|---------------------------------|--------------|-------------|------------|
| District SAI Allocation | \$ 8,348,718 | Per Student | |
| <i>divided by district FTE</i> | 41,011.15 | \$ 204 | \$ 126,480 |
| (with eligible services) | | | |

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 2,642,189

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X | Allocation factors | |
|----------------|-------------------------------|---|--------|---|---|-------------------|
| PK - 3 | 243.1728 | | 1.0010 | | 1320.15 | = 321,346 |
| 4-8 | 255.4732 | | 1.0010 | | 900.48 | = 230,279 |
| 9-12 | 152.4540 | | 1.0010 | | 902.65 | = 137,750 |
| Total * | 651.1000 | | | | Total Class Size Reduction Funds | \$ 689,375 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-----------------------------------|---------------------------------|------------------|--------------|----------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>651.1000</u> | by district's WFTE: | <u>45,094.47</u> | | |
| to obtain school's WFTE share. | | | | 1.4439% | |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>620.00</u> | by district's UFTE: | <u>41,011.15</u> | | |
| to obtain school's UFTE share. | | | | 1.5118% | |
| | Letters Refer to Notes At Bottom: | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>1,129,308</u> | x | 1.4439% | \$ <u>16,306</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | | 0 | | | |
| Sparsity Supplement | | 0 | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | | 1,129,308 | | | |
| Lab School Discretionary | | 0 | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>30,368,223</u> | x | 1.4439% | \$ <u>438,487</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 1.5118% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 1.4439% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 1.4439% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>3,217,273</u> | x | 1.5118% | \$ <u>48,639</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| | | Enter All Riders | x | 355 | \$ <u>-</u> |
| | | Enter ESE Student Riders | x | 1,364 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>7,394,444</u> | x | 1.4439% | \$ <u>106,768</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | Total | \$ <u><u>3,941,764</u></u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | (h) | | | | \$ <u>-</u> |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | | \$ <u>-</u> |

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.
 - (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Revenue Estimate Worksheet for The Classical Academy FY19

Based on the First Calculation of the FEFP 2013-14

School District: **Sarasota**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0010

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2013-14 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|-------------------------------------|--|
| 101 Basic K-3 | 183.60 | 1.125 | 206.5500 | \$ 775,813 |
| 111 Basic K-3 with ESE Services | 23.76 | 1.125 | 26.7300 | \$ 100,399 |
| 102 Basic 4-8 | 234.60 | 1.000 | 234.6000 | \$ 881,170 |
| 112 Basic 4-8 with ESE Services | 30.36 | 1.000 | 30.3600 | \$ 114,034 |
| 103 Basic 9-12 | 148.75 | 1.011 | 150.3863 | \$ 564,859 |
| 113 Basic 9-12 with ESE Services | 19.25 | 1.011 | 19.4618 | \$ 73,100 |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.558 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.558 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.089 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.089 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 8.64 | 1.145 | 9.8928 | \$ 37,158 |
| 130 ESOL (Grade Level 4-8) | 11.04 | 1.145 | 12.6408 | \$ 47,480 |
| 130 ESOL (Grade Level 9-12) | 7.00 | 1.145 | 8.0150 | \$ 30,105 |
| 300 Career Education (Grades 9-12) | | 1.011 | 0.0000 | \$ - |
| Totals | 667.00 | | 698.6367 | \$ 2,624,118 |

2. ESE Guaranteed Allocation:

| | FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|--|--------------|---------------------------------|-----------------|--------------------------|------------------|
| | 23.76 | PK-3 | 251 | \$ 1,028 | \$ 24,425 |
| Additional Funding from the ESE | | PK-3 | 252 | \$ 3,318 | \$ - |
| Guaranteed Allocation. Enter the FTE | | PK-3 | 253 | \$ 6,771 | \$ - |
| from 111,112, & 113 by grade and | 30.36 | 4-8 | 251 | \$ 1,152 | \$ 34,975 |
| matrix level. Students who do not have | | 4-8 | 252 | \$ 3,442 | \$ - |
| a matrix level should be considered 251. | | 4-8 | 253 | \$ 6,895 | \$ - |
| This total should equal all FTE from | 19.25 | 9-12 | 251 | \$ 820 | \$ 15,785 |
| programs 111, 112 & 113 above. | | 9-12 | 252 | \$ 3,110 | \$ - |
| | | 9-12 | 253 | \$ 6,563 | \$ - |
| Total FTE with ESE Services | 73.37 | Total from ESE Guarantee | | \$ | \$ 75,185 |

3. Supplemental Academic Instruction:

| | | | |
|---------------------------------|--------------|-------------|------------|
| District SAI Allocation | \$ 8,348,718 | Per Student | |
| divided by district FTE | 41,011.15 | \$ 204 | \$ 136,068 |
| <i>(with eligible services)</i> | | | |

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ **2,835,371**

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X | Allocation factors | = | |
|----------------|-------------------------------|---|--------|---|---|---|-------------------|
| PK - 3 | 243.1728 | | 1.0010 | | 1320.15 | | 321,346 |
| 4-8 | 277.6008 | | 1.0010 | | 900.48 | | 250,224 |
| 9-12 | 177.8631 | | 1.0010 | | 902.65 | | 160,709 |
| Total * | 698.6367 | | | | Total Class Size Reduction Funds | | \$ 732,279 |

(*Total FTE should equal total in Section 1, column (d).)

| | | | | | |
|--|-----------------------------------|---------------------------------|------------------|--------------|----------------------------|
| 6A. Divide school's Weighted FTE (WFTE) total computed | | | | | |
| in (d) above: | <u>698.6367</u> | by district's WFTE: | <u>45,094.47</u> | | |
| to obtain school's WFTE share. | | | | 1.5493% | |
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>667.00</u> | by district's UFTE: | <u>41,011.15</u> | | |
| to obtain school's UFTE share. | | | | 1.6264% | |
| | Letters Refer to Notes At Bottom: | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>1,129,308</u> | x | 1.5493% | \$ <u>17,496</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | | 0 | | | |
| Sparsity Supplement | | 0 | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | | 1,129,308 | | | |
| Lab School Discretionary | | 0 | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>30,368,223</u> | x | 1.5493% | \$ <u>470,495</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 1.6264% | \$ <u>-</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 1.5493% | \$ <u>-</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>0</u> | x | 1.5493% | \$ <u>-</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>3,217,273</u> | x | 1.6264% | \$ <u>52,326</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| | | Enter All Riders | x | 355 | \$ <u>-</u> |
| | | Enter ESE Student Riders | x | 1,364 | \$ <u>-</u> |
| 14. Teacher Salary Allocation (WFTE share) | (j) | <u>7,394,444</u> | x | 1.5493% | \$ <u>114,562</u> |
| 15. Florida Teachers Lead Program Stipend | | | | | |
| 16. Food Service Allocation | (g) | | | | |
| 17. Performance Pay Plan | | | | | |
| | | | | Total | \$ <u><u>4,222,529</u></u> |
| 18. Funding for the purpose of calculating the administrative fee for ESE Charters. | (h) | | | | \$ <u>-</u> |
| If you have more than a 75% ESE student population please place a 1 in the following box: | | | | | \$ <u>-</u> |

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.
 - (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

**APPENDIX K
START-UP BUDGET
LOAN PROPOSAL FROM BANK**

**THE CLASSICAL ACADEMY
BUDGETED BALANCE SHEETS
JUNE 30, 2014 (STARTUP PERIOD) AND 2015**

| | <u>2014</u> | <u>2015</u> |
|---|---------------------|-----------------------|
| ASSETS | | |
| Cash | 9,047 | 253,277 |
| Donations Receivable | <u>-</u> | <u>-</u> |
| Total Assets | <u>9,047</u> | <u>253,277</u> |
| | | |
| LIABILITIES AND FUND BALANCE | | |
| Liabilities | | |
| Accounts Payable | - | - |
| Accrued Salaries and Benefits | <u>-</u> | <u>189,329</u> |
| Total Liabilities | <u>-</u> | <u>189,329</u> |
| | | |
| Fund Balance | <u>9,047</u> | <u>63,948</u> |
| | | |
| TOTAL LIABILITIES AND FUND BALANCE | <u>9,047</u> | <u>253,277</u> |

**THE CLASSICAL ACADEMY
BUDGET
FISCAL YEAR 2014 (STARTUP PERIOD)**

| | |
|--|----------------------|
| FUND BALANCE, BEGINNING | <u>-</u> |
| REVENUES | |
| Start Up Funding | <u>60,000</u> |
| TOTAL REVENUES | <u>60,000</u> |
| EXPENDITURES | |
| SCHOOL ADMINISTRATION | |
| Principal | 26,667 |
| Admin Support | <u>15,452</u> |
| Total Administration Salaries | <u>42,119</u> |
| Retirement | 632 |
| Payroll Taxes | 3,654 |
| Health Insurance | 1,600 |
| Workers Compensation | <u>421</u> |
| Total Administration Benefits | <u>6,307</u> |
| Advertising | <u>2,000</u> |
| Total Administration Other | <u>2,000</u> |
| Total School Administration | <u>50,426</u> |
| FISCAL | |
| Contracted Services - HR | <u>526</u> |
| Total Fiscal | <u>526</u> |
| TOTAL EXPENDITURES | <u>50,953</u> |
| EXCESS REVENUES OVER EXPENDITURES | <u>9,047</u> |
| FUND BALANCE, ENDING | <u>9,047</u> |

GatewayBank of Southwest Florida

July 30, 2013

Josh Longenecker
The Classical Academy

Dear Mr. Longenecker,

Based upon the preliminary budget numbers provided to Gateway Bank of Southwest Florida we are pleased to present you with this commercial loan proposal. This proposal is intended to be an outline for discussion purposes only and is non-binding. Any formal loan commitment is subject to final credit approval in addition to but not limited to other conditions listed below.

BORROWER:

The Classical Academy.

FACILITY:

Commercial term loan.

PURPOSE:

Startup working capital.

AMOUNT:

\$60,000.

TERM/AMORTIZATION:

Five (5) year term; fully amortizing.

REPAYMENT:

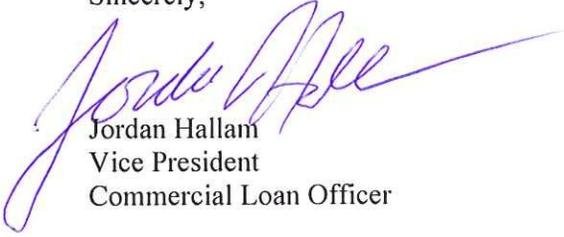
Principal and Interest monthly for five (5) years.

CONDITIONS PRECEDENT:

- Complete financial package provided by Borrower.
- Formal approval by Bank of the proposed loan facility.
- Securing of additional funding for proposed project in the form of grants and donations.

We appreciate the opportunity to present this proposal and look forward to a favorable response. If you have any questions at all regarding this letter, you may reach me at 306-0104 (*office*).

Sincerely,



Jordan Hallam
Vice President
Commercial Loan Officer

This is a non-binding Commercial Term Loan proposal, and does not constitute a commitment or offer to lend. This Term Sheet is not intended to include all agreements. Loan documents or loan commitments may include additional terms and general conditions required by the Bank. Once the parties have agreed on the primary parameters of this proposal, the request will then be presented for final approval.

APPENDIX L
Budget Narrative

**THE CLASSICAL ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

| REVENUES | |
|--|---|
| FEFP | Per Worksheets attached. Beginning in FY18, increases in per pupil funding of 1% per year are included. In contrast, increases of 1% per year are included in expenses beginning in FY16. |
| Referendum Millage | Calculated by comparison to current charter school, @ \$919 / student. |
| Start Up Funding | Note payable, terms include: FY15: Interest only payments @ 6%; Beginning in FY16, amortized over 48 months. See amortization schedule. |
| Capital Outlay | \$250 / student, with eligibility commencing in 4th year. |
| Food Service Revenue | Food Service revenue is from meal sales and NSLP reimbursements. The amount is based on the following assumptions: Students are 48% full price, 5% reduced, 47% free, with 75% participation. The school will become an NSLP provider effective the second semester of FY15. NSLP reimbursement rates are: \$3.03, \$2.63 and \$0.35; Lunch prices are \$0.40 and \$1.60. See schedule in narrative for calculation detail. |
| Donated Services | Donation of 50% of back office accounting fees in FY15 per agreement. See commitment letter. |
| EXPENDITURES | |
| All expenses include increases of 1% per year. Small differences due to rounding may exist between the amount budgeted and the amount calculated as the product of quantity and price. | |
| INSTRUCTION | |
| Classroom Teachers | Based on student / teacher ratio in compliance with CSR, with additional teachers necessary to support program as detailed in Staffing Schedule. FY15: 26 @ \$40,864; FY16: 28 @ \$41,273; FY17: 30 @ \$41,685; FY18: 34 @ \$42,102; FY19: 37 @ \$42,523. |
| Specialty Teachers | Includes Art/Music, Phys Ed, ESE and ESOL per Staffing Schedule. In FY15-16, ESOL is contracted (included in Contracted Services): FY15: 4.5 @ \$40,864; FY16: 7 @ \$41,273; FY17: 9 @ \$41,685; FY18: 11 @ \$42,102; FY19: 11 @ \$42,523. |
| Paraprofessionals | 1 Teacher Assistant |
| Retirement | 1% of gross salaries in FY15. 1.5% of gross salaries in FY16-19. |
| Payroll Taxes | FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,000 per employee |
| Health Insurance | \$400 per month per employee / 50% participation |
| Workers Compensation | 1% of gross salaries |
| Contracted Services | Includes ESE services such as OT/PT, speech, etc., @ \$750 / ESE student; in addition, FY15-16 include ESOL services @ \$10,000. ESE services: FY15: 47.08 @ \$750; FY16: 54.89 @ \$758; FY17: 63.03 @ \$765 FY18: 68.20 @ \$773 FY19: 73.37 @ \$780. ESOL: FY15: \$10,000; FY16: \$10,100. |
| Travel | Estimated amount |
| Supplies | \$40 / student + \$175 / homeroom teacher: FY15: 428 @ \$40 + 26 @ \$175; FY16: 499 @ \$40 + 28 @ \$177; FY17: 573 @ \$41 + 30 @ \$179; FY18: 620 @ \$41 + 34 @ \$180; FY19: 667 @ \$42 + 37 @ \$182. |
| Textbooks | \$275 / new student and \$27.50 per returning student: FY15: 428 @ \$275; FY16: 71 @ \$278 + 428 @ \$28; FY17: 74 @ \$281 + 499 @ \$28; FY18: 47 @ \$283 + 573 @ \$28; FY19: 47 @ \$286 + 620 @ \$29. |
| Furniture and Equipment | \$2000 / new teacher and \$200 per returning teacher: FY15: 30.5 @ \$2000; FY16: 4.5 @ \$2020 + 30.5 @ \$202; FY17: 4 @ \$2040 + 35 @ \$204; FY18: 6 @ \$2061 + 39 @ \$206; FY19: 3 @ \$2081 + 45 @ \$208. |
| Computers | 2 computers @ \$600 per each teacher, server, 24 computers in lab, replace 20% of computers each year beginning in FY17. See schedule in application narrative. |
| Software | \$100 / student: See schedule in application narrative. |
| Substitutes | \$100 / 8 days / teacher: FY15: 30.5 @ \$800; FY16: 35 @ \$808; FY17: 39 @ \$816; FY18: 45 @ \$824; FY19: 48 @ \$832 |

**THE CLASSICAL ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

| PUPIL PERSONNEL SERVICES | |
|-------------------------------------|--|
| Guidance Counselor | .5 Guidance Counselor. .5 added in FY16. |
| Support | 1 Registrar @ \$30,000; .5 Director of Curriculum @ \$61,168; Add .5 Director of Curriculum in FY16. FY15: \$30,000 + .5 @ 61,168; FY16: \$30,300 + \$61,780; FY17: \$30,603 + \$62,397; FY18: \$30,909 + \$63,021; FY19: \$31,218 + \$63,652. |
| Retirement | 1% of gross salaries in FY15. 1.5% of gross salaries in FY16-19. |
| Payroll Taxes | FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,000 per employee |
| Health Insurance | \$400 per month per employee / 50% participation |
| Workers Compensation | 1% of gross salaries |
| Supplies | \$10 / student: FY15: 428 @ \$10; FY16: 499 @ \$10; FY17: 573 @ \$10; FY18: 620 @ \$10; FY19: 667 @ \$10. |
| INSTRUCTIONAL MEDIA SERVICES | |
| Media Specialist | 1 Media Specialist. |
| IT Specialist | 1 IT Specialist. |
| Retirement | 1% of gross salaries in FY15. 1.5% of gross salaries in FY16-19. |
| Payroll Taxes | FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,000 per employee |
| Health Insurance | \$400 per month per employee / 50% participation |
| Workers Compensation | 1% of gross salaries |
| Supplies | \$10 / student: FY15: 428 @ \$10; FY16: 499 @ \$10; FY17: 573 @ \$10; FY18: 620 @ \$10; FY19: 667 @ \$10 (Difference due to rounding) |
| Periodicals | \$3 / student: FY15: 428 @ \$3; FY16: 499 @ \$3; FY17: 573 @ \$3; FY18: 620 @ \$3; FY19: 667 @ \$3 (Difference due to rounding) |
| Library Books | \$10 / student: FY15: 428 @ \$10; FY16: 499 @ \$10; FY17: 573 @ \$10; FY18: 620 @ \$10; FY19: 667 @ \$10 (Difference due to rounding) |
| CURRICULUM DEVELOPMENT | |
| Contracted Services | \$75 / student: FY15: 428 @ \$75; FY16: 499 @ \$76; FY17: 573 @ \$77; FY18: 620 @ \$77; FY19: 667 @ \$78 (Difference due to rounding) |
| STAFF TRAINING | |
| Contracted Services | \$500 / teacher, administrator: FY15: 32 @ \$500; FY16: 37 @ \$505; FY17: 41 @ \$510; FY18: 48 @ \$515; FY19: 51 @ \$520. |
| BOARD | |
| Legal Fees | Estimated amount |
| Contracted Services - Audit | Estimated amount |
| Contracted Services - Training | Estimated amount |
| Travel | Estimated amount |
| Insurance | Estimated amount |
| Licenses & Fees | Estimated amount |
| District Fee | 5% of FEFP on 250 students |
| Teacher Salary Allocation | Per Worksheets attached. Because of the lack of guidance at this time, this allocation is treated as an obligation. Beginning in FY18, increases of 1% per year are included. |
| Contingency | FY15: 1% of net FEFP, growing 1% each year. |

**THE CLASSICAL ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

| SCHOOL ADMINISTRATION | |
|-------------------------------|--|
| Principal | 1 Principal. Increases in salary of \$10,000 in FY16-17 due to enrollment increases. |
| Asst Principal | .5 Asst Principal. .5 added in FY16. 1 added in FY18. |
| Admin Support | 1 Adm Asst @ \$46,357. 1 Receptionist @ \$25,000+ 1 Clerk @ \$24,500 added in FY16. 1 Clerk added in FY17. FY15: \$46,357; FY16: \$46,821 + \$25,250 + \$24,745; FY17: \$47,289 + \$25,503 + 2 @ \$24,992; FY18: \$47,762 + \$25,757 + 2 @ \$25,242; FY19: \$48,239 + \$26,015 + 2 @ \$25,495. |
| Retirement | 1% of gross salaries in FY15. 1.5% of gross salaries in FY16-19. |
| Payroll Taxes | FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,000 per employee |
| Health Insurance | \$400 per month per employee / 50% participation |
| Workers Compensation | 1% of gross salaries |
| Travel | Estimated amount |
| Equipment Rental | FY15: \$350 / month; FY16: \$354 / month; FY17: \$357 / month; FY18: \$361 / month; FY19 \$364 / month. |
| Postage | \$6 / student: FY15: 428 @ \$6; FY16: 499 @ \$6; FY17: 573 @ \$6; FY18: 620 @ \$6; FY19: 667 @ \$6. |
| Advertising | Estimated amount |
| Supplies | FY15: \$500 / month; FY16: \$505 / month; FY17: \$510 / month; FY18: \$515 / month; FY19 \$520 / month (Difference due to rounding) |
| Equipment | \$1750 / new administrator and \$800 / new non-instructional employee and \$175 / returning administrator and \$80 / returning non-instructional employee: FY15: 1.5 @ \$1750 + 11.5 @ \$800; FY16: .5 @ \$1768 + 5.5 @ \$808 + 1.5 @ \$177 + 11.5 @ \$81; FY17: 0 @ \$1785 + 3 @ \$816 + 2 @ \$179 + 17 @ \$82; FY18: 1 @ \$1803 + 2 @ \$824 + 2 @ \$180 + 20 @ \$82; FY19: 0 @ \$1821 + 1 @ \$832 + 3 @ \$182 + 22 @ \$83. |
| Software | \$750 / new admin employee and \$75 / returning admin employee: FY15: 2.5 @ \$750; FY16: 2.5 @ \$758 + 2.5 @ \$76; FY17: 1 @ \$765 + 5 @ \$77; FY18: 1 @ \$773 + 6 @ \$77; FY19: 0 @ \$780 + 7 @ \$78 (Difference due to rounding) |
| FACILITIES ACQUISITION | |
| Rents | 55 square feet / student @ \$13: FY15: 428 @ 55 @ \$13; FY16: 499 @ 55 @ \$13; FY17: 573 @ 55 @ \$13; FY18: 620 @ 55 @ \$13; FY19: 667 @ 55 @ \$14. |
| FISCAL | |
| Contracted Services - Finance | Back office accounting fees The maximum fee is 3%, with the rate decreasing as FEFP increases. FY15: 2.8% of net FEFP; FY16-17: 2.7%. FY18-19: 2.6%. FY15: 50% of fee donated. |
| Contracted Services - HR | 1.25% of Gross Salary. FY15: 50% of fee donated. |
| FOOD SERVICE | |
| Food Service Workers | 3 Lunchroom Aides @ \$10,431 (\$9.50 @ 6 hours @ 183 days). Add 1 in FY16. Add 1 in FY18: FY15: 3 @ \$10,431; FY16: 4 @ \$10,535; FY17: 4 @ \$10,641; FY18: 5 @ \$10,747; FY19: 5 @ \$10,855. |
| Retirement | 1% of gross salaries in FY15. 1.5% of gross salaries in FY16-19. |
| Payroll Taxes | FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,000 per employee |
| Health Insurance | \$400 per month per employee / 50% participation |
| Workers Compensation | 1% of gross salaries |
| Contracted Services | \$2.92 / student / day / 75% participation: FY15: 428 @ \$2.92 @ 75% @ 180 days; FY16: 499 @ \$2.95 @ 75% @ 180 days; FY17: 573 @ \$2.98 @ 75% @ 180 days; FY18: 620 @ \$3.01 @ 75% @ 180 days; FY19: 667 @ \$3.04 @ 75% @ 180 days. |

**THE CLASSICAL ACADEMY
BUDGET NARRATIVE
FISCAL YEARS 2015 - 2019**

| PLANT OPERATIONS | |
|--------------------------|--|
| Custodial | 1 Day Porter @ \$22,000; Add 1 in FY19. 1 Custodian @ \$25,000. FY15: \$22,000 + \$25,000; FY16: \$22,220 + \$25,250; FY17: \$22,442 + \$25,503; FY18: \$22,667 + \$25,758; FY19: 2 @ \$22,893 + \$26,015. |
| Retirement | 1% of gross salaries in FY15. 1.5% of gross salaries in FY16-19. |
| Payroll Taxes | FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,000 per employee |
| Health Insurance | \$400 per month per employee / 50% participation |
| Workers Compensation | 1 % |
| Contracted Services | Grounds, Pest Control, Etc: FY15: \$500 / month, with increase for student growth: FY16: \$547 / month; FY17: \$593 / month; FY18: \$624 / month; FY19: \$654 / month. |
| Insurance | Estimated amount |
| Telephone | FY15: \$400 / month; FY16: \$404 / month; FY17: \$408 / month; FY18: \$412 / month; FY19: \$416 / month (Difference due to rounding) |
| Utilities | FY15: \$4,000 / month, with increase for student growth: FY16: \$4,375 / month; FY17: \$4,746 / month; FY18: \$4,991 / month; FY19: \$5,232 / month. |
| Supplies | \$6 / student: FY15: 428 @ \$6; FY16: 499 @ \$6; FY17: 573 @ \$6; FY18: 620 @ \$6; FY19: 667 @ \$6. |
| Equipment | Estimated amount |
| PLANT MAINTENANCE | |
| Contracted Services | FY15: \$500 / month; FY16: \$505 / month; FY17: \$510 / month; FY18: \$515 / month; FY19: \$520 / month. |
| DEBT SERVICE | |
| Principal & Interest | Note payable, terms include: FY15: Interest only payments @ 6%; Beginning in FY16, amortized over 48 months. See amortization schedule. |

APPENDIX M
Monthly Cash Flow

THE CLASSICAL ACADEMY
 BUDGETED CASH FLOWS
 FISCAL YEAR 2014 (STARTUP PERIOD)

| | <u>Mar</u> | <u>Apr</u> | <u>May</u> | <u>Jun</u> |
|--------------------------------------|---------------|---------------|---------------|---------------|
| CASH, BEGINNING | <u>-</u> | <u>2,586</u> | <u>5,308</u> | <u>7,178</u> |
| REVENUES | | | | |
| Start Up Funding | <u>15,000</u> | <u>15,000</u> | <u>15,000</u> | <u>15,000</u> |
| TOTAL REVENUES | <u>15,000</u> | <u>15,000</u> | <u>15,000</u> | <u>15,000</u> |
| EXPENDITURES | | | | |
| SCHOOL ADMINISTRATION | | | | |
| Principal | <u>6,667</u> | <u>6,667</u> | <u>6,667</u> | <u>6,667</u> |
| Admin Support | <u>3,863</u> | <u>3,863</u> | <u>3,863</u> | <u>3,863</u> |
| Total Administration Salaries | <u>10,530</u> | <u>10,530</u> | <u>10,530</u> | <u>10,530</u> |
| Retirement | <u>158</u> | <u>158</u> | <u>158</u> | <u>158</u> |
| Payroll Taxes | <u>1,090</u> | <u>953</u> | <u>806</u> | <u>806</u> |
| Health Insurance | <u>400</u> | <u>400</u> | <u>400</u> | <u>400</u> |
| Workers Compensation | <u>105</u> | <u>105</u> | <u>105</u> | <u>105</u> |
| Total Administration Benefits | <u>1,753</u> | <u>1,616</u> | <u>1,469</u> | <u>1,469</u> |
| Advertising | <u>-</u> | <u>-</u> | <u>1,000</u> | <u>1,000</u> |
| Total Administration Other | <u>-</u> | <u>-</u> | <u>1,000</u> | <u>1,000</u> |
| Total School Administration | <u>12,283</u> | <u>12,146</u> | <u>12,999</u> | <u>12,999</u> |
| FISCAL | | | | |
| Contracted Services - HR | <u>132</u> | <u>132</u> | <u>132</u> | <u>132</u> |
| TOTAL EXPENDITURES | <u>12,414</u> | <u>12,278</u> | <u>13,130</u> | <u>13,130</u> |
| EXCESS REVENUES OVER EXP | <u>2,586</u> | <u>2,722</u> | <u>1,870</u> | <u>1,870</u> |
| CASH, ENDING | <u>2,586</u> | <u>5,308</u> | <u>7,178</u> | <u>9,047</u> |

THE CLASSICAL ACADEMY
 BUDGETED CASH FLOWS
 FISCAL YEAR 2015

| | <u>Jul</u> | <u>Aug</u> | <u>Sep</u> | <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> | <u>Mar</u> | <u>Apr</u> | <u>May</u> | <u>Jun</u> | <u>Jul</u> | <u>Aug</u> |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| CASH, BEGINNING | 9,047 | 68,545 | 115,165 | 100,924 | 85,857 | 76,193 | 58,543 | 90,738 | 122,933 | 155,128 | 187,393 | 204,872 | 253,277 | 124,491 |
| REVENUES | | | | | | | | | | | | | | |
| FEFP | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | 229,537 | - | - |
| Referendum Millage | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | 34,662 | - | - |
| Food Service Revenue | - | 4,766 | 9,533 | 9,533 | 9,533 | 9,533 | 9,533 | 9,533 | 9,533 | 9,533 | 9,533 | 4,766 | - | - |
| Transportation | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | 3,985 | - | - |
| TOTAL REVENUES | 268,184 | 272,950 | 277,716 | 272,950 | - | - |
| EXPENDITURES | | | | | | | | | | | | | | |
| INSTRUCTION | | | | | | | | | | | | | | |
| Classroom Teachers | - | 44,269 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 88,539 | 44,269 |
| Enrichment Teachers | - | 7,662 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 15,324 | 7,662 |
| Paraprofessionals | - | 883 | 1,766 | 1,766 | 1,766 | 1,766 | 1,766 | 1,766 | 1,766 | 1,766 | 1,766 | 883 | - | - |
| Total Instruction Salaries | - | 52,815 | 105,629 | 104,746 | 103,863 | 51,931 |
| Retirement | - | 528 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,047 | 1,039 | 519 |
| Payroll Taxes | - | 5,560 | 11,119 | 10,793 | 8,267 | 8,267 | 8,267 | 8,267 | 8,267 | 8,267 | 8,267 | 8,106 | 7,945 | 3,973 |
| Health Insurance | - | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | 6,300 | - |
| Workers Compensation | - | 528 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,056 | 1,047 | 1,039 | 519 |
| Total Instruction Benefits | - | 12,916 | 19,532 | 19,206 | 16,680 | 16,501 | 16,323 | 5,011 |
| Contracted Services | - | 2,266 | 4,531 | 4,531 | 4,531 | 4,531 | 4,531 | 4,531 | 4,531 | 4,531 | 4,531 | 2,266 | - | - |
| Travel | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | - | - |
| Supplies | 7,216 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | - | - |
| Textbooks | 39,194 | 15,701 | 15,701 | 15,701 | 15,701 | 15,701 | - | - | - | - | - | - | - | - |
| Furniture and Equipment | 20,313 | 8,137 | 8,137 | 8,137 | 8,137 | 8,137 | - | - | - | - | - | - | - | - |
| Computers | 18,981 | 7,604 | 7,604 | 7,604 | 7,604 | 7,604 | - | - | - | - | - | - | - | - |
| Software | 14,252 | 5,710 | 5,710 | 5,710 | 5,710 | 5,710 | - | - | - | - | - | - | - | - |
| Substitutes | - | 1,220 | 2,440 | 2,440 | 2,440 | 2,440 | 2,440 | 2,440 | 2,440 | 2,440 | 2,440 | 1,220 | - | - |
| Total Instruction Other | 100,207 | 42,201 | 45,687 | 45,687 | 45,687 | 45,687 | 8,535 | 8,535 | 8,535 | 8,535 | 8,535 | 5,049 | - | - |
| Total Instruction | 100,207 | 107,932 | 170,848 | 170,522 | 167,996 | 167,996 | 130,844 | 130,844 | 130,844 | 130,844 | 130,844 | 126,297 | 120,185 | 56,943 |
| PUPIL PERSONNEL SERVICES | | | | | | | | | | | | | | |
| Guidance Counselor | - | 900 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 900 |
| Support | - | 3,029 | 6,058 | 6,058 | 6,058 | 6,058 | 6,058 | 6,058 | 6,058 | 6,058 | 6,058 | 3,029 | - | - |
| Total Pupil Personnel Salaries | - | 3,929 | 7,858 | 4,829 | 1,800 | 900 |
| Retirement | - | 39 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 48 | 18 | 9 |
| Payroll Taxes | - | 407 | 813 | 715 | 601 | 601 | 601 | 601 | 601 | 601 | 601 | 369 | 138 | 69 |
| Health Insurance | - | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | - |
| Workers Compensation | - | 39 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 48 | 18 | 9 |
| Total Pupil Personnel Benefits | - | 885 | 1,370 | 1,272 | 1,158 | 866 | 574 | 87 |
| Supplies | 1,425 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | - | - |
| Total Pupil Personnel Other | 1,425 | 260 | - | - |
| Total Pupil Personnel Services | 1,425 | 5,074 | 9,488 | 9,390 | 9,276 | 5,955 | 2,374 | 987 |
| INSTRUCTIONAL MEDIA SERVICES | | | | | | | | | | | | | | |
| Media Specialist | - | 1,761 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 3,522 | 1,761 |
| IT Specialist | - | 1,400 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 1,400 | - | - |
| Total Instructional Media Salaries | - | 3,161 | 6,322 | 4,922 | 3,522 | 1,761 |
| Retirement | - | 32 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 49 | 35 | 18 |
| Payroll Taxes | - | 327 | 654 | 654 | 489 | 484 | 484 | 484 | 484 | 484 | 484 | 377 | 269 | 135 |
| Health Insurance | - | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | - |
| Workers Compensation | - | 32 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 49 | 35 | 18 |
| Total Instructional Media Benefits | - | 790 | 1,181 | 1,181 | 1,015 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 875 | 740 | 170 |

THE CLASSICAL ACADEMY
 BUDGETED CASH FLOWS
 FISCAL YEAR 2015

| | <u>Jul</u> | <u>Aug</u> | <u>Sep</u> | <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> | <u>Mar</u> | <u>Apr</u> | <u>May</u> | <u>Jun</u> | <u>Jul</u> | <u>Aug</u> |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|
| Supplies | 1,425 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | - | - |
| Periodicals | 428 | 171 | 171 | 171 | 171 | 171 | - | - | - | - | - | - | - | - |
| Library Books | 1,425 | 571 | 571 | 571 | 571 | 571 | - | - | - | - | - | - | - | - |
| Total Instructional Media Other | 3,278 | 1,002 | 1,002 | 1,002 | 1,002 | 1,002 | 260 | 260 | 260 | 260 | 260 | 260 | - | - |
| Total Instructional Media Services | 3,278 | 4,953 | 8,505 | 8,505 | 8,339 | 8,334 | 7,592 | 7,592 | 7,592 | 7,592 | 7,592 | 6,057 | 4,262 | 1,931 |
| CURRICULUM DEVELOPMENT | | | | | | | | | | | | | | |
| Contracted Services | - | 16,050 | - | - | - | - | - | - | - | - | 16,050 | - | - | - |
| STAFF TRAINING | | | | | | | | | | | | | | |
| Contracted Services | 8,000 | - | - | - | - | 8,000 | - | - | - | - | - | - | - | - |
| BOARD | | | | | | | | | | | | | | |
| Legal Fees | 1,250 | 1,250 | 1,250 | 1,250 | - | - | - | - | - | - | - | - | - | - |
| Contracted Services - Training | 500 | | | | | | | | | | | | | |
| Travel | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | - | - |
| Insurance | 1,750 | 583 | 583 | 583 | 583 | 583 | 583 | 583 | 583 | 583 | - | - | - | - |
| Licenses & Fees | 1,250 | | | 1,250 | | | | | | | | | | |
| District Fee | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | 6,704 | - | - |
| Teacher Salary Allocation | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | 6,185 | - | - |
| Contingency | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | - | - |
| Total Board | 20,117 | 17,200 | 17,200 | 18,450 | 15,950 | 15,950 | 15,950 | 15,950 | 15,950 | 15,950 | 15,367 | 15,367 | - | - |
| SCHOOL ADMINISTRATION | | | | | | | | | | | | | | |
| Executive Director | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | - | - |
| Principal | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | 3,297 | - | - |
| Admin Support | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | 3,863 | - | - |
| Total Administration Salaries | 13,827 | - | - |
| Retirement | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | - | - |
| Payroll Taxes | 1,431 | 1,224 | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | 1,058 | - | - |
| Health Insurance | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | - | - |
| Workers Compensation | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | - | - |
| Total Administration Benefits | 2,208 | 2,001 | 1,834 | - | - |
| Travel | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | - | - |
| Equipment Rental | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | 350 | - | - |
| Postage | 214 | 214 | 214 | 214 | 214 | 214 | 214 | 214 | 214 | 214 | 214 | 214 | - | - |
| Advertising | 5,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | - | - | - | - | - | - | - | - |
| Supplies | 3,000 | 600 | 600 | 600 | 600 | 600 | - | - | - | - | - | - | - | - |
| Equipment | 3,938 | 1,577 | 1,577 | 1,577 | 1,577 | 1,577 | - | - | - | - | - | - | - | - |
| Software | 624 | 250 | 250 | 250 | 250 | 250 | - | - | - | - | - | - | - | - |
| Total Administration Other | 13,209 | 4,075 | 4,075 | 4,075 | 4,075 | 4,075 | 647 | 647 | 647 | 647 | 647 | 647 | - | - |
| Total School Administration | 29,244 | 19,903 | 19,736 | 19,736 | 19,736 | 19,736 | 16,309 | 16,309 | 16,309 | 16,309 | 16,309 | 16,309 | - | - |
| FACILITIES ACQUISITION | | | | | | | | | | | | | | |
| Rents | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | 25,502 | - | - |
| FISCAL | | | | | | | | | | | | | | |
| Contracted Services - Finance | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | 6,239 | - | - |
| Contracted Services - HR | 222 | 990 | 1,759 | 1,759 | 1,759 | 1,759 | 1,759 | 1,759 | 1,759 | 1,759 | 1,759 | 1,673 | 1,365 | 682 |
| Total Fiscal | 6,461 | 7,229 | 7,998 | 7,912 | 1,365 | 682 |

THE CLASSICAL ACADEMY
 BUDGETED CASH FLOWS
 FISCAL YEAR 2015

| | <u>Jul</u> | <u>Aug</u> | <u>Sep</u> | <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> | <u>Mar</u> | <u>Apr</u> | <u>May</u> | <u>Jun</u> | <u>Jul</u> | <u>Aug</u> |
|--|----------------|----------------|-----------------|-----------------|----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|-----------------|
| FOOD SERVICE | | | | | | | | | | | | | | |
| Food Service Workers | - | 1,565 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 1,565 | - | - |
| Total Food Service Salaries | - | 1,565 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 3,129 | 1,565 | - | - |
| Retirement | - | 16 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 16 | - | - |
| Payroll Taxes | - | 162 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 254 | 239 | 120 | - | - |
| Health Insurance | - | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | - |
| Workers Compensation | - | 16 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 16 | - | - |
| Total Food Service Benefits | - | 793 | 986 | 986 | 986 | 986 | 986 | 986 | 986 | 916 | 902 | 751 | 600 | - |
| Contracted Services | - | 8,436 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 8,436 | - | - |
| Total Food Service Other | - | 8,436 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 16,872 | 8,436 | - | - |
| Total Food Service | - | 10,794 | 20,988 | 20,988 | 20,988 | 20,988 | 20,988 | 20,988 | 20,988 | 20,917 | 20,903 | 10,752 | 600 | - |
| PLANT OPERATIONS | | | | | | | | | | | | | | |
| Custodial | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | - | - |
| Total Plant Operations Salaries | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | 3,917 | - | - |
| Retirement | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | - | - |
| Payroll Taxes | 405 | 405 | 405 | 405 | 309 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | - | - |
| Health Insurance | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | - | - |
| Workers Compensation | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | - | - |
| Total Plant Operations Benefits | 884 | 884 | 884 | 884 | 787 | 778 | 778 | 778 | 778 | 778 | 778 | 778 | - | - |
| Contracted Services | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | - | - |
| Insurance | 2,000 | 667 | 667 | 667 | 667 | 667 | 667 | 667 | 667 | 667 | - | - | - | - |
| Telephone | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | 400 | - | - |
| Utilities | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | - | - |
| Supplies | 1,284 | 257 | 257 | 257 | 257 | 257 | - | - | - | - | - | - | - | - |
| Equipment | 666 | 267 | 267 | 267 | 267 | 267 | - | - | - | - | - | - | - | - |
| Total Plant Operations Other | 8,850 | 6,090 | 6,090 | 6,090 | 6,090 | 6,090 | 5,567 | 5,567 | 5,567 | 5,567 | 4,900 | 4,900 | - | - |
| Total Plant Operations | 13,650 | 10,891 | 10,891 | 10,891 | 10,794 | 10,785 | 10,261 | 10,261 | 10,261 | 10,261 | 9,595 | 9,595 | - | - |
| PLANT MAINTENANCE | | | | | | | | | | | | | | |
| Contracted Services | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | - | - |
| DEBT SERVICE | | | | | | | | | | | | | | |
| Principal & Interest | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | - | - |
| TOTAL EXPENDITURES | 208,687 | 226,330 | 291,957 | 292,783 | 287,381 | 295,367 | 245,521 | 245,521 | 245,521 | 245,451 | 260,237 | 224,546 | 128,786 | 60,543 |
| EXCESS REVENUES OVER EXP | 59,497 | 46,620 | (14,241) | (15,067) | (9,665) | (17,650) | 32,195 | 32,195 | 32,195 | 32,265 | 17,479 | 48,405 | (128,786) | (60,543) |
| CASH, ENDING | 68,545 | 115,165 | 100,924 | 85,857 | 76,193 | 58,543 | 90,738 | 122,933 | 155,128 | 187,393 | 204,872 | 253,277 | 124,491 | 63,948 |

APPENDIX N
Letters of Support for TCA

To Whom It May Concern:

I have been a local physician and business owner in Sarasota for nearly 12 years. In those 12 years I have required support staff in excess of 10 and have come to realize that the pool of the work force is vastly in need of jobs however, the sad news is that many under 30 can't read well, comprehend, or communicate effectively. This has not only caused concern but has placed a deep burden on my heart and leads me to wonder what will this world/society be like when my two sons enter the workforce? Will they be taught the skills that I did NOT learn in the traditional public schools but, through sought out mentors who took the time to sow the seeds of hope and leadership in me. That is when I was introduced to The Classical Academy of Sarasota. This educational model was new to me but not new at all. This was the education that George Washington, Thomas Jefferson, and Abraham Lincoln were educated by and, with which was the core foundational knowledge to which their greatness came forth. These were the minds that shaped the world. The independent outside the box, solution oriented thinkers that the world needed and the exact kind of leaders we need today in order to compete on the global macro economic scale.

The age of the internet and technology has made the world smaller and the US is losing its grip. In the past, correct spelling, the multiplication tables, the names of the state capitals and the American presidents were basics that all children were taught in school. Today, many children graduate without this essential knowledge. Most curricula today follow a haphazard sampling of topics with a focus on political correctness instead of teaching students how to study. These core areas of knowledge are essential to master. Without knowing the multiplication tables, children can't advance to algebra. Without mastery of grammar, students will have difficulty expressing themselves. Without these essential building blocks of knowledge, students may remember information but they will never possess a broad and deep understanding of how the world works. *We are in desperate need of leaders, that are well read and self propelled to create solution and bring value to this country. We must make a difference as parents, teachers, and community planners.*

The Classical Academy of Sarasota is exactly the educational investment we want for our sons. The character, spirit and confidence of a young mind is imperative to cultivate. Having this 2500 year old history of education combined with today's technology will create future leaders that will take moral responsibility for their families, communities, and country. My wife and I ask that you be one of these people who says, "Good enough is *not just good enough.*" But, to make a decision to sow the seed of greatness into our youth and more importantly support us as parents and local business owners who chose to not only make Sarasota our home, but to make it a better home!

Respectfully,

Drs. Greg & Tamara Logan

Rebecca Kimmitz
8005 Oak Drive
Palmetto, FL 34221
July 26, 2013

Sarasota County School Board
Charter Review Committee
Re: The Classical Academy

Dear Charter Review Board,

I am writing to express my support for The Classical Academy's proposal for sponsorship by the Sarasota County School District. As an Assistant Principal of a Blue Ribbon Charter Middle School in Hillsborough County, I am searching for an alternative educational opportunity for my three children closer to home. I believe The Classical Academy will not only be a valuable asset to my family, but will be of great benefit to many children, families, and the local Sarasota community for the following reasons:

- A small and safe learning environment where students feel welcomed and valued
- A rigorous and relevant classically inspired education
- A values centered learning community focusing on developing a student's moral character
- Strong parental support and involvement
- Expert teachers who help guide students through the joys and struggles of learning
- A K-12 campus that offers families continuity in their child's education from knowledge to application and expression

I fully support the approval of The Classical Academy Charter School to serve students in our community. I endorse the charter school's mission and am confident that it will be an exceptional learning environment for my children as well as many residents of Sarasota County. The Classical Academy will fill a need in our community for a K-12 alternative to a traditional public education.

Sincerely,

Mrs. Rebecca Kimmitz

Mrs. Rebecca Kimmitz
Prospective Parent

Erik and Rebecca Webster
4031 Basswood Drive
Sarasota, FL 34232
July 20, 2013

Sarasota County School Board
1690 Landings Blvd
Sarasota, FL 34232

Dear Sarasota County School Board:

As Sarasota county residents, homeowners, and parents of two children (ages five and one) we are thrilled to hear a charter application is soon to be submitted for review to you, the school board, for The Classical Academy. We are proud to live in a city that offers a variety of academic institutions and avenues to best suit each families needs and desires.

We feel classical education is the best avenue of learning for our son, Liam, who will enter kindergarten this fall. We applaud TCA's 'back to basics' approach to education, admire the curriculum that builds upon itself year after year, appreciate the comprehensive scope of subjects kindergarteners are exposed to and extol the emphasis on character building and ethics. As a former teacher at Sarasota Christian School, I (Rebecca) loved our smaller, K-12 close-knit campus. TCA's desire reflects a similar environment: a small, K-12 campus that we believe will instill a sense of community and belonging within our children.

We look forward to learning of TCA's accepted application.

Sincerely,

Erik and Rebecca Webster

Dear Sarasota County School Board,

We are the parents of 3 children who, as of the 2013/14 school year, are entering grades 8, 6, and 5. We are a home school family and this will be our 8th year in doing so. Our oldest went to a private school for kindergarten, but due to the high cost we were unable to continue in that direction. We are at a point where we would like to have our children attend a school and be a part of a classroom setting. However, private schools are too expensive and the other options that we have explored do not quite meet our personal expectations. Once we found out about the possibility of a school like TCA opening, we were extremely interested.

Our family has used a form of classical curriculum for the past couple of years and have found it to be an effective form of education. It just makes so much sense and its success has been proven time and time again throughout the history of education. The idea of a smaller scale school is also an appealing factor for us. There will be more opportunity for superior education and the needed attention can be given to individual students. Another benefit of TCA will be the K-12 campus. We believe that having the older group around the younger group will have a positive impact on both sides. It will give the older students a desire to be good examples and hold them accountable for their actions. While the younger students will be given an opportunity to see respectable behavior from the older role models.

If TCA were to open, it would be a win-win-win option for our family and what we desire for our children to be a part of.

Thank you for your time and consideration,

Tim and Amanda Masarik

TO: Sarasota County School Board

From: Sandra B. Engert

Date: July 26, 2013

We have been learning a great deal about The Classical Academy in the past few years. We wish to convey to you our interest and desire to see this high quality educational experience become available in Sarasota County. Our two grandchildren have attended and done well in their school but we know that they will greatly benefit from the values and guidelines used in the classical teaching methods. While awaiting the completion of TCA my granddaughter, who is entering 6th grade, will be home schooled by her mother. Our grandson is in the 3rd grade and it is exciting to know that they could both attend the same school through 12th grade.

Thank you for your dedication and hard work to secure the best educational experiences for the students of Sarasota County. We are counting on you to continue to move forward and provide this excellent source of quality education to the children in our area.